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ABSTRACT

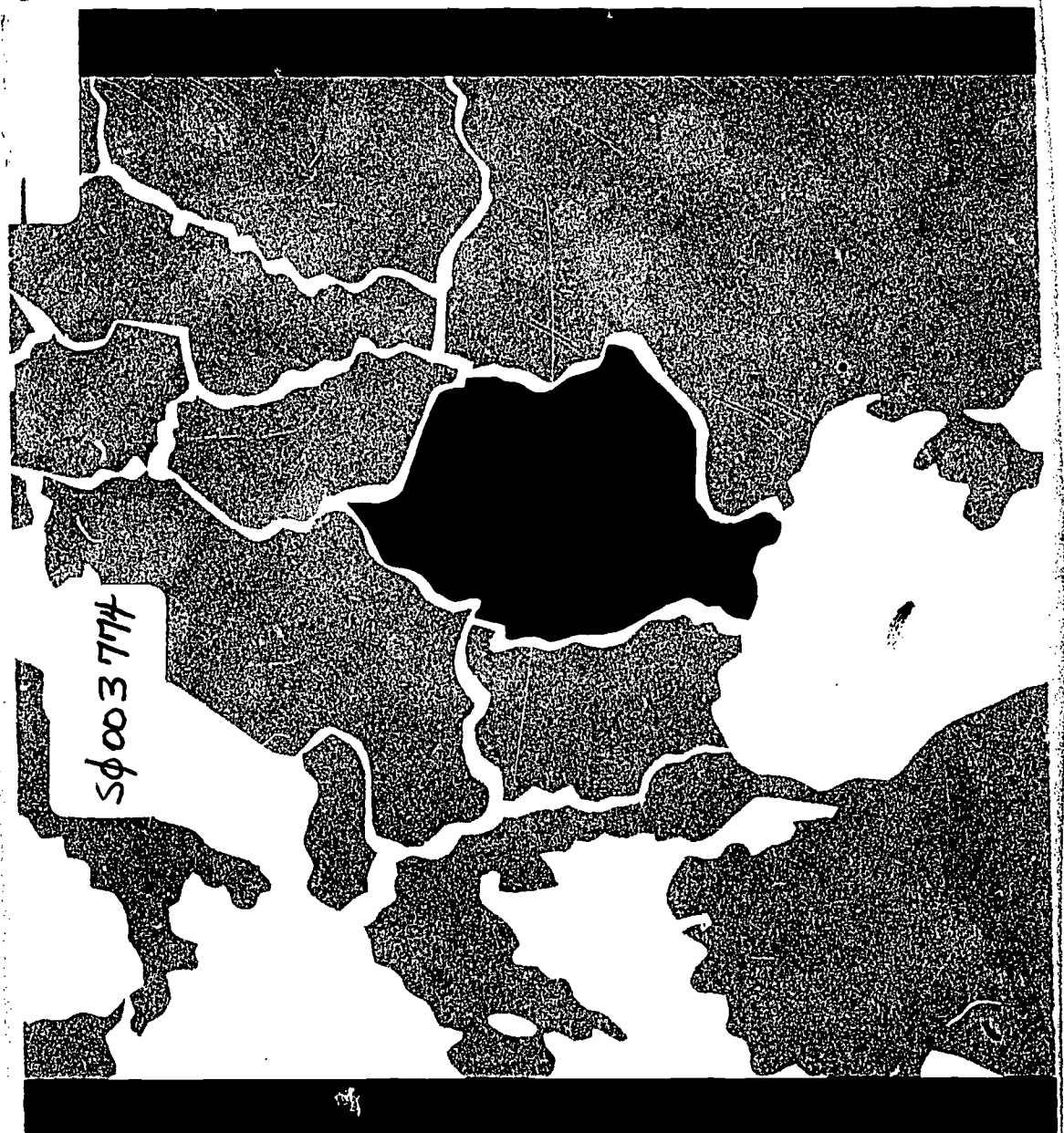
This second study of Romanian education reports important reforms that have strengthened the educational system and, moreover, provides a picture of the system at all education levels as of the 1969-70 academic year. Since Communist acquisition of power late in 1947, three major educational reforms have reflected a progressive nationalistic educational trend. The first, in 1947, aligned Romania's Western-oriented educational system with that of the Soviet Union; the second, in 1955, called for reorganization of the schools along polytechnical lines. Revealing a bolder posture toward national independence and also reflecting political aspirations and educational objectives of the regime, the third reform in the 1960's was designed to further Romania's long-range plans for industrialization and technical development and fostered change in general education, higher education, teacher education, and the vocational system. Among the achievements of this latter reform were: 1) the revitalization and modernization of higher education, and alignment of Romania's higher education with the modernization process occurring in the west; 2) extension from 8 to 10 years of free and compulsory education; 3) a rise of enrollment at all levels; and, 4) reorganization of vocational education. (SJM)

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education in ROMANIA:

A DECADE OF CHANGE



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Highlights

- At the Ninth Party Congress of July 1965, the official name of the country was changed from the People's Republic of Romania to the Socialist Republic of Romania (*Republica Socialistă România*).
- In spite of the relatively great strides in industrialization during the 1960's, over 60 percent of the people continue to live in rural areas.
- Committed to rapid, full-scale industrialization and modernization, Romania displayed during the 1960's a posture of independence and nationalism, which brought about significant developments in the education field.
- Ultimate decisionmaking power in all spheres of life, including education, continues to lie in the Communist Party acting under the direction of its top leadership.
- The third major educational reform since the Communist acquisition of power late in 1947 was enacted into law in May 1968 and implemented in the beginning of the 1968-69 academic year.
- The system of free and compulsory education was extended from 7 to 8 years in 1961 and from 8 to 10 years in 1968.
- As reorganized in 1968-69, the secondary schools are of two basic types: academic (general) and specialized (agricultural, economic, health-oriented, or industrial).
- In 1968, a number of 2-year institutions of higher learning were established to train "junior engineers" and "architectural foremen."

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by

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City University of New York

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U.S. DEPARTMENT OF HEALTH, EDUCATION,
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Foreword

Among U.S. Office of Education reports on education in other countries have been several studies of Eastern European education systems. The most recent are "Education in the Hungarian People's Republic" (1970), "The Educational System of Yugoslavia" (1970), and "Soviet Programs in International Education" (1971).

The present report is the second study of Romanian education to be published by the Office of Education. Since the first study in 1963, national developments in Romania and the strengthening of its education system have been reflected in important educational reforms. This second report documents these developments at all educational levels and provides a picture of the education system as of the 1969-1970 academic year. As the author of the earlier study, Dr. Braham is particularly well qualified to trace the changes in Romanian education since 1963.

In addition to these reports on Romanian education, Dr. Braham has done two other comparative education studies for the Office of Education: "Israel: A Modern Education System" (1966) and the 1970 study on Hungarian education.

Dr. Braham has requested that acknowledgment and thanks be given here to Seymour Rosen for his careful professional review and helpful critical comment during the preparation of this study. Mr. Rosen is Specialist in Education in the U.S.S.R. and Eastern Europe in the Office of Education's Institute of International Studies and author of several related studies on the Soviet Union and Eastern Europe.

ROBERT LEESTMA
*Associate Commissioner for
International Education*

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I: Romania, 1960-70—A Retrospect

Geographic-Administrative Reform

Encompassing an area of 91,934 square miles in southeastern Europe, the Socialist Republic of Romania (*Republica Socialistă România*) lies on either side of the Carpathians and the Transylvanian Alps. To the east and north she borders the U.S.S.R.; to the west, Hungary and Yugoslavia; and to the south, Bulgaria.

Until February 1968, the country's territory was divided into 16 economic-administrative regions reflecting the industrialization and nationalities policies of the regime.¹ The regions, in turn, were divided into districts.

In response to a decision by the Central Committee of the Romanian Communist Party on February 14, 1968, the Grand National Assembly two days later adopted a series of measures revising, among other things, the provisions of Article 15 of the 1965 Constitution.

In accordance with the revisions, the country's territory was divided into 39 counties (*județe*),² which, in turn, were subdivided into towns (*orașe*) and communes or villages (*comune*). The new territorial-administrative system denotes a return to the one that was in existence prior to the Communist assumption of power late in 1947. Politically, this system reflects the regime's efforts in the late 1960's to abandon the Soviet model adopted during the Stalin era and reinstitute the "positive" aspects of the Romanian past.

Although the status of municipality is assigned to 45 of the country's cities, only the Municipality of Bucharest enjoys a position equal to that of the counties.

¹ Argeș, Bacău, Banat, Brașov, Bucharest, Cluj, Crișana, Dobrogea, Galați, Hunedoara, Iași, Maramureș Mureș-Magyar Autonomous, Oltenia, Ploiești, and Suceava. The Mureș-Magyar Autonomous Region was established in an attempt to satisfy the aspirations of the large number of Hungarians living in Transylvania.

² Alba, Arad, Argeș, Bacău, Bihor, Bistrița-Năsăud, Botoșani, Brașov, Brăila, Buzău, Caraș-Severin, Cluj, Constanța, Covasna, Dâmbovița, Dolj, Galați, Gorj, Harghita, Hunedoara, Ialomița, Iași, Ilfov, Maramureș, Mehedinți, Mureș, Neamț, Olt, Prahova, Satu Mare, Sălaj, Sibiu, Suceava, Teleorman, Timiș, Tulcea, Vaslui, Vâlcea, and Vrancea. See Law No. 2/1968 on the administrative division of Romania in *Colecție de legi, decrete, hotărâri și alte acte normative* (Collection of Laws, Decrees, Decisions and Other Normative Acts), Bucharest, No. 1, 1968, pp. 39-43.

Demographic Changes

According to the census of March 15, 1966, Romania had a population of 19,103,163, an increase of around 1.6 million over the census of February 21, 1956. On July 1, 1968, the country's population was estimated at 19,720,984, of which 9,670,757 or 49 percent were males.³

In spite of the relatively great strides in industrialization during the past decade, the country's population continues to remain basically rural. Of the estimated total population of 19,284,814 on July 1, 1967,⁴ 11,816,746 lived in the rural areas, a negligible decline from 12,015,186 in 1956 and 12,159,485 in 1948. However, while the total rural population remained relatively constant, the increase in the urban population—from 3,713,139 in 1948 to 5,474,264 in 1956 and 7,468,068 in 1967—brought about a decrease in the rural percentage from 76.6 in 1948 to 68.7 in 1956 and 61.3 in 1967.⁵

Although Romania is more homogeneous than she was before World War II,⁶ there are still 15 nationalities residing in the country. According to the March 1966 census, 16,781,000 or 87.8 percent of the country's population were Romanians, 1,603,000 or 8.4 percent Hungarians, 377,000 or about 2 percent Germans, and 342,000 or about 1.8 percent other nationalities, including Jews, Serbians, and Ukrainians.⁷

The Szeklers, who make up about one-third of the country's Hungarian population, live in a compact mass in the eastern area of Transylvania, while the Saxons and Swabians, the two main components of the German population, live in the southern and northeastern parts of Transylvania and in the Banat, respectively.

Religious allegiances reflect to a large extent the ethnic composition of the population. Approximately 80 percent of the people nominally belong to the Romanian Orthodox Church, the current membership of which includes about 10 percent of those Romanians who belonged to the Greek Catholic or Uniate Church which was incorporated into the Orthodox Church in 1948. Another 9 percent of the citizens, mostly Hungarian, are members of the Roman Catholic Church, while the remaining 11 percent are Calvinists, Jews, and Lutherans.

³ *Statistical Pocket Book of the Socialist Republic of Romania, 1969*. Bucharest: Central Statistical Board [1970], p. 25.

⁴ The urban-rural population distribution in 1968 was not identified in Romanian sources.

⁵ *Anuarul statistic al Republicii Socialiste România, 1968* (Statistical Yearbook of the Socialist Republic of Romania, 1968). Bucharest: Direcția Centrală de Statistică, [1969], p. 66.

⁶ The greater homogeneity of Romania's postwar population can be attributed to the loss of Bessarabia and Southern Dobrudja (with their Ukrainian and Bulgarian minorities) to the USSR and Bulgaria, respectively, the wartime campaign against the Jews, and the postwar expulsion of Germans.

⁷ Ladislau Banyai and Richard Winter, "Rezolvarea problemei naționale—rezultat al făuririi societății socialiste" (The Solution of the Nationalities Problem—An Achievement of the Socialist Society). *Lupta de Clasă* (The Class Struggle), Bucharest. XLIX:5:11-19, May 1969.

Political Evolution: From People's Democracy to Socialist Republic

During the 1960's Romania experienced a quiet revolution that brought about significant and dramatic changes in the country's internal and international affairs. Facilitated if not triggered by the disarray in the once monolithic Communist bloc and especially the ever-widening Sino-Soviet split, these changes involved a reorientation of Romania's policies. The present leaders have for the past decade been trying to advance their national interests instead of those of the world Communist movement determined by the U.S.S.R.

Romania's display of independence and economic nationalism can be traced to the Romanian Communist Party decision in June 1960 to insure the country's industrialization under a very ambitious Six-Year Plan.

The Romanian commitment to rapid, full-scale industrialization and modernization conflicted with the Soviet plan for multilateral integration and specialization of the economies of countries belonging to the Council for Mutual Economic Assistance (COMECON). While acknowledging the validity of the principles of international division of labor in the Soviet plan, the Romanians claimed that to adopt the plan itself would merely perpetuate their country's economic underdevelopment and dependence on the more industrially advanced socialist countries. The plan was for all practical purposes shelved in July 1963 when Romanian-advanced bilateralism triumphed over the Soviet multilateralism.

Although Romania's resistance to Soviet plans was at first strictly economic in nature, it gradually took on a political coloration. In a remarkable display of independence, the Romanians, among other things, reestablished diplomatic relations with Albania, recognized the Federal Republic of Germany, maintained strict neutrality in the Sino-Soviet dispute, followed a self-determined line on the Arab-Israeli struggle, established consular and commercial relations with Spain, and opposed and condemned the Soviet-led invasion of Czechoslovakia.

The 1960's also saw a gradual improvement in U.S.-Romanian relations. Beginning with the 1960 agreement on partial restitution to American claimants for property confiscated by the Romanian authorities, relations between the two countries assumed an increasingly normal tone. The cultural exchanges launched in the same year have continued on the basis of annual agreements, and the U.S. Embassy in Bucharest has been permitted to distribute a cultural bulletin. The jamming of the Voice of America ceased in 1963.

These steps taken in the early 1960's led to the elevation of the legations in both countries to embassies and to a substantial increase in high-level contact, culminating in Prime Minister Gheorghe Maurer's official visit to Washington, D.C., in June 1967, President Richard M. Nixon's tour of Bucharest in August 1969, and Romanian President Nicolae Ceaușescu's visit to the United States in October 1970.

The Romanians have consistently defended these foreign political innovations as being not only correct in the sense that they were de-

signed to develop amicable relations with all countries, but also ideologically consistent with Marxism-Leninism and in tune politically with pronouncements by Soviet leaders. They have argued that Marxism-Leninism recognizes the right of each country to build socialism, including industrial and economic self-sufficiency, in accordance with particular local conditions and that the Soviet leaders correctly identified the principles guiding relations between socialist countries as those of "complete equality, respect for territorial integrity, national independence of sovereignty, and noninterference in each other's internal affairs."⁸ The Romanians incorporated these principles in their Party statement of April 1964,⁹ which amounted to a virtual declaration of independence. In it, they vigorously defended their right to protect the "national independence and sovereignty" of Romania against any "superstate or extrastate" organizations and opposed any "parent-son" relationship between parties.

In this same period external de-Sovietization or desatellization was coupled with a general de-Russification of internal institutions. One of the most dramatic changes was the transfer of Russian from a required to an elective course in virtually all educational institutions.

The growth of political nationalism was accompanied by a program of de-Stalinization.¹⁰ Among other things there was a diminution of the internal security apparatus, the release of nearly all political prisoners under the amnesties of 1964 and 1967, and the easing of travel restrictions.

Although many of these innovations were initiated under the leadership of the late Gheorghe Gheorghiu-Dej, the more radical ones are associated with Nicolae Ceaușescu, Secretary General of the Party since 1965 and Head of State since December 1967. His emphasis on Romanian national interests and traditions and on domestic policies yielding a gradually improved living standard somewhat enhanced the popularity of the regime.

The new, peculiarly Romanian road to socialism is perhaps best symbolized by measures that were adopted in July 1965 when the Ninth Party Congress changed the organizational framework of the Party and State. At this time, the Romanian Workers' Party was renamed the Romanian Communist Party (*Partidul Comunist Român*) and the Romanian People's Republic became the Socialist Republic of Romania (*Republica Socialistă România*). All organizational-structural changes were incorporated into the new Party statutes and State Constitution, respectively.

Government

Formally, the Socialist Republic of Romania has a parliamentary system of government in which members of the executive branch are

⁸ These principles were first spelled out by Premier Nikita Khrushchev in his declaration of Oct. 30, 1956, concerning relations between countries constituting what he had called the *commonwealth of socialist nations*.

⁹ For text, see *Scinteia* (The Spark), Bucharest, Apr. 26, 1964.

¹⁰ The Romanians assert that they started their de-Stalinization in 1952 (when Stalin was still alive) with the removal from power of Ana Pauker and Vasile Luca.

elected by and responsible to the legislature. In reality, however, the government is highly centralized, with ultimate decisionmaking power vested in the upper hierarchy of the Party. The Party has played a dominant role in all important aspects of Romanian society, a role formally started in August 21, 1965, when the then-adopted constitution provided for its exclusive position in the new socialist State.

The supreme organ of the State power is, theoretically, the Grand National Assembly (*Marea Adunare Națională*). Composed of 465 members elected from single-member electoral districts,¹¹ this unicameral branch is basically an agency convened twice a year to legitimize the actions taken in the interim. When the Assembly is not in session, the bulk of legislative work is performed by the Council of State (*Consiliul de Stat*), a permanent body elected from and by the Assembly for the duration of its mandate. The Council is composed of a president, who is also the titular Head of State, three vice presidents, 15 members, and a secretary.

Executive and administrative power is formally vested in the Council of Ministers (*Consiliu de Miniștri*) composed of the Prime Minister, one first vice premier, seven vice premiers, and a number of ministers and heads of various central administrative organs. Although the Council, like the other State bodies, is theoretically subordinate to the Assembly, it is in fact the primary agency that acts on decisions taken by the Party leadership. This role is greatly facilitated by the fact that many of the leading members of the Council are also members of the central organs of the Party.

The powers of the Council of Ministers with regard to defense were somewhat abridged in March 1969 when a Council of Defense (*Consiliu de Apărare*) was established to deal with all military matters. The Council of Defense was an outgrowth of Romania's opposition to the Soviet-led invasion of Czechoslovakia and rejection of the so-called Brezhnev doctrine of "limited sovereignty" advanced to justify the occupation.

The primary function of the judiciary, according to the constitution, is to defend "socialist order and personal rights" and to educate citizens concerning "respect of law." Composed of a Supreme Court, the county courts, and the people's courts, the judiciary performs its functions in cooperation with the Chief Public Prosecutor (*Procuror General*). The Chief Public Prosecutor and members of the Supreme Court, who have no power of judicial review, are elected by each new Assembly and are responsible to it, and, between sessions, to the Council of State. The primary function of the Chief Public Prosecutor is to supervise the activities of criminal investigation agencies and to insure the "defense of the socialist order . . . and of citizens."

¹¹ Elections are conducted within the framework of the Communist-controlled coalition bloc. Known as the People's Democratic Front (*Frontul Popular Democratic*) until October 1968, when it was changed to the Front of Socialist Unity (*Frontul Unității Socialiste*), this coalition includes all the mass organizations of the country, among them the Union of Student Associations (*Uniunea Asociațiilor Studenților*). For a list of all the mass organizations in the Front, see *Scinteia Tineretului* (The Spark of Youth), Bucharest, Dec. 20, 1968, p. 1.

Theoretically, professional judges, like lay assessors, are independent and subject only to the law. In reality, however, the assessors who are present in most courts of first instance and enjoy equal rights with the professional judges are in fact "defenders" of the interests of the system. They are elected by the people's councils from slates submitted by the Communist Party. Since the adoption of reform measures in 1968-69, however, the judiciary is much more responsive to the protection of the rights of citizens than it was in the past. The new penal code of 1968 and the laws pertaining to the organization of the judiciary and the Prosecutor's Office (*Procuratura*), which went into effect on January 1, 1969, represent a significant step forward in revamping the judiciary process.

At the local level, the primary organs of the State power are the people's councils (*consiliile populare*). The executive and administrative responsibilities of these councils are performed by executive committees (*comitetele executive*). Each executive committee is headed by a chairman called primar (*președinte*), whose functions are basically similar to those of a mayor in the United States. The executive committees carry out their functions through sections organized to oversee the basic tasks confronting a particular community. In the field of education, by far the most important role is played by the education sections of the executive committees of the county people's councils. These sections usually act in accordance with general guidelines and instructions issued by the central organs of the Party and by the Ministry of Education (*Ministerul Învățământului*).

The Communist Party

Under the constitution, sovereignty is vested in the people, who exercise it through their elected representatives in the Grand National Assembly; however, ultimate decisionmaking power belongs to the Communist Party acting under the direction of its top leadership. This unique Party position, which received constitutional legitimacy in August 1965, is justified on the ground that, with the elimination of class antagonism and the establishment of a socialist society, the interests of all the people are represented by the Party.

The 1960's saw a great expansion in Party membership, primarily as a result of a 1962 Central Committee resolution which provided a more liberal admission policy to collective farmers and pro-regime intellectuals. The increase in membership was also undoubtedly due to increased popularity of the Party in the wake of its domestic de-Russianization measures and to its pragmatic, independent foreign-policy moves. The Party's membership increased from 1,450,000 in July 1965 to 1,924,500 in August 1969. Its ratio of one member for every 10 Romanians is one of the highest in the Communist world. Of the total Party membership, 43 percent are workers, 28 percent peasants, and 23 percent intellectuals and white-collar workers.¹² In terms of national

¹² *Congresul al IX-lea al Partidului Comunist Român* (The Ninth Congress of the Romanian Communist Party). Bucharest: Editura Politică, 1965, p. 71; *World Strength of the Communist Party Organizations* (22nd Annual Report). Washington, D. C.: Department of State, Bureau of Intelligence and Research, 1970, pp. 69-70.

background, 88.43 percent are Romanians, while 11.57 percent are of German, Hungarian, or other descent.¹³

As a result of the decisions adopted during the Ninth and Tenth Party Congresses in July 1965 and August 1969, respectively, the organization and structure of the central Party organs were changed. The changes reflect the needs and interests of the leaders, who came to power after the death of Gheorghe Gheorghiu-Dej in March 1965.

The highest organ of power, according to the statutes, is the Party Congress, which is convened once every 5 years. In reality, however, the Congress, like the Grand National Assembly, is merely a rubber-stamp agency. Power is concentrated in the permanent agencies of the Party: the Central Committee (*Comitetul Central*), the Executive Committee (*Comitetul Executiv*), and the Standing Presidium (*Prezidiul Permanent*).

The Central Committee, composed of 165 members, guides the Party in the interval between the congresses and holds plenary meetings at least once every 4 months. It also elects the 21 members of the Executive Committee, who lead the Party between plenary meetings, and the nine members of the Standing Presidium, who are primarily entrusted with the "solution of current political problems" confronting the Party.

The central Party organization also includes the Central Party Collegium (*Colegiul Central de Partid*), formerly known as the Party Control Commission, and the Central Auditing Commission (*Comisia Centrală de Revizie*). The nine-member Collegium, elected by and responsible to the Central Committee, is in charge of personnel matters. The Central Auditing Commission, which has 23 members elected by the Party Congress, is in charge of verifying implementation of the Party budget and of auditing Party finances.

The implementation of decisions of central Party organs is entrusted to the Secretariat (*Secretariat*), headed by the Secretary General (*Secretarul general*), who is elected directly by the Party Congress.

The functions of Party organizations are all-pervasive. While national policy in all spheres of life is determined by the top leadership of the Party, implementation of that policy is entrusted to central and local governmental organs acting in cooperation with Party units organized within their framework.

In education, as in all other fields, the prevalent character of the Party is illustrated by the role it plays in formulating and implementing educational policy. Fundamental policy on all aspects of education is first discussed and determined in the appropriate sections or committees of the central Party organs. Once a decision is reached, it is issued in the form of a Central Committee directive, then translated into legislative language and published in the form of a law or decree by the Council of Ministers. Implementation is achieved through decisions and resolutions of the various ministries, especially the Ministry of Educa-

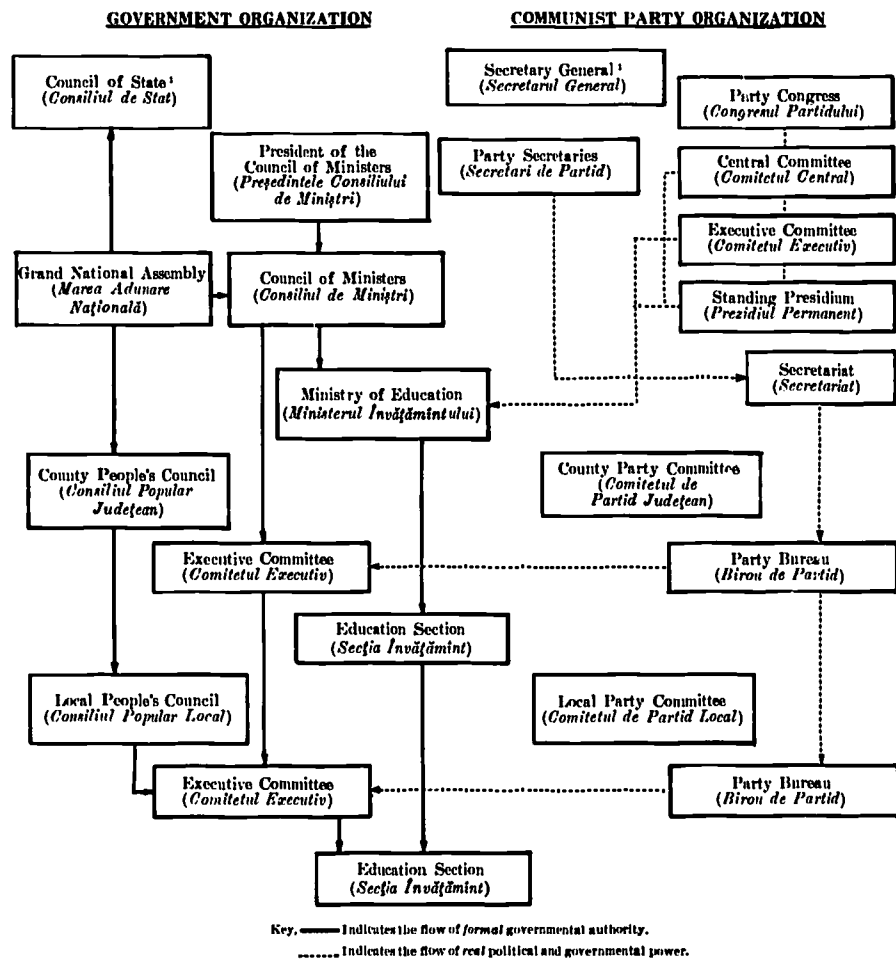
¹³ Ladislau Banyai and Richard Winter, *op. cit.*

tion.¹⁴ In accordance with legislative enactments, the school system operates through a governmental apparatus that extends downward from the ministries to the various education sections of the county, town, and commune people's councils.

The implementation of Party policies at all levels is assured through Party cells, or basic organizations, which operate in all school units and subunits. Strict adherence to a given party line in educational as in all other matters is assured by the Party positions held by politically influential educators and by the *ex officio* presence of Party and UTC (*Uniunea Tineretului Comunist/Union of Communist Youth*) representatives in the major administrative bodies of most educational institutions.

The policies of the executive organs of the Government and of the Party, both at the central and local levels, are highly synchronized, primarily because of the interlocking system inherent within the Party-State structure of the Socialist Republic of Romania (chart 1).

¹⁴The determining role of the Communist Party in educational matters as in all other spheres of public life is sanctified by law. See, for example, Articles 2 and 7 of Decree No. 1171/1968 of the Council of State concerning the organization and operation of the Ministry of Education. The former stipulates that the Ministry must implement its functions under the guidance and leadership of the Central Committee of the Romanian Communist Party; the latter states that members of the leadership collegium of the Ministry, collectively and separately, are responsible to the Central Committee for activities of the Ministry. For the text of Decree No. 1171/1968, see *Buletinul Oficial* (Official Bulletin), Bucharest, No. 172, Dec. 29, 1969, pp. 1911-13.



¹ In Dec. 1967, Nicolae Ceaușescu, the Secretary General of the Romanian Communist Party, was appointed President of the Council of State, i.e., President of the Socialist Republic of Romania.

Chart 1.—The Romanian-Party State: The Interlocking System.

II: Changes in Education—An Overview

After openly assuming power at the end of December 1947, the Communist regime in Romania adopted three major educational reform measures.

The first, undertaken under Decree No. 175 of the Presidium of the Grand National Assembly of August 3, 1948,¹ aligned Romania's traditional Western-oriented educational system with that of the Soviet Union. Both in form and substance this reform was the most far-reaching of the three, for it provided for the nationalization of all educational institutions, the adoption of Marxist-Leninist principles of education, and the adjustment of educational policies to changing requirements of the planned economic system.

The second reform was initiated by the Second Congress of the Romanian Workers' (Communist) Party in December 1955. Convened for the adoption of the second Five-Year Plan calculated to advance Romania's industrialization program, the Congress called for the reorganization of the schools along polytechnical lines in order to insure a greater synchronization of theoretical-academic studies with industrial and agricultural production.

This reorganization, instituted in 1956-57, affected chiefly the primary-secondary schools and higher education. It involved a fundamental revision of the operation and network of the primary and secondary schools by establishing a unified system known as the school of general education (*scoală de cultură generală*);² also, the improvement of political and polytechnical training in higher education. To advance the dual aim of higher education—the training of highly skilled technical personnel needed in a planned economy and the creation of an ideologically and politically reliable intelligentsia—the 1957 act for the reorganization of institutions of higher learning provided for a close correlation between education and the practical requirements of the economy and for the improvement of the social composition of the students, the

¹ *Monitorul Oficial* (Official Gazette), Bucharest. Part I, No. 177, Aug. 3, 1948, pp. 8322-24. The reforms also stipulated the eradication of illiteracy. For details, see Randolph L. Braham, *Education in the Rumanian People's Republic*. Washington, D.C.: U.S. Department of Health, Education, and Welfare. Office of Education, 1963, pp. 14-15.

² See Decree No. 1380/1956 of July 20, 1956, in *Colecție de legi, decrete, hotăriri și dispoziții. 1956 1 iulie-31 august* (Collection of Laws, Decrees, Decisions, and Orders, July 1-Aug. 31, 1956). Bucharest: Editura științifică, 1956, pp. 58-69.

teaching of the social sciences, and the political-ideological training of the students.³

In light of the educational experience of the late 1950's and early 1960's, a third major reform was implemented in 1968. It was designed to further Romania's long-range plans for industrialization and technical development.

The 1960's

The reforms of 1956-57 had a mixed effect on educational development in Romania. While they brought about significant improvements in the quantitative and qualitative aspects of education, they proved disappointing in view of the fact that some old problems persisted and new ones arose.

Among the achievements of the 1960's were the extension of the free and compulsory system to 8 years and the lengthening of elementary-secondary general education to 12 years.⁴ This 8-plus-4 system, initiated in 1961, was developed during the mid-1960's. Significant progress was also made in the development of postelementary education. The expansion of the network of academic and specialized secondary schools and of professional, technical, and vocational institutions made possible the inclusion of about 62 percent of all elementary school graduates in 1967-68 compared with only 51.5 percent in 1963-64.⁵ Qualitatively, the caliber of the schools was greatly improved by the training of a more competent teaching staff and the upgrading of sciences and mathematics. The social sciences and to a lesser extent the humanities, however, continued to be subject to the political-ideological exigencies of the regime.

The achievements associated with reforms were perhaps most pronounced in the sphere of higher education. With the expansion of older institutions of higher learning and the founding of new technical and teacher-training colleges and two new universities, it was possible to admit an ever larger number of students.⁶

By 1967, Romania was operating 46 institutions of higher learning with 185 schools or faculties (*facultăți*) and a total student body of 141,589 in contrast to only 131 schools with 71,989 students in 1960-61

³Decision No. 1003/1957. *Ibid.*, No. IV, 1957, pp. 59-81.

⁴Before the Communist acquisition of power in late 1947, the combined primary-secondary school period was 12 years. The standard primary schools had 4 grades and the secondary schools or lyceums 8 grades. In accordance with the Soviet model, the school period was reduced in 1948 to 11 years and in 1951 to 10 years—7 years of elementary and 3 years of secondary school. In the wake of the 1956 reform, the school period was raised to 11, and under a decree of the Council of State (*Consiliul de Stat*) of 1961 to 12 years.

⁵"Studiu privind dezvoltarea învățămîntului de cultură generală" (Study on the Development of the Schools of General Education). *Gazeta Învățămîntului* (Journal of Education), Bucharest. XX:933:2. Feb. 9, 1968. The study was prepared under the auspices of the Ministry of Education.

⁶The two new universities are those of Craiova and Timisoara. For details on these and the other institutions, see chapter VI.

and 129 schools with 48,676 students in 1948-49.⁷ During 1960-65, institutions of higher learning trained about 77,000 specialists in all branches of science, education, and culture.⁸ The increase in the number of institutions and students was matched by the addition of more equipment, enlarged educational facilities, and more scholarships.

The shortcomings of the 1956-57 educational reforms came to the fore following adoption of the Six-Year Plan by the Third Party Congress in June 1960. Soviet opposition to Romania's ambitious industrialization program and Romania's rejection of Khrushchev's plan for integrating the economies of Soviet-bloc nations gave impetus to the revival of nationalist feelings, couched in the language of "socialist patriotism." Romania's ever-bolder manifestations of independence and economic autarchy involved a de-Russianization campaign designed among other things to re-Romanianize the educational system.⁹

Throughout 1960-68, the Party press as well as the professional education journals featured a series of articles describing and deploring the shortcomings of the education system. Among these were faults in both the structure and curriculum of the schools at all levels.

In the elementary-secondary sphere, writers criticized the inadequate length of compulsory education, the failure to update curriculums, syllabuses, and textbooks to keep pace with developments in science and technology, the insufficient number of qualified teachers being trained, and the slow pace at which new equipment was added and new laboratories were established.¹⁰

Higher education was criticized not only on educational grounds but, indirectly, on political ones. Emboldened by the independent socialist line being followed by the new Communist leadership and by insights provided through increased contacts with the West, critics came to the conclusion that the dogmatic application of the Soviet education model, the isolation of the Romanian education system from more advanced Western methods, and the neglect of the "progressive tradition" of the prewar national education system had proved harmful to Romanian higher education. The organization and structure of higher education, they argued, failed to meet specific conditions in Romania and ignored the general experiences of countries with more advanced higher education systems.

The list of shortcomings cited tended to grow with the passage of

⁷ *Statistical Pocket Book of the Socialist Republic of Romania*, 1969. Bucharest: General Statistical Board, 1970, pp. 356-57.

⁸ "Studiu privind dezvoltarea învățămîntului superior" (Study Concerning the Development of Higher Education). *Scinteia Tineretului* (The Spark of Youth), Bucharest, July 21, 1967.

⁹ In Sept. 1963, for example, the Maxim Gorky Institute of Russian Language and Literature, a center of Soviet educational influence, was deprived of its separate identity and incorporated by the School of Slavic Languages and Literature of the then newly established Institute of Foreign Languages and Literature (*Institutul de Limbi și Literaturi Străine*) in Bucharest. For further information on educational developments in Romania during this time, see Ștefan Bălan, "Dezvoltarea învățămîntului în Republica Populară Română" (The Development of Education in the Rumanian People's Republic). *Lupta de Clasă* (The Class Struggle), Bucharest, XLIV:9:30-40, Sept. 1964.

¹⁰ "Studiu privind dezvoltarea învățămîntului de cultură generală," *op. cit.*

time. Specifically, the critics found, among other things, that higher education

- suffered from being fragmented into narrow specialties;
- failed to provide a long-term, scientifically based plan relating to cadre requirements;
- underemphasized the teaching of economics;
- was overcentralized and rigid in the planning and issuance of curriculums, syllabuses, and textbooks;
- failed to keep pace with advances in scientific knowledge;
- fell short of providing the faculty and student body with a sufficient supply of scientific and documentary material;
- neglected such important academic-scientific areas as cybernetics, automation, genetics, and sociology; and
- showed a tendency to underestimate the internal strength of the Romanian people.¹¹

The first inkling that a major educational reform was under consideration came from a speech by Secretary General Nicolae Ceaușescu at the Ninth Congress of the Party in July 1965.¹² The Party Secretary identified as one of the major objectives of the Party and State¹³ the development and improvement of education at all levels, including the extension of the compulsory system to 10 years and the establishment of specialized secondary schools.

The Reform of 1968

The third major educational reform since the Communist acquisition of power late in 1947 was enacted in May 1968 and implemented at the beginning of the 1968-69 academic year. The reform was the result of a major investigation of all aspects and levels of education since the end of the Ninth Congress of the Party. The basic findings and proposals of the investigative teams were incorporated by the Ministry of Education in three major reports concerning higher education, the schools of general education, and the vocational education system.

Higher Education

In the planned reorganization of Romania's education system, priority was given to the modernization of institutions of higher learning. The report on the development of higher education published in July 1967¹⁴ reflected directly or indirectly both the political aspirations and educa-

¹¹ *Studiu privind dezvoltarea învățămîntului superior,* *op. cit.*

¹² In July 1965 the Party's name was changed from Romanian Workers' Party (*Partidul Muncitoresc Român*) to Romanian Communist Party (*Partidul Comunist Român*), and concurrently the sequence of the congresses was also changed. Technically, then, the Ninth Congress of the Communist Party is the Fourth Congress of the Workers' Party.

¹³ For Ceaușescu's speech, see *Congresul al IX-lea al Partidului Comunist Român* (The Ninth Congress of the Romanian Communist Party). Bucharest: Editura Politică, 1965, pp. 21-104.

¹⁴ See footnote 8, this chapter.

tional objectives of the regime. Politically, the major intentions of the regime appear to have been the

- denigration, if not total elimination, of Soviet educational influence;
- revitalization of the progressive traditions of pre-Communist Romanian education; and
- alignment of Romanian higher education with modernization processes taking place in the West.

From the academic-educational point of view, the authors of the report hoped to

- update the various branches of science and mathematics;
- change the curriculum to reflect the development of Romania's socialist economy, science, and culture;
- provide for the introduction of more advanced methods of teaching;
- insure a more judicious relationship between general and specialized courses, between lectures and practical activities, and between required and elective offerings;
- expand the system of seminars and independent study;
- overhaul attendance and examination requirements;
- improve the administration of higher education through a decentralization measure under which the Ministry of Education would be concerned primarily with the delineation of general policy, and the administrative bodies of the institutions of higher learning would acquire more authority to manage their respective institutions;
- provide for the appointment of the leading officers of institutions of higher learning (rectors, deans and their immediate assistants) for a fixed, limited period of service; and
- revitalize the faculty councils (*consiliile profesorale*) and senates (*senatele*).

Although the education reform act was not adopted until May 1968, many of the measures recommended in the report were implemented during the 1967-68 academic year.

Schools of General Education

The report on schools of general education¹⁵ was made public early in February 1968 after it had been discussed and approved by the Council of Schools of General Education (*Consiliul învățămîntului de cultură generală*) of the Ministry of Education on January 15-16.¹⁶ The principal directives that guided the authors of the report were outlined by the Ninth Party Congress as follows:

- extending the free and compulsory system of education;
- improving evening sessions and correspondence courses;
- modernizing the curriculum, textbooks, and methods of teaching;

¹⁵ See footnote 5, this chapter.

¹⁶ For details on the debate, see *Gazeta Învățămîntului*, XX:930:2-3, Jan. 19, 1968.

- improving the techniques of civic and patriotic education; and
- updating the system of teacher training, retraining, and guidance.

In accordance with these directives, the authors of the report recommended that the free and compulsory system gradually be extended to 10 years, with a reduction of the age requirement from 7 to 6 for children entering grade 1. They further stipulated changes in the structure of academic lyceums (*liceu de cultură generală*),¹⁷ extension of evening sessions and correspondence courses, and improvement of the curriculum and of teaching.

Vocational and Technical Education

The report on vocational and technical schools was made public concurrently with the one on schools of general education.¹⁸ Based on the general directives of the Ninth Party Congress, it was first debated and approved by the Council on Vocational and Technical Education (*Consiliul învățămîntului profesional și tehnic*) of the Ministry of Education on January 12 and 13, 1968.¹⁹

The report reviewed the basic successes and shortcomings of the vocational education system following adoption of the reform act of 1955,²⁰ and proposed a series of measures designed to achieve the following objectives:

- increase the number of skilled workers, master craftsmen, and technicians to satisfy current and long-range needs of the socialist economy;
- raise the level of training skilled workers and technicians through modernization of the methods, content, and forms of vocational education; and
- improve the quality of the various types of vocational schools and shops by purchasing new equipment and supplies.

The report contained a detailed plan for training skilled workers in various types of vocational schools, in an on-the-job apprenticeship program, and in a further-training system operating within the framework of industrial enterprises. It proposed that technical personnel of intermediate specialization be trained in updated schools for master craftsmen, various industrial, agricultural, economic, and health-oriented specialized high schools, and in postsecondary technical schools.

¹⁷ Literally translated, *liceu de cultură generală* means "lyceum of general culture." However, throughout this text it will appear as academic lyceum. For details on these and other types of lyceums or secondary schools, see pp. 49-51.

¹⁸ "Studiu privind dezvoltarea învățămîntului profesional și tehnic" (Study on the Development of Vocational and Technical Education). *Gazeta Învățămîntului*, XX: 933:3-4, Feb. 9, 1968.

¹⁹ For excerpts from the debates, see *Gazeta Învățămîntului*, XX:930:3, Jan. 19, 1968.

²⁰ The report emphasized, for example, that at the beginning of 1966 only 20.7 percent of skilled workers were trained in vocational schools while 79.3 percent were enrolled in on-the-job training. Vocational education was based on Decision No. 1434 of July 31, 1956, amending Decision No. 91/1955 issued jointly by the Central Committee of the Romanian Workers' (Communist) Party and the Council of Ministers. For text, see *Colecție de legi, decrete, hotărîri și dispoziții*, op. cit., pp. 83-98.

Party Directives of April 1968

The three reports pertaining to higher education, to schools of general education, and to vocational and technical schools prepared under the auspices of the Ministry of Education were amalgamated and submitted as a unified study (*Studiu privind dezvoltarea învățămîntului de toate gradele*/Study on the Development of Education at All Levels) for approval by the Party. The latter was considered and approved at the Plenary Meeting of the Central Committee of the Romanian Communist Party on April 22-25, 1968, then issued with minor changes as directives of the Party's Central Committee.²¹

The Education Act of May 13, 1968

The Party directives served as the basis for a draft bill on the new education system of Romania considered by the Grand National Assembly (*Marea Adunare Națională*) early in May 1968.

In accordance with the formalities of parliamentary procedures, the draft bill was first discussed and approved by the Commission on Culture and Education (*Comisia pentru cultură și învățămînt*) and the Law Commission (*Comisia juridică*) of the Assembly. The "sponsor" of the bill in the Assembly was the then Minister of Education, Ștefan Bălan.²² After a few minor amendments were proposed by participants in the "debates,"²³ the bill was adopted on May 13, 1968, as the new "Education Law of the Socialist Republic of Romania."²⁴

Divided into 10 sections, the law specifies the fundamental goals and principles underlying the new education system and determines the organization and structure of the various levels of education. Among the most far-reaching provisions of the Law are those relating to the

²¹ For Ceaușescu's speech on the need to reorganize Romania's education and for excerpts from the speeches of the other participants in the Plenary Meeting, see *Gazeta Învățămîntului*, XX:944:1-5, Apr. 26, 1968. See also *Directivele Comitetului Central al Partidului Comunist Român privind dezvoltarea învățămîntului în Republica Socialistă România* (The Directives of the Central Committee of the Romanian Communist Party Concerning the Development of Education in the Socialist Republic of Romania). Bucharest: Editura Politică, 1968.

²² Bălan was replaced as Minister of Education in August 1969 by his deputy, Miron Constantinescu. Constantinescu's return to power was made possible by the assumption of Party and State leadership by Ceaușescu. A former member of the Politburo, Constantinescu had been ousted from that body by Gheorghe Gheorghiu-Dej in July 1957 on charges of anti-Party activities. In June 1960 he lost his position in the Central Committee. After Gheorghiu-Dej's death in Mar. 1965, Constantinescu was gradually rehabilitated, then appointed Deputy Minister of Education in Sept. 1965.

²³ For Bălan's report to the Assembly and excerpts from the speeches by the deputies, see *Gazeta Învățămîntului*, XX:947:1, 4-6, May 15, 1968.

²⁴ *Legea nr. 11 privind învățămîntul în Republica Socialistă România* (Law No. 11 Concerning Education in the Socialist Republic of Romania). *Buletinul Oficial* (Official Bulletin), Bucharest, No. 62, May 13, 1968, pp. 484-505. For the English translation of the Law, see *The Education Law of the Socialist Republic of Romania*. Bucharest: Didactical and Pedagogical Publishing House, 1968, 62 pp. For political background of the Law, see Ion Teoreanu, "O nouă etapă în dezvoltarea școlii românești" (A New Phase in the Development of the Romanian School). *Lupta de Clasă*, XLVIII:6:3-15, June 1968.

extension of the compulsory system to 10 years, the diversification of secondary schools, the establishment of new intermediate schools for the training of junior engineers (*subingineri*) and architectural foremen (*conductorii arhitecți*), and the organization of postuniversity education (*invățămînt postuniversitar*) offering refresher courses for specialists.

Goals and Principles

As the principal source of culture and civilization, education is viewed in the new law as a major vehicle contributing to the development of the socialist society and to order; also, to a multilateral affirmation of the human personality. Under these general conceptions, the law envisions that education should

- impart a general culture and the knowledge required for the successful performance of a socially useful job;
- advance the dialectical-materialist conception of society and nature;
- promote the intellectual, moral, esthetic, and physical development of citizens; and
- cultivate citizens' love for the nation and State and the ideals of peace and social progress.

In the pursuit of these goals, education has been designed to keep pace with developments in science and technology, to meet the requirements of the national economy and culture, and to conform with the ideals of socialist construction. In accordance with stated objectives, education at all levels is free²⁵ and, as in the past, operates on a unitary State basis.²⁶ As the objectives are periodically clarified by the Party and State authorities, ultimate power is entrusted to the Ministry of Education. In formulating its policies, the Ministry is expected to act in cooperation with the other interested central and local governmental organizations: the Union of Communist Youth (*Uniunea Tineretului Comunist*), the Union of Student Associations (*Uniunea Asociațiilor Studenților*), and the Pioneers' Organization (*Organizația Pionierilor*).²⁷

Administration

Although ultimate decisionmaking power in the highly centralized education system of Romania is vested in the central executive organs of the Party, implementing educational policy is the primary responsibility of State and governmental organizations operating educational institutions, including ministries, local governmental units, and industrial and agricultural enterprises. These normally act in accordance with general rules and regulations formulated by and under the control and supervision of the Ministry of Education.

²⁵ Article 7 of Law No. 11 cited in footnote 24.

²⁶ The separation of state and church has been in effect since 1948. Religious communities may operate schools only for the satisfaction of spiritual needs and within the limitations imposed by law.

²⁷ Articles 12-14 of Law No. 11 cited in footnote 24. For details on the structure and functions of the Ministry of Education, see pp. 34-37.

The Ministry of Education

Responsible for implementing educational policies formulated by the Party and Government, the Ministry of Education organizes, guides, and supervises the entire educational process from methodological, pedagogical, and scientific points of view. In addition, the Ministry is, among other things, specifically empowered to

- grant assistance to the executive committees of the people's councils in solving questions of a technical-educational nature;
- establish school plans and networks involving all levels of education;
- determine curriculums and syllabuses;
- supervise the preparation and issuance of textbooks;
- organize and supervise facilities for language-education of national minorities;
- guide scientific research in the institutions of higher learning;
- award scholarships and grants to advance education and science;
- organize the placement of higher education graduates; and
- manage and control institutions, economic organizations, and enterprises under its jurisdiction, including the Didactical and Pedagogical Publishing House (*Editura didactică și pedagogică*).²⁸

From an organizational-structural point of view, the Ministry of Education was reorganized in January 1969 in order to make it more effective in implementing the educational goals outlined in the 1968 Education Law. The reorganization involved, among other things, the dissolution of some directorates, the amalgamation of others, and the establishment of a few new departments designed to further centralize the technical-economic and administrative powers of the Ministry. The major structural changes included the establishment of a Corps of General School Inspectors and the replacement of the General Directorate of the Schools of General Education (*Direcția generală a învățămîntului de cultură generală*) with two general directorates—one dealing with the organizational and the other with the pedagogical aspects of general education.

As reorganized in 1969, the Ministry consists of 14 major sections: the Corps of General School Inspectors (*Corpul de inspectori generali*

²⁸ "Decret Nr. 1171 privind organizarea și funcționarea Ministerului Învățămîntului" (Decree No. 1171 Concerning the Organization and Operation of the Ministry of Education). *Buletinul Oficial*, No. 172, Dec. 29, 1968, pp. 1911-13. The Decree was enacted into law under Law No. 7 by the Grand National Assembly of Mar. 14, 1969. *Ibid.*, No. 32, Mar. 14, 1969, p. 240. Decree No. 1171/1968, as amended on Oct. 11, 1969, stipulates that the leadership of the Ministry of Education be composed of a Minister, three deputy ministers, a secretary general, and the president of the National Council of the Pioneers' Organization (*Consiliul Național al Organizației Pionierilor*). See Decree No. 700/1969 in *Buletinul Oficial*, No. 127, Nov. 13, 1969, p. 1036. This ministerial reorganization is in accord with the principle of collective leadership, enacted into law on Nov. 17, 1969, providing that the leadership of the ministries and other central organs of State administration be based upon this principle. For text of Law No. 20/1969, see *Ibid.*, No. 131, Nov. 17, 1969, pp. 1064-66.

For a list of the educational institutions and economic organizations and enterprises under the jurisdiction of the Ministry of Education, see *Ibid.*, No. 8, Jan. 14, 1969, p. 69.

școlari), the Department of Vocational and Technical Education (*Direcția generală a învățământului profesional și tehnic*), and the following directorates:

General Directorates

- General Directorate of the Organization of Schools of General Education (*Direcția generală a organizării învățământului de cultură generală*);
- Pedagogical General Directorate of the Schools of General Education (*Direcția generală pedagogică a învățământului de cultură generală*);
- General Directorate of University Education (*Direcția generală a învățământului universitar*);
- General Directorate of Higher Technical and Economic Education (*Direcția generală a învățământului superior tehnic și economic*); and
- General Directorate of Educational and Social Activities of Students (*Direcția generală a activităților educative și sociale studențești*).

Directorates

- Directorate of Education in the Languages of National Minorities (*Direcția pentru învățământul în limbile naționalităților conlocuitoare*);
- Directorate of Planning and Finance (*Direcția plan-finanțe*);
- Technical and Investments Directorate (*Direcția tehnică și de investiții*);
- Directorate of the Secretariat, Documentation, and Administration (*Direcția secretariatului, documentării și administrativă*);
- Directorate of Supplies (*Direcția de aprovizionare*);
- Directorate of Foreign Relations (*Direcția de relații externe*); and
- Directorate of Control (*Direcția de control*).²⁹

In discharging his responsibilities, the Minister of Education (*Ministrul Învățământului*) is assisted by a Collegium of the Ministry of Education (*Colegiul Ministerului Învățământului*) composed of himself as president and a membership that includes the deputy ministers, the secretaries general of the Ministry, a secretary of the Central Committee of the Union of Communist Youth, the presidents of the Union of Student Associations and the Pioneers' Organization, the president of the Trade Unions Committee (*Comitetul Uniunii Sindi-*

²⁹ Decision No. 1 of the Council of Ministers of Jan. 6, 1969. *Buletinul Oficial*, No. 8, Jan. 14, 1969, p. 68. In addition to the agencies listed above, the Ministry also has under its jurisdiction the High Commission on Diplomas (*Comisia superioară de diplome*) which is entrusted with the evaluation and issuance of higher degrees. See Decree No. 1171/1968 cited in footnote 28. For details on the Commission, see pp. 103-04. For details on the organizational structure of the Ministry of Education as it operated from its establishment in June 1962 until its reorganization in 1969, see Randolph L. Braham, *Education in the Rumanian People's Republic*. Washington, D.C.: Department of Health, Education, and Welfare. U.S. Government Printing Office, 1963, pp. 17-20.

catelor) in education and culture, and the directors general of the general directorates in the Ministry.³⁰

The Minister and the Collegium are assisted by three consultative organs: 1) the Council of General Education (*Consiliul învățămîntului de cultură generală*), 2) the Council of Vocational and Technical Education (*Consiliul învățămîntului profesional și tehnic*), and 3) the Council of Higher Education (*Consiliul învățămîntului superior*).

Since vocational and technical education involve other ministries, the Council of Vocational and Technical Education operates with a bureau which includes the Minister of Education as its president, the Deputy Minister as vice president, and representatives of the Ministry of Machine-Building Industry (*Ministerul Industriei Construcțiilor de Mașini*), the Ministry of Electric Power (*Ministerul Energiei Electrice*), the Ministry of Chemical Industry (*Ministerul Industriei Chimice*), the Ministry of Light Industry (*Ministerul Industriei Usoare*), the Ministry of Finance (*Ministerul Finanțelor*), the Ministry of Labor (*Ministerul Muncii*), the Higher Council of Agriculture (*Consiliul Superior al Agriculturii*), and the Central Union of Handicraft Cooperatives (*Uniunea Centrală a Cooperativelor Meșteșugărești*).³¹

In addition to the many ministries and central governmental agencies involved in the educational process, especially in the sponsorship and administration of intermediate and higher economic, vocational, and technical institutions, the State Planning Committee (*Comitetul de Stat al Planificării*) also plays an important role. One of the fundamental functions of this committee in education is to synchronize the admission and graduation of students with the requirements of the economy and the needs of the socialist society.

The People's Councils

At the local level, by far the most important governmental organs of education are the county people's councils (*consiliile populare județene*). Composed of working people's deputies, these councils act through their executive committees (*comitetele executive*), which are normally divided into so-called "local specialized organs of State administration" (*organe locale de specialitate ale administrației de stat*). One of these is the section on education (*secția învățămînt*), the functions of which are similar to those of an American local board of education, but with considerably less autonomy. Although the education sections work under the immediate control and guidance of their respective executive committees, they are in fact the primary organs through which the central educational authorities, especially the Ministry of Education, implement their policies. These sections, like all other executive organs of government, operate under the principles of

³⁰ Decision No. 2 of the Council of Ministers of Jan. 8, 1969. *Buletinul Oficial*, No. 8, Jan. 14, 1969, p. 70. Under Decree No. 700/1969 amending Decree No. 1171/1968 concerning the organization and operation of the Ministry of Education, the Ministry has been theoretically placed under a collective leadership. See footnote 28, this chapter.

³¹ Decision No. 356 of the Council of Ministers of Feb. 28, 1969. *Buletinul Oficial*, No. 29, Mar. 11, 1969, p. 218.

"democratic centralism" and "dual responsibility." Accordingly, they are responsible not only to the organs that elected them but also to the executive bodies directly above them.

Entrusted with primary responsibility in educational matters within their respective counties, the education sections of the executive committees of the county people's councils guide the activities of the education sections in the city, town, and village people's councils.³² The main agencies through which this function is fulfilled are the school inspectorates.

The School Inspectorates

Organized within the framework of the county people's councils soon after the territorial-administrative reorganization of February 1968,³³ the school inspectorates (*inspectoratele școlare*) are subordinated to both the Ministry of Education and the executive committees of their respective people's councils. Theoretically, each county school inspectorate oversees a staff of special inspectors assigned to all levels of education under county jurisdiction and to all major subjects taught in the respective schools. Inspectors in charge of personnel matters are particularly concerned with the evaluation of working conditions; the supervision of the system of appointment, transfers, and dismissals; the awarding of grants and scholarships; and the building of boarding facilities. In addition to the inspectors in charge of subject matters and personnel problems, there are special inspectors with well-defined territorial assignments and inspectors concerned with the administrative, economic, and financial aspects of institutions under their jurisdiction.³⁴

Financing

In accordance with Article 7 of the 1968 Education Law, education in the Socialist Republic of Romania is free at all levels. Education is financed through central and local State budgets, which more than doubled during the 1960's. In absolute figures, the total education budget increased from 3,495 billion *lei* in 1960 to 7,797 billion *lei* in 1968. However, during these years the proportion of expenditures on educa-

³² The people's councils were reorganized in the wake of the territorial-administrative reorganization of Romania in Feb. 1968. The territorial redivision of the country and the first organs of power in the new local units were determined under Law No. 3/1968. For its text, see *Colecție de legi, decrete, hotărâri și alte acte normative*, No. I, 1968, pp. 43-120.

³³ See p. 1.

³⁴ "Studiu privind dezvoltarea învățămîntului de cultură generală," *op. cit.*, p. 3; Articles 220-23 of Law No. 11 cited previously. See also M. Radian, "Inspectoratele școlare la început de drum" (The School Inspectorates at the Beginning of a New Road). *România Liberă* (Free Romania), Bucharest, Feb. 24, 1968, pp. 1,3.

Under a Decree of Mar. 1967, all central and local governmental organs with educational institutions under their jurisdiction are required to replace their respective "directorates, services, and bureaus of cadres" with "personnel directorates, services, and bureaus" (*direcții, servicii, și birouri de personal*). See Decree No. 142, of Feb. 28, 1967, of the Council of State, in *Buletinul Oficial*, No. 19, Mar. 7, 1967, p. 155.

tion within the total appropriations for social and cultural purposes remained relatively constant: 24.8 percent in 1960 and 25.4 percent in 1968.³⁵ (The basic rate of the *leu* to the U.S. dollar is 6:1.³⁶)

The education budget includes allocations for salaries, school construction and equipment, and scholarships and assistance.

Salaries. Although no data are available on specific allocations for various components of the three major elements of the education budget, it is safe to assume that the bulk of expenditures consists of salaries. The salaries of the instructional and administrative staff of institutions of higher learning are provided for and disbursed through the Ministry of Education budget. Teaching and administrative personnel employed in the lower levels of education receive their pay through the executive committees of the county people's councils.³⁷

Construction. Schools and such education-related institutions as dormitories, hostels, student homes, and gymnasiums are built in accordance with specifications stipulated by central governmental authorities. Within the framework of the categories of buildings and price ranges fixed by the Council of Ministers, the Ministry of Education determines standardized construction projects and issues directives, which, when approved by the State Committee on Construction, Architecture, and Systematization (*Comitetul de Stat pentru Construcții, Arhitectură și Sistemizare*), are used as a basis for determining the construction budget.³⁸

Scholarships and Assistance. In addition to providing free education at all levels, the Government has instituted quite a generous assistance and scholarship program. Assistance in the form of room and board is provided primarily for students whose permanent residence is relatively far from the school they attend. Aside from the element of geography,

³⁵ *Statistical Pocket Book of the Socialist Republic of Romania, 1969, op. cit., p. 350.* In another Romanian source, the 1968 education budget is given as 8,030.3 billion *lei*, representing 9.78 percent of the entire budget. Of this, 1,260 billion *lei* were allocated to higher education and 6,769.9 billion *lei* to schools of general education and to vocational and technical schools. Ministry of Education, *Report on the Development of the Educational Movement in the Socialist Republic of Romania, During the 1967-1968 School Year.* [Bucharest], June 1968, p. 69.

³⁶ The official exchange rates of the Romanian *leu* per U.S. dollar, from 1960 to 1969, were as follows:

| Rate | 1960 | 1961 | 1962 | 1963 | 1964 | 1965 | 1966 | 1967 | 1968 | 1969 ¹ |
|----------------------------------|--------------------|-------|-------|-------|--------------------|-------|-------|-------|-------|-------------------|
| Basic and foreign trade rate | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 |
| Noncommercial support rate | 12.00 ² | 12.00 | 12.00 | 12.00 | 12.00 | 12.00 | 12.00 | 12.00 | 12.00 | 12.00 |
| Tourist rate | 15.00 ² | 15.00 | 15.00 | 15.00 | 15.00 ³ | 15.00 | 15.00 | 15.00 | 15.00 | 15.00 |
| Tourist rate for hard currencies | — | — | — | — | 18.00 ⁴ | 18.00 | 18.00 | 18.00 | 18.00 | 18.00 |

¹ On Mar. 31. All other data pertain to end of year.

² Beginning June rate of 12 *lei* pertains only to noncommercial transactions.

³⁷ The system of salaries and advancement was determined under Articles 172-201 of Law No. 6 (Mar. 14, 1969) of the Grand National Assembly. See "Lege privind statutul personalului didactic din Republica Socialistă România" (Law Concerning the Statute of the Teaching Personnel in the Socialist Republic of Romania). *Buletinul Oficial*, No. 33, Mar. 15, 1969, pp. 256-85. For details, see pp. 123-24.

³⁸ Decision No. 567 (Mar. 24, 1969) of the Council of Ministers. *Buletinul Oficial*, No. 44, Mar. 28, 1969, pp. 370-71. For the 1967 construction program, see *Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967-1968 School Year, op. cit., p. 70.*

Table 1.—Number of students at various levels who are boarding students or who take their meals in school canteens, 1950–51, 1955–56, and 1960–61 through 1968–69¹

| Academic year | General education and cadre-training system ² | | Higher education | |
|---------------|--|---------|------------------|--------|
| | Room and board | Meals | Room and board | Meals |
| 1950–51 | 172,182 | 195,786 | 18,877 | 31,342 |
| 1955–56 | 136,998 | 146,609 | 28,382 | 26,832 |
| 1960–61 | 155,519 | 171,805 | 32,596 | 32,534 |
| 1961–62 | 178,370 | 200,509 | 42,603 | 43,114 |
| 1962–63 | 207,771 | 232,867 | 50,095 | 48,586 |
| 1963–64 | 222,420 | 250,445 | 56,855 | 50,475 |
| 1964–65 | 215,616 | 242,429 | 56,480 | 51,564 |
| 1965–66 | 221,805 | 243,730 | 57,819 | 52,807 |
| 1966–67 | 227,321 | 255,546 | 59,112 | 55,123 |
| 1967–68 | 228,720 | 262,754 | 60,611 | 54,137 |
| 1968–69 | 232,353 | 260,611 | 64,256 | 57,207 |

¹ As of Dec. 31, 1969.

² Includes students attending the elementary and secondary schools of general education, art and vocational schools, specialized lycées, technical schools, and master craftsman postsecondary specialized schools.

SOURCE OF DATA: *Anuarul statistic al Republicii Socialiste România, 1969*. Bucharest: Direcția Centrală de Statistică, 1970, p. 608.

the academic performance of students and the economic status of their parents or guardians are also considered in the granting of assistance. The number of elementary, secondary, and vocational and technical school students receiving full room and board increased from 155,519 in 1960 to 232,353 in 1968. The number of those receiving only their meals increased from 171,805 to 260,611 during the corresponding period. The percentage increase was even greater among higher education students. The number receiving full room and board increased from 32,596 to 64,256, and of those receiving only their meals from 32,534 to 57,207 (table 1).

In addition to room and board, deserving students—i.e., those with relatively high averages who abide by the rules of discipline and attend classes regularly—may also receive a monthly stipend of 30 lei for personal expenditures.³⁹

Exceptional students may receive special scholarships. These are awarded for a period of 12 months irrespective of the income or economic status of the parents or guardians and over and above room and board or other type of scholarship the students may already receive. The Government provides yearly⁴⁰

- 200 "Gheorghe Gheorghiu-Dej" scholarships worth 500 lei per month;

³⁹ Article 4 of Decision No. 1054/1962 as republished in 1967 under the provisions of Decision No. 2424/1967 of the Council of Ministers, *Colecție de legi, decrete, hotărâri și dispoziții*, No. VI, 1967, pp. 185–89. For the text of Decision No. 2424/1967, see *ibid.*, pp. 155–58.

⁴⁰ Article 15 of Decision No. 1054/1962 cited previously.

- 250 "Republican" or "National" scholarships worth 400 lei per month;
- 10 "Nicolae Bălcescu" scholarships worth 400 lei per month;
- 6 "Ion Andreescu" scholarships worth 400 lei per month; and
- 5 "George Enescu" scholarships worth 400 lei per month.

While the system of scholarships and assistance is determined and approved annually by the Council of Ministers on the recommendation of the Ministry of Education and with the concurrence of the State Planning Committee and the Ministry of Finance, the awards are made in accordance with Ministry of Education regulations.

Types of Education and Training

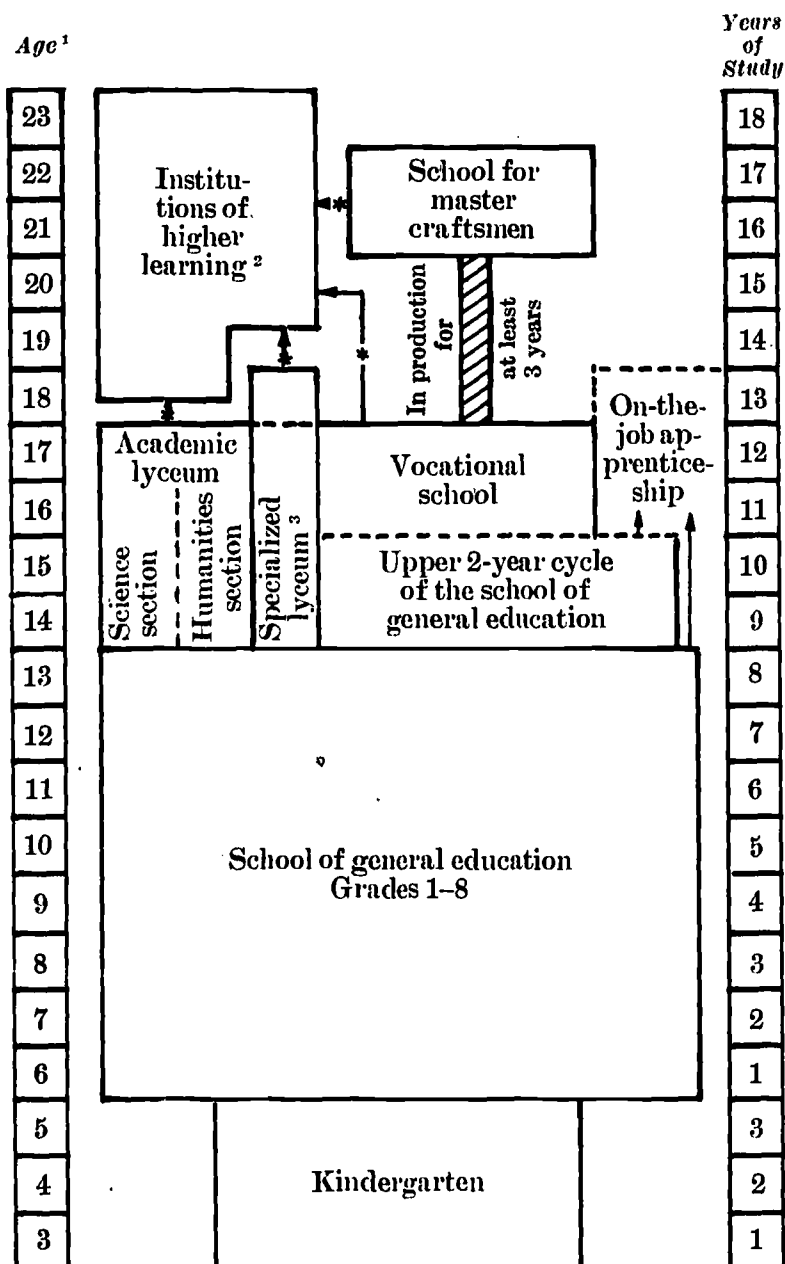
Article 5 of the Education Law of 1968 provides for six major types of education in Romania: 1) Preschool or preprimary education (*învățămîntul preșcolar*), 2) compulsory general education (*învățămîntul obligatoriu de cultură generală*), 3), lyceum or secondary education (*învățămîntul liceal*), 4) vocational and technical education (*învățămîntul profesional și învățămîntul tehnic*), 5) higher education (*învățămîntul superior*), and 6) postuniversity education (*învățămîntul postuniversitar*). In addition to these major types, a number of institutions provide instruction or training for adults, art students, the handicapped, and the Party cadres. Romania's new system of education is illustrated in chart 2.

Preschool Education

The system of preschool education underwent no major structural or functional changes in the 1960's. Designed to help in the education and upbringing of children ranging from 3 to 6 years of age, preschool education is offered on a voluntary basis in kindergartens (*grădinițe de copii*) and nurseries (*cămine de copii*). The kindergartens are organized by the executive committees of the county people's councils within the territorial limits of preschool districts. They may also be organized within the framework of State, cooperative, and communal organizations. Nurseries, which may be established at the request of parents or of State and communal organizations, supplement the educational work of the kindergarten by providing for the supervision, care, feeding, and rest of children enrolled. For nursery services, parents pay a monthly fee. The network and the curriculum and program of kindergartens and nurseries are determined by the Ministry of Education. Each kindergarten (and the nursery associated with it) is headed by a woman director (*directoară*). In 1968-69 there were 9,725 kindergartens with an enrollment of 419,762 children and a teaching faculty of 17,290 (table 2).

Elementary and Secondary Education

Among Romanian educational achievements during the 1960's was the continued extension of compulsory education, from 7 to 8 years in 1961, and from 8 to 10 years beginning in 1968. The 10-year compulsory system, expected to be in effect by 1973, is designed to include all



¹ At the beginning of the school year.

² Admitting candidates who possess the baccalaureate diploma and have passed a competitive examination, institutions of higher learning offer programs that vary from 2 to 3 years (in teacher-training institutes) to 6 years (in the medical institutes).

³ Includes the 5-year teacher-training lyceums.

* Denotes requirement of baccalaureate diploma.

Chart 2.—The Educational System of the Socialist Republic of Romania, 1970.

children between the ages of 6 and 16. The first eight grades are offered on a unitary basis. After being graduated from grade 8, pupils may satisfy the requirements of the compulsory system by continuing their studies either in academic or specialized secondary schools or in the upper 2-year cycle (*ciclul superior de 2 ani*); i.e., grades 9 and 10 in schools of general education.

With the extension of the compulsory education system to 10 years and the concurrent reduction of the school age for grade 1 from 7 to 6 under the Education Law of 1968, the secondary school grades were increased from three to four. Consequently, beginning with the 1968-69 school year, the secondary schools included grades 9 through 12. Under the revised system of education there are basically two types of secondary schools: Academic lyceums or lyceums of general education and specialized lyceums (*licee de specialitate*). Depending upon local conditions, size, facilities, and resources, academic lyceums may operate with several or all of the following four major sections: 1) science or *réal* (*reală*), with emphasis on mathematics and physics; 2) science or *réal*, with emphasis on biology and chemistry; 3) humanities (*umanistă*), with emphasis on foreign languages, philosophy, and Romanian literature, and 4) classical (*clasică*), in a limited number of schools, with emphasis on Greek and Latin.

The specialized lyceums are of four types: 1) agricultural lyceums (*licee agricole*), 2) economic lyceums (*licee economice*), 3) health-oriented lyceums (*licee sanitare*), and 4) industrial lyceums (*licee industriale*).

The academic lyceums are organized by the executive committees of the county people's councils, while specialized ones are established by ministries and other central governmental organs or by the executive committees of the local people's councils. Admission into all types of secondary education is by competition open to all graduates of the eighth grade. Applicants for the day sessions must be under 17 years of age; there is no age limit for those attending the evening sessions or taking correspondence courses.

During the 1968-69 school year there were 15,494 schools of general education and academic lyceums, with a total of 3,299,878 students and 146,973 teachers. In addition, there were 191 specialized lyceums with 87,649 students and 4,463 teachers (table 2).

Vocational and Technical Education

Since nationalization of the major sectors of the economy in 1948 and the subsequent introduction of planning, vocational and technical education have emerged as one of the major avenues for training the lower and intermediate cadres of skilled workers.

Vocational and technical education in the 1960's underwent some major changes, including the reduction by 1 year of the training period for most trades taught in vocational schools, the expansion of on-the-job apprenticeship programs, and a gradual elimination of technical schools for technical personnel (*școli tehnice pentru personal tehnic*). The functions of the latter have gradually been assumed by 4-year specialized lyceums (*licee de specialitate*) and by the 2-year higher education insti-

tutes (concerned with training junior engineers (*subingineri*) and architectural foremen (*conductorii arhitecți*)) established under the 1968 Education Law.

As reorganized under the Education Law of 1968, vocational education is offered either in 1- to 2-year vocational schools (*școli profesionale*) or in on-the-job apprenticeship (*ucenicia la locul de muncă*) programs. The length of training in the apprenticeship program varies from trade to trade. For the theoretical-academic part of the curriculum, apprentices attend either evening courses or take a 2- to 3-month course annually on a full-time basis.

Technical education is provided by schools for master craftsmen (*școli de maeștri*) and for postsecondary specialization (*școli de specializare postliceală*). The former are 1- to 2-year schools admitting skilled workers who have been graduated from a vocational, academic, or secondary school or its equivalent, fulfilled draft requirements, and have had at least 3 years' production experience. The latter offer 1 to 3 years of intermediate training in a technical or social-cultural field and theoretically admit only graduates of academic lyceums.

In 1968-69, 367 schools staffed by 2,673 teachers provided technical education of all types to 54,207 students (table 2).

Higher Education

During the 1960's, Romanian higher education experienced an unprecedented rise in enrollment (table 2). A greater degree of specialization was reflected by the increase in the number of schools and by the establishment of a series of new institutions, including the universities of Timișoara and Craiova.

A novel feature of higher education under the 1968 Education Law is the provision for establishing special technical institutes or higher educational sections for the training of junior engineers and architectural foremen. Persons qualifying for these positions are expected to occupy intermediate positions between full-fledged engineers and technicians or master craftsmen.

As in the past, higher education in socialist Romania has the dual aim of preparing the highly skilled professional and technical personnel needed by the socialist society and its economy and of creating an ideologically and politically reliable intelligentsia responsive to the changing requirements of the Party and Government.

Institutions of higher learning are of four types: 1) academies (*academii*), 2) conservatories (*conservatoare*), 3) institutes (*institute*), and 4) universities (*universități*). From the point of view of scope, these institutions offer the following eight general areas of education:

- higher agronomic education (*Învățământul superior agronomic*),
- higher art education (*Învățământul superior de artă*),
- higher economic education (*Învățământul superior economic*),
- higher education of physical education (*Învățământul superior de cultură fizică*),
- higher medical-pharmaceutical education (*Învățământul superior de medicină și farmacie*),

- higher teacher education (*Învățămîntul superior pedagogic*),
- higher technical education (*Învățămîntul superior tehnic*), and
- higher university education (*Învățămîntul superior universitar*).

Organizationally, institutions of higher learning are divided into schools or faculties (*facultăți*) which, in turn, may be subdivided into sections (*secții*). The instructional, educational, and research activities are organized within the framework of departments or chairs (*catedre*).⁴¹

The number of years of required study range from 3 to 6. The training of junior engineers and architectural foremen, like that of teachers for the compulsory education system, lasts from 2 to 3 years.

The list or nomenclature of specialties and the general education plan, including enrollment quotas, are determined annually by the Ministry of Education in consultation with the other ministries and central governmental organs involved with education and with the State Planning Committee.

During the 1968-69 academic year, Romanian higher education operated with 187 faculties, 147,637 students, and 12,950 teachers (table 2).

Teacher Education

Teachers for the various levels of education are trained in a variety of institutions. Teachers for kindergartens and the first four elementary grades are trained either in 5-year teacher-training lyceums (*licee pedagogice de învățători și educatoare*) that admit eighth-grade graduates from schools of general education or in 2-year teacher-training institutes (*institute pedagogice de învățători*) that admit secondary school graduates.

One of the major educational reforms of the 1960's concerns the announced plan of the government to phase out the 2-year institutes by gradually transforming them into teacher-training lyceums.

Because there is a shortage of qualified lower elementary school teachers, the authorities often assign to the lower grades graduates of institutions of higher learning who cannot for a variety of reasons be placed in upper elementary or secondary school positions for which they were trained. Higher education graduates who teach at the lower elementary level have the title schoolmaster or instructor (*institutor*).

Grade and subject teachers of grades 5 through 8 and subject teachers of grades 9 through 12 are trained either in 2-year teacher-training institutes, in the education sections or departments of institutions of higher learning, or in 3-year teacher-training institutes (*institute pedagogice de 3 ani*) classified as part of the system of higher education.

Instructors in institutions of higher learning are normally graduates of higher education who possess advanced degrees. Their appointment is based on, among other things, a nationwide competitive system.

To improve their effectiveness and thereby enhance the opportunity for advancement, teachers engage in professional activities, including attending scientific sessions and refresher courses organized by the

⁴¹ See footnote 8, chapter VI.

Institute for Upgrading the Teaching Cadres (*Institutul pentru perfecționarea cadrelor didactice*) in Bucharest or in Cluj, Iași, and Timișoara. The methodology, research, and scientific aspects of education, including the study of programs, syllabuses, and curriculums, are the responsibility of the Institute of Pedagogical Sciences (*Institutul de științe pedagogice*) in Bucharest.

In 1968 there were 18 teacher-training lyceums, seven sections, and five 2-year institutes training lower elementary grade teachers and three lyceums and 17 sections training kindergarten teachers. Day sessions were attended by 14,112, whereas 2,768 were correspondence students.⁴² During the same year there were 14 3-year teacher-training institutes in operation, which, together with other higher education programs, had 61 faculties and 22,682 students (tables 15 and 16).⁴³

Postuniversity Education

A novel feature of the Education Law of 1968 is the provision for establishing a system of postuniversity or postgraduate education, the primary objectives of which are to

- insure the professional upgrading of specialists by providing information and knowledge concerning developments and achievements in their respective fields;
- provide in-depth training and specialization in a particular or related field of science;
- advance new methods of investigation and techniques for research; and
- train specialized cadres to organize and manage production.

Courses in postuniversity education are organized within the framework of institutions of higher learning, research institutes, and important economic and industrial establishments. Offered in both day and evening sessions and as correspondence courses, the postuniversity refresher or specialization courses cover a maximum period of 12 months. Theoretically, they are open only to students and professionals who possess a higher diploma. Upon successfully completing all requirements, graduates of these courses receive a graduation certificate (*certificat de absolvire*) issued by the institution offering the courses.

The list of specialties and the educational program are determined annually by the Council of Ministers on the recommendation of the Ministry of Education in consultation with the other interested ministries, central governmental organs, and the National Council for Scientific Research (*Consiliul Național al Cercetării Științifice*).⁴⁴

⁴² *Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967-1968 school year, op. cit., p. 72.*

⁴³ *Admiterea în învățământul superior, 1968 (Admission Into Higher Education, 1968)*. Bucharest: Ministerul Învățământului, 1968, pp. 30, 33, 35, 38, 40, and 51-57.

⁴⁴ Articles 194-99 of the Education Law of 1968. See also Decree No. 542 of July 29, 1969, on the organization and operation of the Council. *Buletinul Oficial*, No. 81, July 29, 1969, pp. 645-48.

Special Education

In addition to the formal levels of education, Romania has a network of schools and programs that offer a variety of specialized programs. Some of these, like the ones providing training and instruction for adults, art students, and the handicapped, are also organized within the framework of regular schools.

Adult Education. Designed to eradicate illiteracy, to assist persons desiring to complete their basic education, to enable the gainfully employed, to further their education, and to advance the political-ideological level of the population at large, adult education has made considerable progress since the Communist acquisition of power in late 1947, especially during the 1960's. It is offered primarily within the framework of evening sessions or correspondence sections of the various types of schools and in the so-called workers' universities (*universități muncitorești*). The latter, organized by trade unions, are offered in clubs, culture houses, and in the cultural facilities of large industrial and agricultural enterprises. Frequently criticized for such shortcomings as curriculum deficiency, poor teaching, and organizational weaknesses,⁴⁵ the workers' universities cooperate in implementing their functions with local organs of the State Committee for Culture and Art (*Comitetul de Stat pentru Cultură și Artă*).⁴⁶

In 1969-70 there were 171 workers' and people's universities, which offered 1,231 courses that were attended by about 100,000 people. Of these, 80 were municipal, 35 factory-associated, and 56 rural "universities." While that of Bucharest operates under the jurisdiction of the State Committee for Culture and Art (*Comitetul de Stat pentru Cultură și Artă*), the others operate under the joint auspices of the local State committees for culture and art, the people's councils, and the local branches of trade unions. In terms of their offering, 725 (58.9 percent) of the courses related to "general culture," 346 to the social sciences, 247 to the natural sciences, 132 to literature and the arts, 108 to technical subjects, 140 to vocational subjects, and 258 to foreign languages. As to the composition of the student body, the breakdown of the 8,732 students who attended the "workers' university" of Bucharest, in terms of their social-economic structure, was as follows: Workers and technicians, 16.8 percent; engineers, 22.9 percent; economists, 7.9 percent; teachers, 10.5 percent; physicians, 4.8 percent; architects, 1.5 percent; lawyers, 1.7 percent; artists, 4.8 percent; civil servants, 9.5 percent; secondary school and other students, 8.8 percent;

⁴⁵ See for example, Dumitru Gheorghiu's "Universitățile muncitorești în lumina exigențelor spirituale contemporane" (The Workers' Universities in the Light of Contemporary Spiritual Demands). *Munca* (Labor), Bucharest, Oct. 30, 1968.

⁴⁶ The State Committee for Culture and Art, both at the central and local level, was reorganized in Dec. 1967 to coordinate all cultural and artistic activities. Originally organized in June 1962, the Committee has operated with a number of councils in the various fields of art and music; for example, Council of Theaters (*Consiliul teatrelor*), Council of Music (*Consiliul muzicii*), and Council of Plastic Arts (*Consiliul artelor plastice*). See Decision of the Council of Ministers on the implementation of Law No. 27/1967 by the State Committee for Culture and Art in *Buletinul Oficial*, No. 36, Mar. 21, 1968, pp. 338-43.

and housewives and pensioners, 7.1 percent. As to their age, 8.5 percent were under 20, 34.6 percent between 20 and 30, 28.2 percent between 30 and 40, 15.2 percent between 40 and 50, 7.9 percent between 50 and 60, and 5.6 percent over 60.⁴⁷

Art Education. In addition to numerous semiprofessional establishments in the various communities of the country, a number of schools and specialized programs offer professional training for children with special aptitudes in art, music, and sports. During the 1967-68 school year there were 51 general schools and lyceums of music, fine arts, and choreography, with an enrollment of 20,800. Of these, 9,128 studied in schools offering both general and specialized subjects as well as practical training. In addition, there were 16 lyceums and sections with special programs in physical education for about 4,400 children.⁴⁸ By 1968-69, the number of various types of art schools increased to 53, with 21,225 students and 2,611 teachers (table 2).

Education of the Handicapped. Children suffering from mental and physical disorders and those afflicted by various types of behavior problems are taught in special schools for the handicapped. The length of the training and the content of the programs are adjusted to the requirements of a particular type of handicap. While the educational-instructional process is determined by and implemented under the supervision of the Ministry of Education, some institutions serving the medical-educational needs of the handicapped are designed and maintained by the Ministry of Health and Social Welfare (*Ministerul Sănătății și Prevederilor Sociale*).⁴⁹

During the 1967-68 school year, 8,994 mentally and physically handicapped children attended 52 special schools.⁵⁰

Party Education. The political-ideological indoctrination and upgrading of Party cadres are the responsibility of the basic Party organizations. In 1965 these organizations had approximately 40,000 lecturers and propagandists at their disposal. The courses and lectures they sponsored during the same year were attended by more than 1.5 million people, both members and nonmembers of the Party.⁵¹ In such Party units as the central and county executive organs, lectures and Party education in general are the responsibility of the so-called agitprop (*agitație-propagandă*/agitation-propaganda) sections. In addition to lectures organized by basic Party organizations, the cadres also advance political-ideological preparedness at evening Party schools (*școli serale de partid*) and, in larger communities, at workers' universities, people's

⁴⁷ Emil Lordăchescu, "Acțiunea cultural-educativă pentru adulți—și universitățile populare" (The Cultural Educational campaign for Adults and the People's Universities). *Lupta de Clasă*, L:8:64-73, Aug. 1970.

⁴⁸ *Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967-1968 School Year*, *op. cit.*, p. 72.

⁴⁹ Decision No. 106 (Mar. 10, 1965) of the Council of Ministers, *Colecție de legi, decrete, hotărâri și dispoziții*, No. 11, 1965, pp. 102-08.

⁵⁰ *Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967-1968 School Year*, *op. cit.*, p. 72.

⁵¹ *Congresul al IX-lea al Partidului Comunist Român*, *op. cit.*, p. 87.

universities (*universități populare*), and evening universities of Marxism-Leninism (*universități serale de marxism-leninism*).⁵²

Leading Party officers and activists are trained at the Ștefan Gheorghiu Academy of Social-Political Science (*Academia de științe social-politice "Ștefan Gheorghiu"*) of the Central Committee of the Romanian Communist Party. Formerly known as the Ștefan Gheorghiu Higher Party School (*Scoala superioară de partid "Ștefan Gheorghiu"*), the Academy is recognized as part of the system of higher education, and its graduates enjoy the same status as do graduates of any regular institution of higher learning. The curriculum includes the history of the Romanian Communist Party, dialectical and historical materialism, organization and management of the economy, political science, and the history of workers' movements.⁵³

Although the curriculum of the various Party schools during the 1960's remained basically the same as it had been in the 1950's, the content and interpretation of the material covered changed according to the domestic and international positions of the regime. The major theme of Party education during the late 1960's was to demonstrate the compatibility between Marxism-Leninism and national Communism and to underscore the right of each nation to build socialism in accordance with particular local conditions. Party school instructors have been able to demonstrate skillfully that the basic principles guiding relations between socialist countries were correctly identified by Nikita Khrushchev, former Secretary General of the Communist Party and Soviet Premier, as "complete equality, respect for territorial integrity, national independence and sovereignty, and noninterference in each other's internal affairs."

The Youth Organizations

Worldwide student unrest in the late 1960's had a relatively minor impact on Romania's youth. A partial explanation is that Romania's students were isolated not only from their Western counterparts but also from colleagues in other socialist countries. Another factor of perhaps equal importance is that the national Communist regime enjoyed increased popularity as a result of its generally approved domestic de-Russianization and its occasional anti-Soviet political manifestations. Although the generation gap is not yet visible and the number of rebels and dissidents remains very small, the alarm signals have become sufficiently clear for the Party to devote considerable attention to the problems of the young. The routine, rigidly dogmatic enforcement of ever-changing political guidelines based on apparently irrelevant doctrines, and the consequent large-scale manifestations of apolitical tendencies on the part of youth in general and students in

⁵² The following article discusses the strength and weakness of the party education system as it operated in the then Banat region: Petre Blajovici, "In învățământul de partid un studiu activ, legat de viață" (In Party Education, an Active Study Related to Life). *Lupta de Clasă*, XLV:2:27-40.

⁵³ Decision No. 474 (Mar. 14, 1968) of the Council of Ministers. *Colecție de legi, decrete, hotărâri și dispoziții*, No. II, 1968, p. 109.

particular brought about a reorientation in Party policies toward youth and a restructuring of the major youth organizations, including the Pioneers' Organization, the Union of Communist Youth, student associations, and sport organizations.

The Pioneers' Organization

Founded in April 1949, the Pioneers' Organization was first reorganized in October 1954 along the lines of its Soviet counterpart. As a result of Romania's manifestation of independence and devotion to national Communism, the scope and structure of the Pioneers' Organization were changed in June 1966 by the Central Committee, meeting on April 12 and 13.⁵⁴

According to the 1966 Statutes,⁵⁵ the Pioneers' Organization no longer operates under the immediate jurisdiction of the Union of Communist Youth. Composed of children between the ages of 9 and 14, Pioneer organizations operate within the framework of schools and are guided by teachers and counselors. Supervised by the Ministry of Education and its subordinated units, local chapters of the organization act in accordance with directives from the National Council of the Pioneers' Organization (*Consiliul Național al Organizației Pionierilor*), which is under the immediate supervision of the Party's Central Committee.

The political character of the movement has been deemphasized under the new statutes, and the role of the school and education in inculcating and advancing such virtues as honesty, modesty, and friendship has been greatly expanded. In contradistinction to the 1954 Regulation, the new statutes omit all references to the "great Soviet Union" and its youth organization and place greater emphasis on the education of Pioneers in the spirit of "socialist patriotism" and love for the "Romanian people, the Socialist Republic of Romania, and the Romanian Communist Party." In line with the new spirit of nationalism, the solemn oath of the Pioneers has also been changed from the Leninist formula of "devotion to the unbending fight for the Party and the working people's cause and for the final victory of Communism" to one which stresses loyalty to the Romanian "Republic, people, and the Party."

Within the framework of the schools, young Pioneers are grouped in detachments (*detașamente*), and if the school has at least three detachments, a unit (*unitatea*) can be formed.

In accordance with the new orientation of the Pioneers' movement, youth extracurricular activities have become more diversified and, to a great extent, education-oriented. In an effort to identify and

⁵⁴ "Comunicatul plenarei Comitetului Central al Partidului Comunist Român" (Plenary Meeting of the Central Committee of the Romanian Communist Party). *Scinteia*, Apr. 14, 1966, p. 1. For the 1954 regulation guiding the Pioneers' Organization, see *Scinteia Tineretului*, Oct. 5, 1954.

⁵⁵ "Statutul unităților și detașamentelor de pionieri din Republica Socialistă România" (Statutes of the Units and Detachments of Pioneers in the Socialist Republic of Romania). *Scinteia Tineretului*, June 28, 1968, p. 3. See also "Regulamentul consiliilor organizației pionierilor din Republica Socialistă România" (Regulation of the Councils of Pioneers in the Socialist Republic of Romania). *Ibid.*

develop particular talents, special sport, cultural, and educational competitions, exhibitions, and championships are organized annually by the Ministry of Education, the Union of Communist Youth, and the National Council of the Pioneers' Organization.⁵⁶ Many of these events are organized within the framework of schools; others are offered under the auspices of the more than 100 Pioneer Houses located in various cities of the country, of which by far the best known is the Pioneers' Palace (*Palatul Pionierilor*) of Bucharest.⁵⁷

In March 1966 Pioneer membership totaled over 1.3 million or about 70 percent of all children between the ages of 9 and 14.⁵⁸

The Union of Communist Youth

Although no longer concerned with the immediate direction of Pioneers' organizations, the Union of Communist Youth continues to play a dominant role in implementing Party policies concerning Romanian youth.

Composed of members ranging in age from 14 to 26 years, the UTC⁵⁹ is closely modeled after the pyramid structure of the Party by which it is led. Reorganized during the Eighth Congress in March 1966, when the new Statutes⁶⁰ were adopted, the UTC continued to gain in membership⁶¹ apparently without successfully dealing with the lingering problems confronting Romanian youth.

UTC shortcomings were identified by the Party Central Committee at its Plenary Meeting held from November 29 to December 1, 1967, when the scope of the UTC was also changed.⁶² The UTC was charged, among other things, with failure in the educational and professional

⁵⁶ See, for example, "Calendarul activităților educative extradidactice ale elevilor pe anul 1969-1970, organizate de Ministerul Învățămîntului, Comitetul Central al U.T.C. și Consiliul Național al Organizației Pionierilor" The 1969-1970 Calendar of the Extracurricular Activities of Students Organized by the Ministry of Education, the Central Committee of the Union of Communist Youth, and the National Council of the Pioneers' Organization). *Gazeta Învățămîntului*, No. 1014, Oct. 24, 1969, p. 4. See also Aurelian Cosmațchi and Alexandru Ghitera, "Activitatea educativă în rîndurile pionierilor" (The Educational Activity Among Pioneers). *Lupta de Clasă*, XLVI:11:45-54, Nov. 1966.

⁵⁷ *Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967-1968 School Year*, *op. cit.*, p. 87.

⁵⁸ Data revealed by Petre Enache, head of the Union of Communist Youth at the Eighth Congress of the Union in Mar. 1966.

⁵⁹ The Union of Communist Youth is popularly known by the official abbreviation UTC, the initials of *Uniunea Tineretului Comunist*.

⁶⁰ For text of the Statutes, see *Tînărul Leninist* (The Young Leninist), Bucharest, Apr. 1966, pp. 68-81.

⁶¹ According to the report submitted by Petre Enache to the Eighth Congress, the UTC in 1966 had over 2,250,000 members, of which 670,000 were workers, 720,000 farmers, around 600,000 students, and 114,000 young engineers, instructors, and members of the professions. Over 336,000 UTC members were also members of the Communist Party. The UTC membership was divided into about 53,000 basic organizations in which 434,000 were elected to various leadership roles.

⁶² "Cu privire la sarcinile organizațiilor de partid, de stat și obștești, ale U.T.C., pentru îmbunătățirea muncii educative în rîndul tineretului" (Concerning the Tasks of the Party, State, and Communal Organizations and of the UTC for Improving the Educational Work Among the Youth). *Gazeta Învățămîntului*, No. 924, Dec. 8, 1967, p. 3.

guidance of youth, with a negative attitude toward work, and with offering rigid, outdated, and unattractive cultural and political programs to its members. To remedy the situation, the Party delegated greater responsibility for the guidance of children and students to schools and teaching cadres and to Party-controlled mass media. In addition to participating in the management of schools and of units in the State Committee for Culture and Art, UTC organizations were entrusted among other things, with

- cultivating in the young a positive attitude toward both their chosen field of work and the enterprise in which they are employed;
- political-ideological education of youth in the spirit of Marxism-Leninism and the policies of the Romanian Communist Party;
- participation in the organization of cultural-artistic festivities;
- responsibility for the organization of mass sport activities in the schools;
- preparation of youth for the defense of the Fatherland and the organization of paramilitary exercises;
- extracurricular political-educational training of youth;
- separation of functions in institutions of higher learning under which the UTC organs would be responsible for civic, political, and ideological work among the students, while student associations would be concerned with social management of their affairs, including running cafeterias and dormitories; and
- reorganization of UTC units in enterprises, on farms, and in schools.

To carry out these and related tasks, the directives of the Central Committee's Plenary Meeting of November-December 1967 also called for the establishment of a new Ministry for Youth Problems (*Ministerul pentru Problemele Tineretului*) to be headed by the First Secretary of UTC's Central Committee.⁶³ To assist the new Ministry, the directives provided for the setting up of a Research Center for Youth Problems (*Centrul de Cercetări pentru Problemele Tineretului*).⁶⁴

A scanning of the 1968-69 issues of *Scinteia Tineretului* (The Spark of Youth), the official UTC daily, reveals that many of the problems affecting youth continue to linger and frustrate the regime despite the many remedies which were applied.⁶⁵ The group that continued to openly resist the proposed remedies consisted mainly of higher education students.

⁶³ The UTC plenum of Apr. 1971 elected Dan Martian to succeed Ion Iliescu as First Secretary of the UTC. Iliescu, who succeeded Petre Enache, served as First Secretary from June 1967 to 1971.

⁶⁴ For details on the Research Center, consult, "Înființarea Centrului de cercetări pentru problemele tineretului" (Setting Up the Research Center for Youth Problems). *România Liberă* (Free Romania), Bucharest, Nov. 16, 1968, p. 5; Adriana Luscalov, "O nouă instituție științifică. Centrul de cercetare pentru problemele tineretului" (A New Scientific Institution. The Research Center for Youth Problems). *Munca*, Nov. 22, 1968, pp. 1,5.

⁶⁵ UTC shortcomings and the remedies were spelled out again at the First National Conference of the UTC in Feb. 1968 and during the July 1968 Plenum of the UTC Central Committee.

The Student Associations

Although Romanian students are relatively isolated from their counterparts the world over, they have in recent years manifested a more aggressive tone in expressing their grievances. Their complaints, like those expressed elsewhere, are concerned with more freedom of expression and a greater voice in organizing and managing their lives.

Bored by Party propaganda and to a large extent indifferent to UTC activities in the institutions of higher learning, students are blamed for lacking "socialist consciousness." In an attempt to break out of their isolation, they manifest great interest in every phase of life in the West in general and the United States in particular. In fact, the most popular forms of protest are aping Western habits and customs and showing a preference for English and French at the expense of Russian.⁶⁶ Student apolitical tendencies are also reflected by the crisis-character of problems involved in the teaching of the social sciences, subjects which emphasize Marxism-Leninism.⁶⁷

Student organizations in institutions of higher learning are led by student councils (*consilii studențești*), the members of which are elected annually. They are an integral part of the Union of Student Associations of Romania (*Uniunea Asociațiilor Studenților din România—UASR*) which holds a National Conference of Students (*Conferință Națională a Studenților*) at least once every 3 years.

The Party decision of November–December 1967 under which the UTC was entrusted with civic, political, and ideological tasks and the UASR with social-managerial ones apparently failed to achieve the expected results, for at the Seventh UASR Conference in April 1969 great concern was shown for the "elimination of parallelisms." The social-political responsibilities of student organizations were reemphasized by UASR Conference directives, which stipulated that

- Every student upon graduation must accept a position in the locality where his skills are most needed.
- Students must be familiar with the basic principles of Marxism-Leninism.
- The UASR must expand participation by students in "voluntary patriotic labor" projects and in training for national defense.

⁶⁶ Bennett Warnstrom, *The Student Mood in Rumania. East Europe*, New York, 18:8-9:5-7, Aug.-Sept. 1969. Grievances and demands of students are spelled out in the pages of *Viața Studențească* (Student Life), the official organ of the Union of Student Associations.

⁶⁷ Throughout the 1960's the Party press published many articles concerning the shortcomings in the content and teaching of the social sciences. See, for example, I. Totu and I. Grădișteanu, "Predarea marxism-leninismului în învățământul superior" (The Teaching of Marxism-Leninism in Higher Education). *Lupta de Clasă*, XLIV: 1:28-37, Jan. 1964; "Dezbateri pe marginea proiectelor de tematică a cursurilor de științe sociale" (Debate on the Draft Syllabuses of Social Science Courses). *Ibid.*, XLIV:4:95-121, Apr. 1964; XLIV:5:77-101, May 1964; XLIV:6:84-99, June 1964; and XLIV:7:82-102, July 1964; Vasile Nichita, "Preocupări actuale în predarea științelor sociale" (Current Concern in the Teaching of the Social Sciences). *Ibid.*, XLVI:11: 31-44, Nov. 1966, "Constătuirea privind îmbunătățirea predării științelor sociale" (Discussion on the Improvement of the Teaching of the Social Sciences). *Forum*, XI:2-3:144-61, Feb.-Mar. 1969.

- Under the new statutes, the UASR is the "sole political and professional representative of university youth, an integral part of the UTC."
- The UASR must expand its relations with student organizations of all "socialist" countries, as well as with "progressive and democratic" student organizations the world over.
- The UASR must act as an active political force in implementing a "real Marxist-Leninist policy."⁶⁸

Sports and Physical Education

In the drive to mold what it calls the "new socialist man," the Communist regime continues to pay considerable attention to physical education and sports. As a major vehicle for the harmonious physical and moral development of youth, physical education and sports are centrally directed and generously financed.

Centrally guided until July 1967 by the Union of Physical Education and Sports (*Uniunea de Cultură Fizică și Sport*), physical education and sports in all sectors of life—schools, industrial enterprises, clubs, farms—were coordinated and directed by the National Council for Physical Education and Sports (*Consiliul Național pentru Educație Fizică și Sport*).

Under the new system, enacted into law in December 1967,⁶⁹ responsibility for organizing physical education courses at all levels of education is assigned to the Ministry of Education. The organization and supervision of mass sports are the responsibility of the National Council of the Pioneers' Organization in the elementary schools, of the UTC in the villages, institutions of higher learning, and postelementary schools, and of the trade unions in enterprises and institutions. At the local level, the functions of the National Council for Physical Education and Sports are carried out by local councils.

Enrollment

One of the most positive aspects of Romania's educational reforms in the 1960's undoubtedly has been the increase in enrollment at all levels of education. Not only has the number of students kept pace with the increase in school-age population but also with the political and social-economic objectives of the regime. Perhaps by far the most important quantitative changes have taken place in elementary and academic secondary education and in higher education. In the former, total enrollment increased from 2,587,831 in 1960-61 to 3,299,878 in 1968-69, a reflection to a large extent of the success of the compulsory system; in the latter, the increase was even more dramatic, from 71,989 to 147,637 during the corresponding period (table 2).

⁶⁸ For details on the Seventh Conference of the Union of Student Associations of Romania, see *Scinteia*, Apr. 17, 1969, pp. 1, 4; Apr. 18, 1969, pp. 1, 4; and Apr. 19, 1969, pp. 1, 3, 4.

⁶⁹ Law No. 29 (Dec. 28, 1967) of the Grand National Assembly. *Buletinul Oficial*, No. 114, Dec. 29, 1967, pp. 887-92. See also Decision No. 629 (Apr. 9, 1968) of the Council of Ministers, *Ibid.*, No. 46, Apr. 9, 1968, pp. 393-94.

Table 2.—Number of schools, pupils, and teachers in day and evening sessions and correspondence courses, by level, 1938-39, 1948-49, 1950-51, 1955-56, and 1960-61 through 1968-69

[—Indicates that the source did not include figures]

| Item | 1938-39 | 1948-49 | 1950-51 | 1955-56 | 1960-61 | 1961-62 | 1962-63 | 1963-64 | 1964-65 | 1965-66 | 1966-67 | 1967-68 | 1968-69 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Preschool Education | | | | | | | | | | | | | |
| Kindergartens | 1,577 | 2,998 | 4,435 | 6,422 | 7,375 | 7,637 | 7,615 | 7,633 | 7,635 | 7,627 | 7,794 | 8,619 | 9,725 |
| Pupils | 90,787 | 157,934 | 199,096 | 275,433 | 354,677 | 375,667 | 374,079 | 372,430 | 359,076 | 353,721 | 356,464 | 391,051 | 419,762 |
| Kindergarten teachers | 1,819 | 3,951 | 5,826 | 9,623 | 12,533 | 13,142 | 13,243 | 13,404 | 13,513 | 13,579 | 14,088 | 15,672 | 17,290 |
| Elementary and Secondary Schools of General Education | | | | | | | | | | | | | |
| Schools | 13,865 | 14,988 | 15,556 | 15,893 | 15,638 | 15,638 | 15,496 | 15,469 | 15,473 | 15,521 | 15,513 | 15,525 | 15,494 |
| Students | 1,604,481 | 1,846,202 | 1,837,890 | 1,732,160 | 2,587,861 | 2,803,239 | 3,028,047 | 3,058,339 | 3,321,428 | 3,347,076 | 3,327,856 | 3,268,707 | 3,299,878 |
| Teachers | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Art Education | | | | | | | | | | | | | |
| Schools | — | — | 19 | 11 | 45 | 47 | 48 | 49 | 51 | 51 | 51 | 51 | 53 |
| Students (total) | — | — | 1,527 | 2,879 | 14,530 | 17,204 | 18,633 | 19,292 | 20,320 | 20,380 | 20,634 | 20,800 | 21,225 |
| Also in schools of general education | — | — | — | 2,137 | 12,535 | 14,581 | 16,452 | 15,082 | 12,806 | 12,212 | 11,941 | 11,672 | 11,271 |
| Teachers | — | — | 281 | 126 | 1,082 | 1,372 | 1,504 | 1,541 | 2,087 | 2,393 | 2,432 | 2,521 | 2,611 |
| Vocational Education | | | | | | | | | | | | | |
| Vocational Schools | | | | | | | | | | | | | |
| Schools | 224 | 511 | 546 | 402 | 519 | 601 | 473 | 459 | 434 | 441 | 422 | 426 | 415 |
| Students | 39,250 | 61,372 | 99,257 | 94,409 | 127,224 | 159,732 | 170,020 | 188,287 | 181,097 | 182,391 | 205,197 | 219,401 | 217,955 |
| Teachers | 896 | 4,314 | 7,808 | 5,564 | 7,330 | 8,594 | 8,981 | 9,431 | 9,910 | 10,374 | 11,615 | 11,924 | 11,536 |
| Apprenticeship System | | | | | | | | | | | | | |
| Schools | — | — | — | — | — | — | — | — | — | — | — | 9,487 | 31,673 |

| Item | 1938-39 | 1948-49 | 1950-51 | 1955-56 | 1960-61 | 1961-62 | 1962-63 | 1963-64 | 1964-65 | 1965-66 | 1966-67 | 1967-68 | 1968-69 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Two-Year Teacher-Training Schools and Institutes ¹ | | | | | | | | | | | | | |
| Schools | 55 | 64 | 110 | 38 | 25 | 32 | 9 | 17 | 15 | 24 | (1) | (1) | (1) |
| Students | 5,537 | 14,370 | 33,046 | 6,955 | 9,271 | 9,267 | 7,024 | 10,498 | 12,498 | 12,703 | 2,401 | 3,088 | 3,566 |
| Teachers | 1,076 | 1,063 | 1,710 | 602 | 666 | 642 | 480 | 472 | 409 | 475 | — | — | — |
| Specialized lyciums | | | | | | | | | | | | | |
| Schools | — | — | — | — | — | — | — | — | — | — | 182 | 186 | 191 |
| Students | — | — | — | — | — | — | — | — | — | — | 35,643 | 61,428 | 87,649 |
| Teachers | — | — | — | — | — | — | — | — | — | — | 2,119 | 3,575 | 4,463 |
| Technical Education ² | | | | | | | | | | | | | |
| Schools | 142 | 454 | 358 | 180 | 246 | 282 | 362 | 358 | 327 | 319 | 338 | 342 | 367 |
| Students | 14,746 | 75,168 | 95,373 | 20,281 | 42,212 | 46,954 | 64,437 | 71,925 | 67,372 | 68,409 | 61,303 | 57,080 | 54,207 |
| Teachers | 3,871 | 6,482 | 5,664 | 1,226 | 2,913 | 3,054 | 3,908 | 4,195 | 4,060 | 4,453 | 4,072 | 3,270 | 2,623 |
| Technical Education for Technical Personnel | | | | | | | | | | | | | |
| Schools | 142 | 454 | 358 | 26 | 8 | 8 | 102 | 110 | 87 | 84 | 74 | 69 | 62 |
| Students | 14,746 | 75,168 | 95,373 | 7,490 | 1,769 | 1,009 | 22,606 | 32,628 | 32,853 | 31,057 | 19,264 | 12,362 | 5,902 |
| Teachers | 3,871 | 6,482 | 5,664 | 345 | 35 | 17 | 971 | 1,138 | 1,185 | 1,276 | 664 | 362 | 163 |
| Postsecondary Specialized Secondary Education | | | | | | | | | | | | | |
| Schools | — | — | — | 50 | 104 | 116 | 118 | 112 | 114 | 128 | 146 | 148 | 164 |
| Students | — | — | — | 4,286 | 21,555 | 25,076 | 23,581 | 20,396 | 17,837 | 22,337 | 27,410 | 28,401 | 31,112 |
| Teachers | — | — | — | 623 | 1,653 | 1,790 | 2,044 | 2,114 | 1,869 | 2,162 | 2,385 | 2,128 | 1,741 |

| Item | 1938-39 | 1948-49 | 1950-51 | 1955-56 | 1960-61 | 1961-62 | 1962-63 | 1963-64 | 1964-65 | 1965-66 | 1966-67 | 1967-68 | 1968-69 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Technical Education for Skilled Workers | | | | | | | | | | | | | |
| Schools | — | — | — | 7 | 48 | 47 | 39 | 35 | 29 | 25 | — | — | — |
| Students | — | — | — | 578 | 5,544 | 4,411 | 3,406 | 2,793 | 2,656 | 1,358 | 123 | — | — |
| Teachers | — | — | — | 49 | 392 | 331 | 201 | 255 | 131 | 75 | 2 | — | — |
| Master Craftsmen Education | | | | | | | | | | | | | |
| Schools | — | — | — | 97 | 86 | 111 | 103 | 101 | 97 | 112 | 118 | 125 | 141 |
| Students | — | — | — | 7,927 | 13,344 | 16,458 | 14,844 | 16,108 | 14,026 | 13,657 | 14,506 | 16,317 | 17,193 |
| Teachers | — | — | — | 209 | 833 | 916 | 692 | 688 | 875 | 940 | 1,021 | 780 | 769 |
| Higher Education | | | | | | | | | | | | | |
| Faculties | 33 | 129 | 136 | 127 | 131 | 151 | 165 | 171 | 178 | 183 | 181 | 185 | 187 |
| Students (total) | 26,489 | 48,676 | 53,007 | 77,633 | 71,989 | 83,749 | 98,929 | 112,611 | 123,284 | 130,614 | 136,948 | 141,589 | 147,637 |
| Foreign students | — | — | — | 877 | 897 | 741 | 869 | 617 | 508 | 503 | 729 | 971 | 1,261 |
| Teachers | 2,194 | 5,638 | 8,518 | 8,369 | 8,917 | 10,360 | 10,753 | 11,965 | 12,465 | 13,038 | 13,404 | 13,792 | 12,950 |

¹ In 1966-67 teacher-training schools became teacher-training lycées and are, therefore, included under specialized lycées. The 2-year teacher-training system operates with only teacher-training sections.

² Includes total figures for "Technical education for technical personnel," "Postsecondary specialized secondary education," "Technical education for skilled workers," and "Master craftsmen education."

SOURCE OF DATA: *Anuarul statistic al Republicii Socialiste România, 1969.* Bucharest: Direcția Centrală de Statistică, 1970, pp. 574-77.

The fluctuation in enrollment in 2-year teacher-training schools and institutes and in technical education reflects the organizational changes effectuated during the 1960's.

Although no official comparative statistical data are available concerning the education of children and students in the languages of the national minorities, Communist sources reveal that during the 1967-68 school year there were over 1,200 kindergartens and 1,944 general schools for these minorities. Of these, 1,480 used Hungarian and 386 German as the language of instruction. The others employed Bulgarian, Czech, Polish, Serbo-Croatian, Slovak, or Ukrainian. In localities where the number of minorities is relatively small, special courses in the languages of the respective minorities may be offered. In 1967-68 about 23,000 students of minority backgrounds attended institutions of higher learning, compared with only about 12,000 in 1956-57.⁷⁰

Although no institution of higher learning in contemporary Romania uses a non-Romanian language exclusively as the vehicle of instruction, as was the case before the 1957-58 academic year, students of national minority background, especially the Hungarians, have the opportunity of attending courses in their own languages.⁷¹

Romania's Role in International Education

Beginning in the early 1960's when the Communist regime began to reveal an ever-bolder posture of national independence, Romania embarked on a gradual expansion of her role in international educational, cultural, and scientific exchanges. During the 1950's such exchanges were undertaken almost exclusively with other countries of

⁷⁰Ladislau Banyai and Richard Winter, "Rezolvarea problemei naționale—Rezultat al făuririi societății socialiste" (The Solution of the Nationalities Problem—An Achievement of the Socialist Society). *Lupta de Clasă*, XLIX:5:11-19, May 1969. See also Andrei Dancsuly, "Invățământul în limbile naționalităților conlocuitoare în România Socialistă" (Education in the Languages of the National Minorities in Socialist Romania). *Revista de Pedagogie* (Review of Education), Bucharest, XVIII: 7-8:130-37, July-Aug. 1969.

⁷¹Classes in this language are featured in the cities of Cluj, Tirgu-Mureș, and others in Transylvania with a relatively large proportion of Hungarians. Before the 1957-58 academic year there were a number of Hungarian institutions of higher learning, including the Bolyai University of Cluj and the Medical-Pharmaceutical Institute of Tirgu-Mureș. As a result of the impact of the 1956 Hungarian Revolution on the Hungarian minority (especially the students in Romania), and of the nationalistic policies of the Communist regime during the 1960's, the Hungarian institutions of higher learning were either amalgamated with their Romanian counterparts or transformed into all-Romanian institutions offering bilingual or parallel language courses in both Hungarian and Romanian. Such was the case, for example, at the Babeș-Bolyai University, the Gh. Dima Conservatory of Music in Cluj, the Medical-Pharmaceutical Institute, and the Szentgyörgyi István Institute of Theater Arts in Tirgu-Mureș. For details on the organizational structure of these institutions, see chapter VI and appendix B. For one point of view concerning the measures adopted by the Romanian Government affecting the educational facilities of the Hungarian minority, see "White Paper" on the Liquidation of the Hungarian Minority's Educational Facilities in Romania. New York: Association of Hungarian Students in North America, 1966, 22 pp.

the Soviet bloc, but in recent years Romania has expanded her contacts with the Western world.

The initiator of the International Mathematics Olympics in 1958, Romania hosted the first two annual competitions. In 1967 she hosted the International Congress of Linguists and in 1968 two scientific events: The 12th Congress of Romance Languages and Philology and the UNESCO-sponsored European colloquium on the modernization of the teaching of mathematics in secondary and higher education. Under the sponsorship of the University of Bucharest, over 150 teachers and students from 24 countries attended the eighth summer session and colloquium on Romanian history, language, and literature held in Sinaia from July 25 to August 25, 1967.

Representatives of Romanian education and science were permitted to attend international meetings and congresses in ever greater number. During the 1967-68 academic year alone about 160 Romanian delegates participated in over 100 international scientific meetings in 22 countries, and over 500 teachers at their own expense attended approximately 250 scientific sessions in various parts of the world.⁷²

One of the most encouraging aspects of Romania's increased participation in the international scientific community has been an expansion of exchanges with the United States within the framework of intergovernmental arrangements. The number of exchange visitors between the two countries has tended to vary over the years, as the following figures show: ⁷³

| <i>Year</i> | <i>Romanians in the United States</i> | <i>Americans in Romania</i> |
|-------------|---|---------------------------------|
| 1958..... | 3 | 32 |
| 1959..... | 14 | 9 |
| 1960..... | 18 | 79 |
| 1961..... | 56 | 155 |
| 1962..... | 111 | 18 |
| 1963..... | 30 | 74 |
| 1964..... | 37 | 241 |
| 1965..... | 43 | 124 |
| 1966..... | 177 | 24 |
| 1967..... | 119 | 387 |
| 1968..... | 139 | 36 |

The fields of interest of the exchange visitors has also varied from year to year. In 1968, for example, the 139 Romanians who visited the United States and the five Romanians already in the country on long-term programs represented the following fields: Agriculture, 10; culture and sports, 10; medicine, 14; science and technology, 95; and social sciences and humanities, 15. The 36 Americans in Romania represented

⁷² *Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967-1968 School Year, op. cit.*, pp. 84, 87, 88, and 92.

⁷³ *Exchanges with the Soviet Union and Eastern Europe, 1968* (Report No. 30). Washington, D.C.: Department of State [1969], pp. 2-3.

the same fields by one, three, three, 14, and 15 exchange visitors, respectively.⁷⁴

About 39 percent of the Romanian exchange visitors were sponsored by the State Department, 26 percent by academic institutions, and the remainder by the National Academy of Sciences, the United Nations and its specialized agencies, other U.S. Government departments, and private foundations. The 1969 and 1970 programs of exchange provided for participation by more U.S. Government agencies, including for the first time, the Atomic Energy Commission and the International Research and Exchanges Board.⁷⁵

In addition to the exchange programs involving scholars, scientists, and specialists, Romania's increasing role in international education has also been reflected in student exchanges. In 1968-69, 1,261 foreign students studied in Romania (table 2). Of the larger number of Romanian students attending institutions of higher learning abroad, 83 (46 boys and 37 girls) attended colleges in the United States. Of these, 46 were undergraduates, while 28 pursued various types of graduate studies, and 6 were nonmatriculants (3 students did not identify their status). As to their fields of major interest, 2 studied business administration, 2 education, 20 engineering, 33 humanities, 3 medicine, 10 physics and biology, and 8 social sciences (5 students did not identify their major). In 1967-68, 7 American students studied in Romania at the University of Bucharest and the Babeş-Bolyai University in Cluj. Of these, 3 majored in history, 3 in languages and literature, and 1 in sociology.⁷⁶

Apart from the official and traditional forms of international education and exchange programs, Romania has also engaged in a serious effort to promote a better understanding of the cultures and subcultures of other nations, socialist and nonsocialist alike. Education for better international understanding has been advanced through in-school study at all levels of the subcultures that make up the Romanian Nation, as well as the cultures of other peoples. Romanian leaders are cognizant of the fact that the success of this program depends largely on the preparation and attitude of the teachers involved.

One of the most effective ways to overcome apathy is the requirement that teachers periodically attend inservice training and refresher courses. These are organized on a systematic basis under the auspices of the Central Institute for Upgrading the Teaching Personnel (*Institutul Central de Perfectionare a Personalului Didactic*) of Bucharest and its main branches in the university cities of Cluj, Craiova, Iaşi, and Timişoara. Teachers are also able to keep abreast of educational and cultural developments in other countries by reading specialized journals which feature both survey and indepth articles on a variety of related topics.⁷⁷

⁷⁴ *Ibid.*

⁷⁵ *Ibid.*, pp. 14-15.

⁷⁶ *Open Doors 1969. Report on International Exchange.* New York: Institute of International Education, Sept. 1969, pp. 24, 25, 32, 33, 38, 39, 52, and 53.

⁷⁷ For a listing of the major education journals of Romania, see appendix D.

III: Preprimary Education

Organization, Structure, and Function

One of the education levels most neglected in the past, preprimary education, has enjoyed a relatively high rate of development since Communist acquisition of power in late 1947. As an integral part of Romania's unitary education system, it is contributing to the achievement of the stated social objectives of the regime.

The fundamental objectives of preprimary education are to

- contribute to the education of children between 3 and 6 years of age;
- prepare them for the tasks posed by the elementary schools; and
- help gainfully employed mothers with child care and upbringing.

Organized on a noncompulsory basis, preprimary education is offered in two types of schools: Kindergartens (*grădinițe de copii*) and nurseries (*cămine de copii*). Special kindergartens and nurseries are available for infants and children suffering from various types of physical and mental disorders.

Supported through budgetary allocations from the Ministry of Education (*Ministerul Învățămîntului*), kindergartens operate on an average of 5 to 8 hours a day during a school year that extends from September 15 to June 15.

Operating under the jurisdiction and supervision of the executive committees of the county people's councils, the kindergartens are organized territorially within the framework of so-called preschool districts (*circumscripții preșcolare*). They may also be organized under the auspices of State, cooperative, and communal organizations.

Nurseries are normally organized within the framework of kindergartens—at the request of parents—by the authorities in charge. Established primarily in cities and workers' centers, they are maintained partially through contributions from parents and provide not only education, training, supervision, and care, but also board. Care is provided from 10 to 12 hours a day or on a weekly basis.

The educational plans and programs of kindergartens are determined by the Ministry of Education. Based on plans originally adopted in 1963, kindergarten objectives are to

- develop children's physical movements and coordination;
- balance their processes of excitation and inhibition;
- develop their perception;

- advance their capacity of concentration for ever-longer periods of time;
- further their capacity for memorization and speech; and
- develop their processes of thought, creativity, and independence.¹

Administration

The network and admission plans for kindergartens and nurseries are determined and approved by the Ministry of Education on the basis of recommendations by the executive committees of the county people's councils in consultation with both the State Planning Committee (*Comitetul de Stat al Planificării*) and the Ministry of Finance (*Ministerul Finanțelor*).²

Each kindergarten is directed by a woman (*directoară*) who is also in charge of the nursery or nurseries associated with that particular kindergarten. Kindergarten directors, like kindergarten teachers (*educatoare*), are trained either in 5-year teacher-training lyceums for teachers and kindergarten teachers (*licee pedagogice de învățători și educatoare*), 2-year teacher-training institutes (*institute pedagogice de învățători*), or 3-year teacher-training institutes (*institute pedagogice de 3 ani*). The latter are considered part of the institutions of higher learning.

In smaller kindergartens, the director also teaches. The rights and duties of administrative and teaching personnel, including appointment, transfer, dismissal, load, and remuneration, are similar to those in the elementary, secondary, and vocational education systems regulated by the teachers' statutes of March 1969.³

Enrollment

Convinced of the importance of the formative years in the development of children's social and personality traits, the Communist regime has increased its allocations for the expansion of preprimary education year after year. As a result, the number of kindergartens rose from 2,998 in 1948-49 to 7,375 in 1960-61 and to 9,725 in 1968-69. The number of children attending these schools increased during the corresponding years from 157,934 to 354,677 and to 419,762, respectively. Since the increase in the number of teachers has been more than proportionate to the increase in enrollment, the children-teacher ratio has been improved. Whereas there were only 3,951 kindergarten teachers

¹ "Aplicarea programei grădinițelor de copii în anul școlar 1969-1970" (The Implementation of the Kindergarten Program During the 1969-70 School Year). *Gazeta Învățământului* (Journal of Education), Bucharest, No. 1009, Sept. 19, 1969, p. 4.

² Articles 17-23 of "Law No. 11 Concerning Education in the Socialist Republic of Romania." *Buletinul Oficial* (Official Bulletin), Bucharest, No. 62, May 13, 1968, pp. 484-505.

³ *Legea nr. 6 privind Statutul personalului didactic din Republica Socialistă România* (Law No. 6 Concerning the Statutes of Teachers in the Socialist Republic of Romania). *Buletinul Oficial*, No. 33, Mar. 15, 1969, pp. 256-85.

Table 3.—Number of kindergartens, pupils, and kindergarten teachers, by county, 1968-69

| County | Kinder- gartens | Pupils | Teachers |
|------------------------------|--------------------|---------|----------|
| Total | 9,725 | 419,762 | 17,290 |
| Alba | 208 | 9,055 | 338 |
| Arad | 216 | 10,731 | 509 |
| Argeş | 309 | 10,717 | 441 |
| Bacău | 341 | 14,320 | 530 |
| Bibor | 357 | 14,730 | 690 |
| Bistriţa-Năsăud | 188 | 7,145 | 265 |
| Botoşani | 252 | 8,582 | 328 |
| Braşov | 214 | 12,215 | 554 |
| Brăila | 153 | 6,981 | 242 |
| Buzău | 244 | 8,636 | 330 |
| Caraş-Severin | 167 | 6,769 | 274 |
| Cluj | 332 | 16,259 | 706 |
| Constanţa | 250 | 12,094 | 504 |
| Covasna | 153 | 6,406 | 281 |
| Dimboviţa | 193 | 7,138 | 269 |
| Dolj | 333 | 16,254 | 618 |
| Galaţi | 196 | 8,584 | 353 |
| Gorj | 184 | 6,005 | 244 |
| Harghita | 227 | 9,729 | 373 |
| Hunedoara | 152 | 7,416 | 306 |
| Ialomiţa | 203 | 12,756 | 302 |
| Iaşi | 271 | 10,606 | 401 |
| Ifov | 350 | 12,739 | 443 |
| Maramureş | 225 | 10,241 | 396 |
| Mehedinţi | 178 | 6,750 | 254 |
| Mureş | 355 | 16,501 | 668 |
| Neamţ | 252 | 9,834 | 392 |
| Olt | 268 | 10,692 | 359 |
| Prahova | 243 | 9,911 | 437 |
| Satu Mare | 250 | 11,946 | 506 |
| Sălaj | 187 | 6,973 | 266 |
| Sibiu | 234 | 14,720 | 619 |
| Suceava | 255 | 9,379 | 385 |
| Teleorman | 207 | 8,213 | 270 |
| Timiş | 381 | 16,784 | 832 |
| Tulcea | 133 | 6,233 | 218 |
| Vaslui | 336 | 11,622 | 426 |
| Vâlcea | 208 | 6,677 | 246 |
| Vrancea | 236 | 8,435 | 307 |
| Bucharest Municipality | 284 | 18,984 | 1,408 |

SOURCE OF DATA: Anuarul statistic al Republicii Socialiste România, 1969. Bucharest: Direcţia Centrală de Statistică, 1970, pp. 576-77.

in 1948-49, their number rose to 12,533 in 1960-61 and to 17,290 in 1968-69 (table 2). If the 1968-69 figures are used as a basis, it appears that kindergartens are relatively evenly distributed throughout the country, with the Municipality of Bucharest and the counties with larger cities having kindergartens with the greatest enrollment. This is particularly true in the counties (*judeţe*) of Cluj, Dolj, Mureş, Sibiu, and Timiş (table 3).

IV: Elementary and Secondary Education

Of the many far-reaching educational reforms instituted during the post-World War II period, perhaps the most positive ones have pertained to the reorganization and expansion of elementary and secondary education. In contradistinction to the prewar era when hundreds of thousands of children remained outside the school system, a school-age population numbering almost three million was enrolled in the late 1960's in the schools of general education (*școli de cultură generală*), as the elementary schools are called. In this same period, the number of students registered in the day sessions of the various types of secondary schools, including the lyceums of general education (*licee de cultură generală*) or academic lyceums,¹ increased eight times over the 1938-39 enrollment level.²

The New Compulsory System

Considered the principal means for raising the cultural level of the people and the first link in the process of cadre-training, the compulsory system of general education was subjected to a careful review during the late 1960's in order to bring it in line with practices prevailing in the economically and culturally more advanced countries of the world. In accordance with ideas first enunciated at the Ninth Congress of the Romanian Communist Party in 1965 and proposals incorporated in a report prepared under the auspices of the Ministry of Education (*Ministerul Învățămîntului*),³ the Education Law of 1968⁴ extended the compulsory system of general education to 10 years.

The new system, to be fully operative by 1973, is based, among other

¹ Literally translated, *școală de cultură generală* and *liceu de cultură generală* mean "school of general culture" and "lyceum of general culture." Throughout this text, the former is referred to either as school of general education or elementary school and the latter as academic lyceum.

² Enrollment in the day sessions of the secondary schools increased from 29,004 in 1938-39 to 261,355 in 1968-69 (table 6). See also "Studiu privind dezvoltarea învățămîntului de cultură generală" (Study on the Development of the Schools of General Education). *Gazeta Învățămîntului* (Journal of Education), Bucharest. XX: 993:2, Feb. 9, 1968.

³ For text of the report, see the study cited in footnote 2.

⁴ "Legea nr. 11 privind învățămîntul în Republica Socialistă România" (Law No. 11 Concerning Education in the Socialist Republic of Romania). *Buletinul Oficial* (Official Bulletin), Bucharest, No. 62, May 13, 1968, pp. 484-505.

things, on the admission of children into grade 1 at age 6 instead of 7 as was the practice prior to 1968. To fulfill the requirements of the compulsory system, students, upon graduation from the 8-year elementary school (which is unitary and required of all children between the ages of 6 and 14), may continue either in an academic or specialized secondary school (*licee de specialitate*) or in the upper 2-year cycle (*ciclul superior de 2 ani*); i.e., grades 9 and 10, of the schools of general education.⁵

Types of Schools

Basically, the system of elementary-secondary education includes a school of general education with 8 or 10 grades (table 4) and three types of secondary schools: 1) academic lyceums (table 5), 2) specialized lyceums, and 3) teacher-training institutions.

Schools of General Education

The stated objectives of schools of general education are to help pupils acquire the fundamentals of general culture, enhance their intellectual and physical development and moral-civic training, cultivate their love for labor, and guide and prepare them, depending on their particular aptitudes, either for the continuation of their studies or for useful employment.

Operating under the general guidance and rules of the Ministry of Education, schools of general education are established and maintained by the executive committees (*comitetele executive*) of the county people's councils (*consiliile populare județene*). Each school serves a well-defined school district (*circumscripție școlară*), but the overall network is determined by the Ministry of Education on the recommendation of the executive committees of the people's councils and in consultation with the State Planning Committee (*Comitetul de Stat al Planificării*) and the Ministry of Finance (*Ministerul Finanțelor*). In certain localities, some schools of general education offer a special curriculum designed to aid gifted pupils or children with special talents.

Graduates of the eighth grade may continue their studies in either the academic or specialized lyceums or in the upper 2-year cycle of the

⁵ In the drive to achieve the goal of implementing the new 10-year compulsory system by 1973, over 1,000 schools of general education operated in 1969-70 with grade 9. They enrolled about 42,000 pupils or 44 percent of the graduates of the eighth grade who chose not to continue their schooling in a postelementary institution. Ion T. Radu, "O etapă nouă în dezvoltarea învățământului general" (A New Phase in the Development of General Education), *Revista de Pedagogie* (Review of Education), Bucharest, XVIII:9:11-18, Sept. 1969.

The present 8-year elementary and 4-year secondary 12-year cycle has been in effect since 1961 when the Romanian regime decided to return to the cycle that had prevailed before adoption of the Soviet model of education in 1948. In the latter year, the combined elementary-secondary school period was reduced to 11 years, and in 1951 to 10 years, with 3 years devoted to secondary education. In 1956 the combined school period was again extended to 11 years, and in 1961 to 12 years. The compulsory system of education was extended in 1948 from 4 to 7 years, and in 1961 to 8 years.

schools of general education. Those who completed grades 9 or 10 may, under certain conditions, be admitted to grades 2 or 3 of the lyceums.

Although opportunity for further academic study is available, many graduates of both the 8-year and of the recently established 10-year elementary schools continue, as in the past, to pursue studies in non-academic institutions. This is especially true in villages and small towns where no academic secondary schools exist. Encouraged by both their parents and the State, most elementary school graduates elect to learn a trade or work in local agricultural and industrial enterprises. Those eager to learn a trade enter either the more prestigious specialized lyceums or vocational and technical schools or enroll in the more readily available, on-the-job apprenticeship programs.

The criteria and factors involved in determining postelementary education are many and complex, but, are no longer social or political as they were during the immediate post-1948 period. Although the economic position and ambitions of parents, the inclination and aspirations of students, and the fact that an educational institution is located in a particular community play an important role, by far the most important criterion is academic achievement, including the results of examinations for admission to secondary or vocational schools. Students with an outstanding academic record usually can attend the school of their choice because the State assumes part or all of the maintenance costs.

Schools of general education operate only day sessions, but citizens who wish to complete their elementary education may register in the correspondence sections of grades 5 through 12.⁶

Academic Lyceums

Designed to offer a multilateral education of general culture, to educate students in the spirit of socialist patriotism, and to prepare them for studies in higher education or for useful employment, academic lyceums operate two basic sections: 1) Science or *real* (*reală*) and 2) humanities (*umanistă*). In large academic lyceums these sections may be divided into two distinct branches: science, with emphasis either on mathematics and physics or biology and chemistry, and humanities, with emphasis on foreign languages, philosophy, and Romanian literature or the classics (Greek and Latin).

Encompassing grades 9 through 12 in the schools of general education or grades 1 through 4 in the secondary school system, academic lyceums operate day sessions of 4 years' duration and evening sessions and correspondence courses extending over a period of 5 years. Admission is based upon the results of a competitive examination open to all graduates of grade 8.⁷ Whereas candidates for admission to the day sessions must be under 17 years of age at the time they take the examina-

⁶ Decision No. 1052/1962 of the Council of Ministers as amended and republished on June 27, 1967. *Buletinul Oficial*, No. 58, June 27, 1967, pp. 523-24.

⁷ The competitive admission examination consists of a written and oral test in mathematics and Romanian and an oral test in Romanian history. For details on the material covered in the examinations for admission in Sept. 1969, see *Gazeta In-vățământului*, No. 986, Mar. 14, 1969, p. 4.

tion, there is no age limit for candidates applying for admission to either the evening or correspondence sections.

Students enrolled in evening sessions and correspondence courses are permitted a 30-day leave without pay, in addition to a regular vacation, in order to prepare for examinations. Work shifts of evening-session students are usually scheduled to permit their attendance at school, and they are not expected to work overtime on school days.⁸

From operational and jurisdictional points of view, academic lyceums are organized and maintained on the same basis as schools of general education.

Specialized Lyceums

In operation since the 1966-67 academic year,⁹ specialized lyceums are designed to provide a general and civic education plus intermediate technical and vocational training that will satisfy the requirements of both the economy and the socialist culture. There are four types of specialized lyceums: 1) agricultural (*licee agricole*), 2) economic (*licee economice*), 3) health-oriented (*licee sanitare*), and 4) industrial (*licee industriale*).¹⁰ Organized by primarily economic-oriented ministries, by other central State organs, and by the executive committees of the people's councils, these lyceums operate on an annual basis. The specialties offered and the school networks are approved by the Council of Ministers on recommendations from the Ministry of Education, other interested ministries, and central governmental organs.

Although specialized lyceums operate within the budgetary framework and under the auspices of a variety of ministries and central governmental organs, their methodological, pedagogical, and scientific points of view are directed by the Ministry of Education.

All general, nontechnical subjects offered by the various specialized lyceums are taught in the classroom, while instruction in practical aspects of the particular fields of specialization, depending on the complexity of the specialties offered and the facilities available in the respective lyceums, is given either in school shops and laboratories or in local factories and agricultural enterprises. If no appropriate factories or enterprises are located near the lyceums, students are transported at state expense to other localities for practical training.

The period of schooling in day sessions extends for 4 years in the economic and health-oriented lyceums and for 5 years in the agricultural and industrial lyceums. Evening and correspondence courses are usually 1 year longer. Admission to day sessions is open to all graduates of the eighth grade under 18 years of age during the year they register

⁸ See Decision No. 1052/1962 cited in footnote 6.

⁹ Specialized lyceums were established in accordance with the provisions of Law No. 2 (July 1, 1966) of the Grand National Assembly as implemented by Decision No. 1378 (July 2, 1966) of the Council of Ministers. For text of these acts, see *Buletinul Oficial*, No. 41, July 1, 1966, p. 305, and No. 42, July 6, 1966, pp. 314-15, respectively.

¹⁰ Under Article 9 of Law No. 2 cited in footnote 9, teacher-training schools were classified as specialized lyceums; in this text, however, as in most Romanian texts, they are treated under a separate heading.

who pass a written and oral examination in mathematics and Romanian covering material offered in grades 5 through 8. There is no age requirement for candidates for evening-session and correspondence courses.¹¹

During the 1968-69 school year there were 165 specialized lyceums. Of these, 59 were *agricultural* and offered intermediate training in 10 fields, including agronomy, agricultural mechanics, horticulture, land improvement, plant care, and zootechnology; 41 were *economic* and offered specialization in administration, marketing, planning and book-keeping, and statistics; 2 (one in Galați and one in Tîrgu-Mureș) were *health-oriented* and provided training for dental technicians and medical laboratory assistants, and 63 were *industrial* and offered intermediate specialization in 44 areas, including chemical technology, cinematography, civil and industrial construction, electrical machines and equipment, forestry, milk and meat processing, mining, electromechanics, plastics, roads and bridges, and textile machines and equipment.¹²

Teacher-Training Lyceums

Concerned with the training of teachers for the lower elementary grades and for kindergartens, the teacher-training lyceums are 5-year institutions admitting eighth-grade graduates. The organization, structure, and functions of these lyceums are discussed in chapter VII.

Administration

Each elementary and secondary school is directed by a principal or director (*director*) who is assisted in fulfilling his functions by a teachers' council (*consiliu profesoral*), and, in large institutions, by one or several deputy directors (*directori adjuncți*).

Directors of the schools of general education are appointed by the school inspectorates of the local people's councils and subject to dismissal by them. Heads of academic lyceums are appointed by the school inspectorates of the county people's councils. Directors of specialized lyceums are appointed and dismissed by the central governmental agency that sponsors them, with the concurrence of the Ministry of Education. Most directors are tenured teachers with at least 5 years of experience¹³ and are usually selected from the faculty of the school they will head.

¹¹ *Indrumător pentru admiterea în liceele de specialitate. Anul școlar 1968-1969* (Guide to Admission Into the Specialized Lyceums. The 1968-1969 School Year). Bucharest: Editura didactică și pedagogică for the Ministerul Învățămîntului, 1968, pp. 3-17.

¹² *Ibid.*, pp. 25-93. Romania's dedication to industrialization greatly increased the need of specialists of intermediate training. In the mid-1960's only 24 percent of the jobs requiring such training were filled. Aurel Avramescu, "Perfecționarea învățămîntului economic. Formă organizată de ridicare a pregătirii profesionale" (The Improvement of Education in Economics, An Organized Form of Raising the Professional Training). *Viața Economică* (Economic Life), Bucharest, IV:22:10, June 3, 1966.

¹³ Articles 40-45 of Law No. 6 (Mar. 14, 1969) of the Grand National Assembly on the Statutes of Teachers in the Socialist Republic of Romania. *Buletinul Oficial*, No. 33, Mar. 15, 1969, pp. 256-85.

The principal tasks of the director are to

- organize, guide, and supervise the management and the educational processes of the school;
- issue transcripts and other school documents;
- appoint and dismiss teaching assistants and administrative personnel under his jurisdiction;
- represent the school in its dealings with individuals and organizations; and
- supervise the implementation of the compulsory system of education in the district in which his school is located.

In fulfilling these tasks, he is assisted by the teachers' council which he heads. The specific functions of the council include

- discussing the principal educational problems confronting the school;
- approving the educational program prepared with assistance from youth organizations;
- generalizing the positive experiences of teachers and improving teaching methods; and
- periodically evaluating the fulfillment of school work plans.

Both the directors and the teachers' councils are expected to work closely with parent committees (*comitete de părinți*).¹⁴

Educational Processes

In the highly centralized educational system of Romania all details relating to the educational process at all levels, including the school-year calendar, curriculums and syllabuses, textbooks, examinations, and grading, are determined by the Ministry of Education.

The School Year

In contradistinction to the school budget year which begins on January 1, the academic year begins on September 1 and ends on August 31. The academic year is composed of three trimesters, the specific inclusive dates of which vary from year to year. During the 1969-70 academic year, for example, the first semester began on September 15 and ended on December 20; the second semester began after the Christmas vacation on January 12 and ended on April 4; and the third semester extended from April 20 to June 13. High school seniors complete their last semester about 3 weeks earlier than other students in order to review the material of the upper secondary grades and prepare for the maturity or baccalaureate examination (*bacalaureat*).¹⁵

¹⁴ Articles 67-70 of Law No. 11 cited in footnote 4.

¹⁵ "Structura anului școlar 1969-1970 în învățământul obligatoriu de cultură generală, în liceele de cultură generală și de artă" (The Structure of the 1969-70 School Year in the Compulsory Schools of General Education and in the Academic and Art Lyceums). *Gazeta Învățământului*, No. 1012, Oct. 10, 1969, p. 2.

Curriculums and Syllabuses

The instructional-educational process in elementary and secondary schools follows the detailed curriculums, syllabuses, and programs issued by the Ministry of Education. As a rule, these are prepared under the auspices of the Institute of Pedagogical Sciences (*Institutul de științe pedagogice*) of Bucharest, either by Institute staff members or in collaboration with education experts associated with institutions of higher learning.

Following the adoption of the Education Law of 1968 and the introduction of the 10-year compulsory school system, the curriculums and syllabuses of the schools of general education were thoroughly revised. The revision took into account the idea that the school must provide the youth of Romania a level of general culture consistent with current and long-range requirements of the socialist society and contemporary achievements of science and technology. The curriculum of the first eight grades is designed to provide a common body of knowledge that will enable the pupils to continue their studies, depending on their respective abilities, either in the academic and specialized lyceums or in the upper 2-year cycle, i.e., grades 9 and 10 of schools of general education.

Although graduates of grades 9 or 10 may under certain conditions enter grades 2 or 3 of the lyceums, those completing the upper 2-year cycle in schools of general education normally enter a vocational or technical school or seek gainful employment.¹⁶

The curriculum in the first eight grades is fairly standard, with more science subjects offered in the upper grades and 1 hour of practice work added per week. In grades 9 and 10, however, the curriculum is more flexible in order to reflect the vocational-technical objectives of the students for which it was designed (table 4).¹⁷ Science-related subjects in these grades closely parallel the practical activities in which students are engaged. Under the plan adopted in 1969, students in grades 9 and 10 devote 1 day a week to practical work and training. In urban areas boys work in cabinet-making, auto repair, machine shops, and the like; while girls study housekeeping, tailoring, typing, and shorthand, or work as assistants in libraries, hospitals, post offices, and related institutions. In the villages, practice work is primarily agricultural in nature. In the winter months attention is devoted to the study of the theoretical aspects of agriculture and agronomy; in the spring and fall, both boys

¹⁶Traian Pop, "Debut în învățămîntul obligatoriu de 10 ani" (Beginning of the Ten-Year Compulsory Education). *Scinteia* (The Spark), Bucharest, June 4, 1969, pp. 1, 4.

¹⁷The plan for the curriculum in the 10-year school of general education, with two variants for grades 9 and 10, was published in the spring of 1969. After a series of discussions and conferences, the variant concerning 1 day of practice work per week was adopted and made public early in June 1969. For the draft plans, see "Modalități de realizare a învățămîntului obligatoriu de 10 ani" (Means of Implementing the Ten-Year Compulsory System of Education). *Gazeta Învățămîntului*, No. 976, Jan. 3, 1969, p. 4. For the final plan adopted for Romanian schools of general education and for those of national minorities, see *ibid.*, No. 998, June 6, 1969, and No. 1000, June 20, 1969, respectively.

Table 4.—Number of hours per week, per subject, in 10-year schools of general education, by grade, proposed for the 1969-70 academic year

| Subjects | G r a d e s | | | | | | | | | | | |
|---|-------------|----|----|----|----|----|----|----|----|----|-----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 11 | | III | |
| | | | | | | | | | 9 | 10 | 9 | 10 |
| Grand total | 22 | 23 | 23 | 24 | 24 | 27 | 28 | 28 | 26 | 26 | 28 | 28 |
| Esthetic Subjects and Physical Education | | | | | | | | | | | | |
| Total | 6 | 7 | 7 | 7 | 5 | 5 | 4 | 4 | 3 | 3 | 3 | 3 |
| Drawing and elements from the history of plastic arts | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 0 | 0 | 0 | 0 |
| Penmanship | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Physical education | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Singing and music | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Humanities | | | | | | | | | | | | |
| Total | 9 | 9 | 8 | 8 | 10 | 9 | 9 | 9 | 6 | 7 | 6 | 7 |
| Civics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| History | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 |
| Antiquity | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Middle ages | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Modern and contemporary | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| Romanian | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
| Modern languages | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| Romanian language and literature | 9 | 9 | 8 | 6 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Composition and exposition | 0 | 1 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Elements from the history of Romanian literature | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 3 |
| Grammar | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| Knowledge of the surroundings | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Reading and writing | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| Reading with elements of literary theory | 0 | 6 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Speech development | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | 4 | 6 | 7 | 8 | 7 | 10 | 12 | 12 | 11 | 12 | 11 |
|--|---|---|---|---|---|----|----|----|----|----|----|
| Total | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 6 | 6 |
| Biology | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 2 | 0 |
| Anatomy and human physiology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Botany | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 |
| Ecology and genetics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Zoology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chemistry | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 |
| General and inorganic | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 |
| Organic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Elements of nature and man | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Geography | 0 | 0 | 1 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 |
| County | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| National | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| World | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 0 | 0 |
| Hygiene and upbringing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Mathematics | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 5 |
| Algebra | 4 | 5 | 5 | 5 | 3 | 1 | 2 | 5 | 3 | 2 | 2 |
| Arithmetic | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Plane geometry | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 |
| Solid geometry | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| Trigonometry | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Physics | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 3 | 3 | 3 |
| Electricity, optics, and notions about the structure of the atom | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mechanics and heat | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Notions about the structure of substance, optics, mechanics | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 |
| Total | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 6 | 6 |
| Technical and Practical Training | | | | | | | | | | | |
| Practical work | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Practical work in economic enterprises ² | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Practical work in organized circles ³ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 |
| Technical knowledge and applications | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| Agriculture—Rural areas | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| Agriculture—Urban areas | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Electrotechnical practice (boys)—Urban areas | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Electrotechnics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hand- and household work (girls)—Urban areas | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| Technical drawing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 6 | 6 |

Table 4.—Number of hours per week, per subject, in 10-year schools of general education, by grade, proposed for the 1969-70 academic year—Continued

| Subjects | G r a d e s | | | | | | | | | | | | |
|---|-------------|---|---|---|---|---|---|---|----------------|----|----|-----|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 ¹ | | 11 | 111 | |
| | | | | | | | | | 9 | 10 | 9 | 10 | |
| Work with metals (boys)—Urban areas | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Work with wood (boys)—Urban areas | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Subjects | | | | | | | | | | | | | |
| Total | 2 | 0 | 0 | 0 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| Homeroom guidance | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Preschool-type free activities | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Scientific, technical, and artistic circles | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |

¹ Two proposed alternative variants for the curriculums of grades 9 and 10. The second variant involves 1 day of practice work per week.

² Practice work is performed in the shops of vocational schools.

³ Circles are organized according to facilities available in a particular school and pupil aptitudes. The most prevalent circles are those related to carpentry, locksmithing, sewing, and tailoring.

SOURCE OF DATA: "Planul de învățământ al școlii generale de 10 ani (Proiect)" (The Education Plan of the 10-Year Schools of General Education) (Draft). *Gazeta Învățământului* (Journal of Education), Bucharest, No. 976, Jan. 3, 1969, p. 4.

Table 5.—Number of hours per week, per subject, in academic lyceums, by grade, 1968-69

| Subject | G r a d e s | | | | | | | |
|--|-----------------|----|----|----|--------------------|----|----|----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | Science section | | | | Humanities section | | | |
| Grand total | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Esthetic Subjects, Physical Education and Guidance | | | | | | | | |
| Total | 5 | 5 | 3 | 3 | 5 | 5 | 3 | 3 |
| Drawing | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 |
| Artistic drawing and history of the arts | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Free technical drawing | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Technical drawing | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Homeroom and guidance | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Music | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 |
| Physical education | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Humanities | | | | | | | | |
| Total | 13 | 10 | 13 | 13 | 13 | 13 | 17 | 16 |
| History | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 2 |
| Antiquity | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| Middle ages | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Modern and contemporary | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 |
| Romanian | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| History of world literature | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Latin | 2 | 0 | 0 | 0 | 2 | 2 | 2 | 2 |
| Modern languages | 6 | 6 | 6 | 5 | 6 | 6 | 6 | 5 |
| First language | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| Second, elective (English, French, German or Russian) .. | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Philosophy and scientific socialism .. | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| Political economy | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 |
| Psychology and logic | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Romanian language and literature .. | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| Grammar | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| History of literature | 1 | 3 | 3 | 3 | 1 | 4 | 4 | 4 |
| Notions of literary theory | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Sciences | | | | | | | | |
| Total | 12 | 15 | 14 | 14 | 12 | 12 | 10 | 11 |
| Astronomy | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Biology | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 |
| Anatomy and human physiology .. | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 |
| Botany | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| General biology | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |
| Zoology | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 |
| Chemistry | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Geography | 1 | 2 | 0 | 2 | 1 | 2 | 0 | 2 |
| Economic and political | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 |
| Physical and geological | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Romanian | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| Mathematics | 4 | 5 | 6 | 5 | 4 | 3 | 3 | 2 |
| Algebra | 2 | 2 | 0 | 0 | 2 | 1 | 0 | 0 |
| Analytical geometry | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 0 |
| Elements of higher algebra | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 1 |
| Elements of mathematical analysis .. | 0 | 0 | 3 | 0 | 0 | 0 | 2 | 0 |
| Elements of mathematical and mechanical analysis | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |

Table 5.—Number of hours per week, per subject, in academic lyceums, by grade, 1968-69—Continued

| Subject | G r a d e s | | | | | | | |
|--|-----------------|---|---|---|--------------------|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | Science section | | | | Humanities section | | | |
| Plane geometry | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| Solid geometry | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Solid geometry and trigonometry. | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Theory of probabilities and statistics | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Trigonometry | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Physics and laboratory work | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 2 |

SOURCE OF DATA: *Gazeta Învățămîntului* (Journal of Education), Bucharest, No. 957, Aug. 20, 1968, p. 2.

and girls work 1 day a week in the fields, in addition to the 2 weeks they spend there during the agricultural season.

The most interesting development in the humanities during the 1960's was the shifting of Russian from a required to an elective course and emphasizing Romanian rather than Russian history and literature.

The new curriculum in schools of general education was implemented beginning with the 1969-70 school year when grade 9 was introduced.¹⁸

In secondary education, the establishment of specialized lyceums in 1966 and the demand for greater specialization to keep pace with developments in science and technology brought about a series of revisions in the curriculums and syllabuses. The curriculum in specialized lyceums is geared to the particular specialties offered in the major areas of agriculture, economics, health, and industry. In the academic lyceums, the curriculum is divided according to the two basic sections offered, namely, science and humanities. In the 1st-year program, the so-called esthetic subjects, guidance, and physical education are offered in both sections, while mathematics and physics are stressed in the science section. Latin and Romanian language and literature are introduced in the humanities section of grades 2-5 (table 5).¹⁹ A course in "Introduction to World Literature" was first offered in 1967-68.

¹⁸ The original plan called for introducing grade 9 in 1969-70 to about 40,000 pupils enrolled in approximately 1,200 classes, or to about one-third of the eighth-grade graduates who decided against continuing their studies in either lyceums or vocational schools. Traian Pop, "Debut în învățămîntul obligatoriu de 10 ani," *op. cit.* The tenth grade was to be introduced in 1970-71. For instructions relating to the introduction of the new curriculum in the 10-year schools, see *Gazeta Învățămîntului*, No. 1000, June 20, 1969, p. 2.

¹⁹ In line with the new nationalistic posture of the Romanian Communist regime, the study of Romanian language and literature and the rediscovery of the "positive aspects" of the Romanian historical past have become more important. In spite of continued emphasis on the exact sciences and on those practical subjects deemed vital to the planned economic development of the country, a large number of articles in the 1960's argued for a better understanding of the value and importance of the humanities. See, for example, Dumitru Almaș, "Educația umanistă în școală"

A novel feature of the new curriculum has been the transferring of courses in the Russian language and in Russian and Soviet literature from required to elective subjects and the deemphasizing of the study of Marxism. The latter is taught primarily within the framework of philosophy and political economy in the junior and senior years. Increasingly, emphasis in the social sciences is placed on the Romanian aspects of Communism, with topics devoted to the history of the Romanian Communist Party, the contributions of the Romanian working class, and the role of socialist Romania in the world Communist movement.²⁰ Political leaders claim that no conflict exists between the advocacy of "socialist patriotism" and the requirements of "proletarian internationalism."

In spite of the changes made during the 1960's, education specialists in Romania believe that the curriculum of the academic lyceums no longer corresponds either to the trend toward the diversification and specialization of contemporary science, production, and social life in general or to the diversity of interests and aptitudes among students. Under the auspices of the Institute of Pedagogical Sciences an extensive study was undertaken to devise a new curriculum designed to

- organize a larger number of sections,
- assure greater specialization within the sections,
- provide sectional education from the first grade on, and
- introduce elective subjects.

The new plan calls for dividing science into two sections: Mathematics-physics (*secția matematică-fizică*) and chemistry-biology (*secția chimie-biologie*).²¹ The new curriculum has already been introduced on an experimental basis in a number of the larger academic lyceums.

Syllabuses, like curriculums, are centrally prepared and distributed. Theoretically each and every course has a detailed syllabus (*program*) that is closely coordinated with the textbooks used in particular courses.²²

(Humanist Education in the School). *Scinteia*, Feb. 19, 1968; "Studiul literaturii romine în liceu" (The Study of Romanian Literature in the Lyceum). *Gazeta Învățământului*, No. 976, Jan. 3, 1969, p. 3.

²⁰The problems involved in teaching the social sciences in elementary and secondary schools have been the subject of numerous articles. Most of these have criticized not only the deficiencies in teaching, but also the irrelevancy of the material covered. See, for example, Vasile Bunesu and Vasile Ștefănoiu, "Predarea cunoștințelor de marxism-leninism în liceu" (The Teaching of Marxism-Leninism in the Lyceum). *Lupta de Clasă* (The Class Struggle), Bucharest, XLVII:3:89-96, Mar. 1967; Mihai Iordanescu, "Științele sociale în școala de cultură generală" (The Social Sciences in the School of General Education), *ibid.*, XLIX:2:97-101, 1969.

²¹"Proiectul planului de învățământ pentru liceul de cultură generală" (Draft of the Curriculum for the Academic Lyceums). *Gazeta Învățământului*, No. 986, Mar. 14, 1969, p. 2.

²²For further details on the curriculums and syllabuses used in Romanian schools, see *Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967-1968 School Year*. [Bucharest]: Ministry of Education, June 1968, pp. 75-77.

Textbooks

During the 1960's there were no major changes in the system for preparing and publishing textbooks, a responsibility of the Ministry of Education.

Authors of textbooks are chosen by means of competitions advertised in the leading education journals, including the *Gazeta Invățămîntului* (Journal of Education) and *Revista de Pedagogie* (Review of Education). Textbook writers, most of whom are associated either with universities or education institutes (including the Institute of Pedagogical Sciences), follow detailed specifications provided by the Ministry, one of which is that they follow closely the syllabuses used in particular courses. Approved and edited manuscripts are published by the Didactical and Pedagogical Publishing House (*Editura didactică și pedagogică*). The first edition is, as a rule, limited, since it will be used experimentally in a few carefully selected schools. The definitive edition includes revisions and suggestions made in the course of the experimental use.²³

Textbooks are distributed free to elementary and day-session secondary school students, as well as to teachers.²⁴

Although considerable progress seems to have been made in improving the quality, design, and illustrations of textbooks, criticism of content continues to appear in Romanian education journals and in Party organs. In general, authors are faulted for failing to follow prescribed syllabuses or for not providing a balanced treatment of the subject commensurate with the understanding level of pupils in a particular grade.²⁵

Some recent criticism seems to be interrelated with Romania's new posture of nationalism and independence. Among the special targets of critics are textbooks on general and Romanian history and literature, cited for failing to take into account the proper role of the Romanian people or for tending to underestimate some of the important aspects of Romania's historical past. Perhaps the most interesting aspect of this criticism is that, although Romania has had a rich, progressive tradition in the publication of textbooks (including the works of G. A. Dima, Spiru Haret, I. Istrati, St. C. Michăilescu, I. Simionescu, and other

²³ In 1967-68, for example, 540 textbooks were published to meet the needs of the schools of general education and academic lyceums. Out of a total of about 26 million, 104 textbooks were revised editions, 80 new texts, and the remainder reprints of earlier editions. The specialized lyceums were provided with 90 textbooks in a total edition of about 500,000. *Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967-1968 School Year, op. cit.*, pp. 78-79.

²⁴ Free distribution of textbooks in schools of general education has been in effect since the 1960-61 school year. It was extended to secondary schools in 1965-66. See Decision No. 767 (Aug. 21, 1965) of the Council of Ministers in *Colecție de legi, decrete, hotăriri și dispoziții* (Collection of Laws, Decrees, Decisions, and Orders), Bucharest, No. IV, 1965, pp. 178-79.

²⁵ Lucreția Lustig and Marieta Vidrașcu, "Manualul școlar între ceea ce este și ceea ce poată să fie" (The Textbook—What It Is and What It Could Be). *Scinteia Tineretului* (The Spark of Youth), Bucharest, May 29, 1968.

scholarly writers), many texts continue to be translations of Russian works.²⁶

Examinations and Grading

Although for a short while Romania followed the Soviet system of examinations and grading,²⁷ in the 1956-57 school year she reverted to the basic system that had been in existence before the Communist acquisition of power in late 1947.

As in most other countries, student achievement is evaluated on the basis of classroom performance, on results of periodic oral and written examinations, and on general behavior. The latter is particularly stressed in the Communist world where conformity, discipline, and obedience are highly valued. Academic achievement is measured on a scale ranging from "10" through "1," "10" being the highest and "1" the lowest mark. To pass or be promoted, students must receive a mark of at least "5" in all academic subjects and "6" in behavior. Students who receive marks under "5" in three academic subjects or under "6" in behavior must repeat the entire year. Those who receive final grades of "1" through "4" in two academic subjects are designated *corigenți* (candidates for a second examination) and may take a makeup examination in the subjects immediately prior to the beginning of the subsequent school year. If they fail the makeup examination they must repeat the entire year.

Upon graduation, students in schools of general education and in lyceums receive a certificate of graduation (*certificat de absolvire*). Lyceum graduates who desire to pursue higher education studies must take and pass the so-called maturity or baccalaureate examination (*examen de bacalaureat*).

Signifying completion of the entire elementary-secondary cycle of studies, the baccalaureate examination is offered at two different times. The first or so-called summer session test is normally given during the last 3 weeks of the school year, while the second or fall session test, usually taken by those who either failed or missed the earlier examination, is given just before the beginning of the next academic year.²⁸ The examination is administered by a commission appointed by the Ministry of Education. It is composed of a president (a university professor or associate professor), a vice president (a secondary school professor teaching in a school other than the one from which a candidate was graduated), and several members chosen from among a

²⁶ "Studiu privind dezvoltarea învățămîntului de cultură generală," *op. cit.*, p. 2.

²⁷ The Soviet system of grading, in effect between 1952 and 1956, measured academic achievement according to a scale ranging from "5" to "1." A mark of "5" was considered excellent, "4" good, "3" passing, "2" unsatisfactory, and "1" failure. See Decision No. 1795 of 1952 of the Council of Ministers in *Buletinul Oficial*, No. 47, Sept. 16, 1952.

²⁸ During the 1968-69 school year, for example, summer session examinations were given between May 26 and June 14 and fall examinations between Aug. 18 and 30. *Gazeta Învățămîntului*, No. 965, Oct. 18, 1968, p. 2.

candidate's former teachers.²⁹ Each commission is in charge of about 50 to 150 graduates from one or several neighboring lyceums. To prepare students for the baccalaureate examination, the last trimester of grade 4 of the lyceum is devoted to a review of material covered during the 4 years of secondary education, with special emphasis on subject matter to be covered in the examination.

Subjects covered in the baccalaureate examination vary according to the section in which a student is enrolled. Those in the science section take a written and oral test in mathematics and Romanian literature and an oral test only in either biology, chemistry, or physics. Students in the humanities section are given a written and oral examination in Romanian literature and in either Latin or a modern language studied from the fifth or sixth grade on, and an oral test only in either biology, the history of Romania, or philosophy and scientific socialism; i.e., Marxism-Leninism.³⁰

Students receiving a grade of at least "5" in all subjects receive a baccalaureate diploma (*diploma de bacalaureat*) entitling them to take the competitive examination for admission to an institution of higher learning. Those who fail the examination may apply for a graduation certificate. The baccalaureate diploma issued to graduates of specialized lyceums lists the particular specialty in which a student was trained.³¹

Enrollment

Measured in quantitative terms, Romanian education progressed at a relatively high rate throughout the 1960's, keeping pace not only with the general increase in the school-age population but also with the basic political and educational objectives of the regime. Such an achievement was particularly dramatic when compared with the progress made during 1938-39.³²

Elementary Education

Available statistical data pertaining to schools of general education ³³

²⁹ For the location of the examinations and the commission presidents presiding at the June and Aug. 1968 baccalaureate examinations, see *Scinteia Tineretului*, June 14, 1968, pp. 3-4 and Aug. 14, 1968, p. 4, respectively.

³⁰ *Gazeta Invățămintului*, No. 965, Oct. 18, 1968, p. 2. The baccalaureate examinations given in June 1970 were taken by about 62,000 day session students of the secondary schools of general education. Florica Dinulescu, "Ultimele file ale calendarului școlar" (The Last Leaf of the School Calendar). *Scinteia*, June 4, 1970, p. 4.

³¹ The general and specific topics to be included in baccalaureate examinations covering the four secondary grades are normally published in the fall or during Christmas vacation so that students may plan their review in advance. See, for example, the examination program for 1969 in *Gazeta Invățămintului*, No. 975, Dec. 27, 1968, p. 2, and No. 976, Jan. 3, 1969, pp. 2-3. For the 1970 program, see *ibid.*, No. 1014, Oct. 24, 1969, p. 2, and No. 1015, Oct. 31, 1969, pp. 3-4. Students registered in the correspondence courses, like baccalaureate candidates, are informed regarding the material to be covered in their examinations through the educational press. For the 1968-69 material, see *Gazeta Invățămintului*, No. 974, Dec. 20, 1968, p. 2.

³² For statistical data pertaining to 1938-39, consult tables 6 and 7.

³³ Since the 10-year schools of general education began in 1969-70 with grade 9, statistical data in this section refer only to the 8-year schools.

Table 6.—Number of schools, students, graduates, and teachers in day and evening sessions and correspondence courses of schools of general education and academic lyciums, 1938-39, 1948-49, 1950-51, 1955-56, and 1960-61 through 1968-69
 [—Indicates that the source did not include figures]

| School year | Schools | | S t u d e n t s | | | | | | | | | | Graduates | | Teachers | |
|-------------|--------------------|------------------|-----------------|-------------|-----------------|--------------------------|---------|-------------|-----------------|--------------------------|---------|--------|--------------------|------------------|----------|------|
| | General elementary | Academic lyciums | Grades 1-8 | | | | | Grades 9-12 | | | | | General elementary | Academic lyciums | 1-8 | 9-12 |
| | | | Total | Day session | Evening session | Corre- spondence courses | Total | Day session | Evening session | Corre- spondence courses | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | |
| 1938-39 | 13,654 | 211 | 1,575,477 | 1,575,477 | — | — | 29,004 | 29,004 | — | — | 17,225 | 4,200 | 39,935 | 5,424 | | |
| 1948-49 | 14,771 | 217 | 1,791,182 | 1,791,182 | — | — | 55,020 | 52,479 | 2,541 | — | 55,580 | 11,495 | 61,501 | 3,541 | | |
| 1950-51 | 15,332 | 224 | 1,777,987 | 1,777,987 | — | — | 59,903 | 55,175 | 4,728 | — | 81,987 | 8,339 | 66,954 | 3,328 | | |
| 1955-56 | 15,523 | 370 | 1,608,025 | 1,597,920 | 1,939 | 8,166 | 129,135 | 81,619 | 34,317 | 13,199 | 106,648 | 29,269 | 76,301 | 7,209 | | |
| 1960-61 | 15,076 | 562 | 2,346,322 | 2,297,245 | 20,979 | 28,098 | 241,539 | 141,161 | 69,331 | 31,047 | 182,216 | 46,550 | 93,140 | 10,529 | | |
| 1961-62 | 15,062 | 576 | 2,539,867 | 2,470,701 | 42,389 | 26,777 | 268,372 | 168,197 | 100,175 | — | 246,202 | 46,307 | 98,803 | 11,984 | | |
| 1962-63 | 14,982 | 514 | 2,694,441 | 2,609,589 | — | 84,852 | 333,606 | 201,108 | 75,430 | 57,068 | 329,739 | 55,274 | 110,982 | 13,204 | | |
| 1963-64 | 14,918 | 551 | 2,681,719 | 2,631,023 | — | 50,696 | 376,620 | 252,154 | 61,881 | 62,585 | (1) | 62,266 | 110,982 | 14,217 | | |
| 1964-65 | 14,918 | 555 | 2,991,612 | 2,937,341 | — | 54,271 | 329,816 | 201,118 | 58,791 | 69,907 | 306,652 | 68,877 | 122,726 | 12,563 | | |
| 1965-66 | 14,965 | 556 | 2,987,240 | 2,931,758 | — | 55,482 | 359,836 | 218,299 | 69,359 | 72,178 | 304,671 | 78,283 | 128,253 | 13,117 | | |
| 1966-67 | 14,946 | 567 | 2,956,293 | 2,907,943 | — | 48,350 | 371,563 | 216,476 | 91,175 | 63,912 | 306,239 | 99,553 | 130,068 | 13,542 | | |
| 1967-68 | 14,959 | 566 | 2,927,737 | 2,879,881 | — | 47,856 | 340,970 | 202,398 | 92,806 | 45,766 | 300,730 | — | 131,235 | 13,281 | | |
| 1968-69 | 14,926 | 568 | 2,909,423 | 2,871,816 | — | 37,607 | 390,455 | 261,355 | 95,825 | 33,275 | — | — | 131,948 | 15,025 | | |

¹ There were no graduates.

² There were no graduates in the day session.

SOURCE OF DATA: Anuarul statistic al Republicii Socialiste Romania, 1969. Bucharest: Directia Centrala de Statistica, 1970, pp. 578-79.

Table 7.—Number of pupils in day and evening sessions and correspondence courses of schools of general education, by grade, sex, and urban or rural area, 1938-39, 1948-49, 1950-51, 1955-56, and 1960-61 through 1967-68

| Grade | Sex | 1938-39 | 1948-49 | 1950-51 | 1955-56 | 1960-61 | 1961-62 | 1962-63 | 1963-64 | 1964-65 | 1965-66 | 1966-67 | 1967-68 |
|-------------------|-------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Urban and Rural | | | | | | | | | | | | | |
| 1-4 | Total | 1,456,367 | 1,506,732 | 1,378,120 | 1,189,100 | 1,516,203 | 1,527,042 | 1,561,710 | 1,574,454 | 1,575,623 | 1,552,490 | 1,493,990 | 1,444,558 |
| | Boys | 752,941 | 780,950 | 704,180 | 610,467 | 779,679 | 784,532 | 801,583 | 808,732 | 809,091 | 797,180 | 767,277 | 742,362 |
| | Girls | 703,426 | 725,782 | 673,940 | 578,633 | 736,524 | 742,510 | 760,127 | 765,722 | 766,533 | 755,310 | 726,713 | 702,196 |
| 5-8 | Total | 119,110 | 284,450 | 399,867 | 413,925 | 830,119 | 1,012,825 | 1,132,731 | 1,107,265 | 1,415,989 | 1,434,750 | 1,462,303 | 1,433,179 |
| | Boys | 65,570 | 159,490 | 218,255 | 224,860 | 460,759 | 556,991 | 617,166 | 589,639 | 747,908 | 753,522 | 763,110 | 774,012 |
| | Girls | 53,540 | 124,960 | 181,612 | 189,065 | 369,360 | 455,834 | 515,565 | 517,626 | 668,081 | 681,228 | 699,193 | 709,167 |
| 9-11 ¹ | Total | 29,004 | 55,020 | 59,903 | 129,135 | 241,539 | 268,372 | 333,606 | 376,620 | 329,816 | 359,836 | 371,563 | 340,970 |
| | Boys | 17,170 | 30,661 | 31,375 | 60,052 | 136,602 | 148,815 | 184,380 | 194,944 | 172,340 | 184,851 | 193,440 | 174,331 |
| | Girls | 11,834 | 24,359 | 28,528 | 69,083 | 104,937 | 119,557 | 149,226 | 181,676 | 157,476 | 174,985 | 178,123 | 166,639 |

| Urban | | | | | | | | | | | | | |
|--------|-------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1-4 | Total | 192,881 | 215,669 | 218,723 | 235,829 | 342,367 | 369,201 | 303,840 | 408,934 | 409,343 | 403,465 | 385,413 | 374,240 |
| | Boys | 98,755 | 111,955 | 111,340 | 119,890 | 175,163 | 188,616 | 201,201 | 209,411 | 209,815 | 206,729 | 197,616 | 192,193 |
| | Girls | 94,126 | 103,714 | 107,383 | 115,939 | 167,204 | 180,585 | 192,639 | 199,573 | 199,528 | 196,736 | 187,797 | 182,047 |
| 5-8 | Total | 51,020 | 121,876 | 142,722 | 155,276 | 248,953 | 289,297 | 332,383 | 314,907 | 410,229 | 433,338 | 450,915 | 463,082 |
| | Boys | 26,719 | 63,832 | 72,739 | 80,128 | 136,538 | 160,035 | 188,360 | 170,943 | 217,908 | 229,495 | 235,475 | 242,098 |
| | Girls | 24,301 | 58,044 | 69,983 | 75,148 | 112,415 | 129,262 | 144,023 | 143,964 | 192,321 | 203,843 | 215,440 | 220,984 |
| 9-11 : | Total | 28,203 | 54,567 | 59,453 | 122,938 | 212,505 | 238,600 | 294,452 | 322,909 | 282,188 | 305,313 | 312,193 | 288,340 |
| | Boys | 16,667 | 30,432 | 31,128 | 57,481 | 118,430 | 132,398 | 164,672 | 170,119 | 150,237 | 160,423 | 166,131 | 149,220 |
| | Girls | 11,536 | 24,235 | 28,325 | 65,457 | 94,075 | 106,402 | 129,780 | 152,790 | 131,951 | 144,890 | 146,062 | 137,120 |

| Rural | | | | | | | | | | | | | |
|--------|-------|-----------|-----------|-----------|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 1-4 | Total | 1,263,486 | 1,291,063 | 1,159,397 | 953,271 | 1,173,836 | 1,157,841 | 1,167,870 | 1,165,470 | 1,166,280 | 1,149,025 | 1,108,577 | 1,070,318 |
| | Boys | 654,186 | 668,995 | 592,840 | 490,577 | 604,516 | 595,916 | 600,382 | 599,321 | 599,276 | 590,451 | 569,661 | 550,169 |
| | Girls | 609,300 | 622,068 | 566,557 | 462,694 | 569,320 | 561,925 | 567,488 | 566,149 | 567,004 | 558,574 | 538,916 | 520,149 |
| 5-8 | Total | 68,090 | 162,574 | 257,145 | 258,649 | 581,166 | 723,528 | 800,348 | 792,358 | 1,005,760 | 1,001,412 | 1,011,388 | 1,020,097 |
| | Boys | 38,851 | 95,658 | 145,516 | 144,732 | 324,221 | 395,956 | 428,806 | 418,696 | 530,000 | 524,027 | 527,635 | 531,914 |
| | Girls | 29,239 | 66,916 | 111,629 | 113,917 | 256,945 | 328,572 | 371,542 | 373,662 | 475,760 | 477,385 | 483,753 | 488,183 |
| 9-11 : | Total | 801 | 353 | 450 | 6,197 | 29,034 | 29,572 | 39,154 | 53,711 | 47,628 | 54,523 | 59,370 | 54,630 |
| | Boys | 503 | 229 | 247 | 2,571 | 18,172 | 16,417 | 19,708 | 24,825 | 22,103 | 24,428 | 27,309 | 25,111 |
| | Girls | 298 | 124 | 203 | 3,626 | 10,862 | 13,155 | 19,446 | 28,886 | 25,525 | 30,095 | 32,061 | 29,519 |

1 The 12th grade was not introduced until the 1968-69 school year.
 SOURCE OF DATA: Anuarul statistic al Republicii Socialiste România, 1968. Bucharest: Direcția Centrală de Statistică, 1969, pp. 546-47.

reveal that elementary education during the 1960's progressed at a somewhat uneven pace. While the number of schools declined from 15,076 in 1960-61 to 14,926 in 1968-69, apparently denoting a merger of smaller institutions with larger ones, enrollment increased from 2,346,322 to 2,909,423. Of the latter, 2,871,816 attended day sessions and 37,607 were enrolled in correspondence courses. During 1964-65, the peak year of enrollment, 2,991,612 attended schools of general education. The teacher-student ratio showed marked improvement: the number of teachers rose from 93,140 in 1960-61 to 131,948 in 1968-69, a percentage increase of 41.6 compared to only a 24 percent pupil-increase during the corresponding years (table 6).

The increase in the number of pupils enrolled in the upper grades of schools of general education has been particularly encouraging. Whereas in 1960-61 the number of pupils enrolled in grades 5 through 8 was 830,119, by 1967-68³⁴ it increased to 1,483,179. Another positive development has been the increase in the number of girls attending. In the upper elementary grades in 1960-61 there were 460,759 boys and 369,360 girls; by 1967-68, the number of boys had risen to 774,012 and the number of girls to 709,167. In spite of significant progress in industrialization during the 1960's, the urban-rural ratio in elementary enrollment remained basically the same. Of the total 1960-61 enrollment of 2,346,322, 342,367 and 248,953 were registered in grades 1-4 and 5-8, respectively, of the urban schools, while 1,173,836 and 581,166 were enrolled in corresponding grades in rural schools. In 1967-68, of the 2,927,737 pupils enrolled in schools of general education, 374,240 were registered in grades 1-4 and 463,032 in grades 5-8 of the urban schools, while 1,070,313 were in grades 1-4 and 1,020,097 in grades 5-8 in rural schools (table 7).

Taking the 1968-69 figures as a basis for distribution by county, it follows that the Municipality of Bucharest, the legal status of which is that of a county, and such populous counties as Bacău, Iași, Ilfov, and Prahova have relatively more schools, pupils, and teachers than the others (table 8).

Secondary Education

Progress in secondary education is even more impressive than that in elementary education. Although the number of schools of general education increased only from 562 in 1960-61 to 568 in 1968-69, the number of students and teachers rose during the corresponding period from 241,539 and 10,529 to 390,455 and 15,025, respectively. Of the 241,539 students in 1960-61, 141,161 were enrolled in day sessions, 69,331 in evening sessions, and 31,047 in correspondence courses. The 1968-69 enrollment included 261,355 registered in day sessions, 95,825 in evening sessions, and 33,275 in correspondence courses, respectively (table 6).

In terms of distribution by county, more academic lyceums operate

³⁴ The Romanian statistical yearbook for 1969, which covers the 1968-69 school year, did not include any data relative to the urban-rural distribution of the student population in terms of grades and sex. Table 7, which covers enrollment only to the 1967-68 school year, is taken from the statistical yearbook for 1968.

Table 8.—Number of schools, pupils, and teachers in day and evening sessions and correspondence courses of schools of general education and academic lyceums, by county, 1968-69

| County | Schools | | Pupils | | Teachers | |
|------------------------------|---------------|------------------|------------------|----------------|----------------|---------------|
| | General | Academic lyceums | Grades | | Grades | |
| | | | 1-8 | 9-12 | 1-8 | 9-12 |
| Total | 14,926 | 568 | 2,909,428 | 390,455 | 181,948 | 15,025 |
| Alba | 453 | 13 | 59,986 | 8,150 | 2,881 | 307 |
| Arad | 320 | 19 | 53,876 | 7,448 | 2,636 | 316 |
| Argeş | 507 | 14 | 80,153 | 13,767 | 3,775 | 444 |
| Bacău | 644 | 11 | 111,393 | 10,609 | 4,991 | 396 |
| Bihor | 561 | 17 | 82,470 | 11,271 | 4,273 | 485 |
| Bistriţa-Năsăud | 311 | 9 | 46,085 | 3,323 | 2,243 | 151 |
| Botoşani | 448 | 11 | 83,752 | 6,329 | 3,527 | 232 |
| Braşov | 202 | 16 | 59,739 | 12,325 | 2,838 | 468 |
| Brăile | 191 | 10 | 54,586 | 6,981 | 2,116 | 234 |
| Buzău | 514 | 7 | 79,050 | 6,611 | 3,621 | 233 |
| Carag-Severin | 278 | 14 | 43,413 | 6,556 | 2,076 | 282 |
| Cluj | 542 | 26 | 91,542 | 17,494 | 4,546 | 711 |
| Constanţa | 258 | 20 | 77,098 | 12,842 | 3,258 | 495 |
| Covasna | 151 | 6 | 24,861 | 2,834 | 1,361 | 136 |
| Dâmboviţa | 351 | 11 | 64,659 | 7,900 | 2,935 | 285 |
| Oolj | 439 | 19 | 95,509 | 12,553 | 4,118 | 506 |
| Galaţi | 259 | 13 | 85,922 | 9,955 | 3,458 | 383 |
| Gorj | 402 | 9 | 47,256 | 4,883 | 2,273 | 227 |
| Harghita | 298 | 15 | 41,431 | 5,619 | 2,132 | 236 |
| Hunedoara | 493 | 17 | 63,662 | 11,191 | 2,675 | 419 |
| Ialomiţa | 211 | 7 | 63,297 | 5,531 | 2,608 | 201 |
| Iaşi | 506 | 16 | 116,225 | 10,555 | 4,776 | 426 |
| Iilfov | 523 | 12 | 105,308 | 8,586 | 4,743 | 314 |
| Maramureş | 327 | 11 | 72,067 | 7,817 | 3,377 | 303 |
| Mehedinţi | 352 | 10 | 44,909 | 5,379 | 2,114 | 193 |
| Mureş | 498 | 23 | 90,182 | 13,098 | 4,613 | 536 |
| Neamţ | 425 | 10 | 85,385 | 7,468 | 3,746 | 269 |
| Olt | 387 | 12 | 73,744 | 7,376 | 3,332 | 243 |
| Prahova | 444 | 21 | 105,176 | 18,219 | 4,463 | 671 |
| Satu Mare | 281 | 7 | 61,414 | 6,879 | 3,039 | 258 |
| Săteş | 323 | 9 | 42,067 | 4,073 | 2,180 | 164 |
| Sibiu | 217 | 14 | 63,072 | 9,086 | 2,920 | 336 |
| Suceava | 483 | 21 | 97,055 | 9,755 | 4,336 | 377 |
| Teleorman | 298 | 11 | 68,184 | 8,084 | 2,987 | 295 |
| Timiş | 357 | 25 | 70,219 | 11,506 | 3,450 | 474 |
| Tulcea | 147 | 7 | 43,218 | 3,661 | 1,762 | 137 |
| Vaslui | 530 | 11 | 84,762 | 6,427 | 3,694 | 244 |
| Vilcea | 438 | 13 | 58,941 | 7,259 | 2,824 | 240 |
| Vrancea | 365 | 8 | 60,199 | 5,401 | 2,699 | 179 |
| Bucharest Municipality | 192 | 43 | 157,556 | 55,654 | 6,552 | 2,219 |

SOURCE OF DATA: Anuarul statistic al Republicii Socialiste România, 1969. Bucharest: Direcţia Centrală de Statistică, 1970, pp. 578-79.

in the counties, while institutions of higher learning are more prevalent in the cities. Of the 568 academic lyceums in existence during 1968-69, 43 were located in the Municipality of Bucharest, and between 20 and 26 in the counties of Cluj, Constanţa, Mureş, Prahova, Suceava, and Timiş (table 8).

Table 9.—Number of schools, students, and teachers in day and evening sessions and correspondence courses of specialized lyceums, by type, 1966-67 through 1968-69

[—Indicates that the source did not include figures]

| Item | 1966-67 | 1967-68 | 1968-69 |
|-------------------------|---------|---------|---------|
| Summary | | | |
| Lyceums | 182 | 186 | 191 |
| Students | 35,643 | 61,428 | 87,619 |
| Teachers | 2,119 | 3,575 | 4,463 |
| Agricultural | | | |
| Lyceums | 59 | 59 | 60 |
| Students | 11,212 | 16,910 | 23,464 |
| Teachers | 652 | 1,188 | 1,207 |
| Economic | | | |
| Lyceums | 43 | 42 | 40 |
| Students | 8,762 | 17,267 | 25,622 |
| Teachers | 438 | 753 | 1,099 |
| Health | | | |
| Lyceums | — | 2 | 2 |
| Students | — | 120 | 266 |
| Teachers | — | 14 | 36 |
| Industrial | | | |
| Lyceums | 61 | 62 | 63 |
| Students | 5,329 | 13,309 | 21,336 |
| Teachers | 455 | 881 | 1,257 |
| Teacher-Training | | | |
| Lyceums | 19 | 21 | 26 |
| Students | 10,340 | 13,792 | 16,961 |
| Teachers | 574 | 739 | 864 |

SOURCE OF DATA: Anuarul statistic al Republicii Socialiste România, 1969. Bucharest: Direcția Centrală de Statistică, 1970, p. 585.

The geographical distribution of students attending academic lyceums continues to reflect, although to a lesser extent, the imbalance that characterized urban-rural distribution in the past. Total enrollment in rural academic lyceums increased from 29,034 in 1960-61 to 54,630 in 1967-68, while enrollment in urban lyceums rose from 212,505 to 286,340 during the corresponding period. Of the total enrollment of 340,970 in 1967-68, 84 percent of the students attended urban academic lyceums and only 16 percent were enrolled in those in rural areas (table 7). Thus, while the rate of increase was much greater in rural than in urban locations (88.2 percent compared with 34.7 percent), overall enrollment continued to increase significantly.

The number of students and teachers at specialized lyceums established in 1966-67 more than doubled in 1968-69, even though the number of institutions increased only slightly. Starting with 182 schools, 35,643 students, and 2,119 teachers, the system of specialized lyceums in 1968-69 had 191 schools, 87,649 students, and 4,463 teachers. Of these, 26 lyceums with 16,961 students and 864 teachers were engaged in the

Table 10.—Number of schools, students, and teachers in day and evening sessions and correspondence courses of specialized lyceums, by county, 1968-69

[.—Indicates that the source did not include figures]

| County | Lyceums | Students | Teachers |
|------------------------------|---------|----------|----------|
| Total | 191 | 87,649 | 4,463 |
| Alba | 6 | 2,244 | 109 |
| Arad | 6 | 3,269 | 174 |
| Argeş | 6 | 3,402 | 170 |
| Bacău | 4 | 2,971 | 150 |
| Bihor | 6 | 3,116 | 159 |
| Bistriţa-Năsăud | 3 | 587 | 29 |
| Botoşani | 2 | 859 | 37 |
| Braşov | 4 | 2,238 | 107 |
| Brăila | 3 | 1,604 | 64 |
| Buzău | 4 | 2,420 | 103 |
| Carac-Severin | 1 | 119 | 3 |
| Cluj | 8 | 3,707 | 198 |
| Constanţa | 8 | 3,618 | 148 |
| Covasna | 1 | 153 | 11 |
| Dimboviţa | 3 | 868 | 41 |
| Oaij | 11 | 4,457 | 244 |
| Galaţi | 7 | 3,029 | 177 |
| Gorj | 2 | 671 | 32 |
| Harghita | 3 | 754 | 55 |
| Hunedoara | 6 | 2,726 | 122 |
| Ialomiţa | 2 | 1,270 | 57 |
| Iaşi | 9 | 4,426 | 240 |
| Ifov | 6 | 2,508 | 130 |
| Maramureş | 4 | 1,489 | 72 |
| Mehedinţi | 3 | 1,297 | 47 |
| Mureş | 6 | 3,034 | 159 |
| Neamţ | 3 | 1,011 | 51 |
| Olt | 4 | 1,509 | 89 |
| Prahova | 6 | 2,613 | 123 |
| Satu Mare | 4 | 1,928 | 91 |
| Sălaj | 1 | 1,235 | 33 |
| Sibiu | 8 | 3,267 | 239 |
| Suceava | 6 | 2,849 | 146 |
| Teleorman | 5 | 2,518 | 105 |
| Timiş | 6 | 2,946 | 142 |
| Tulcea | (1) | 82 | — |
| Vaslui | 3 | 1,791 | 81 |
| Vîlcea | 3 | 1,582 | 75 |
| Vrancea | 2 | 548 | 24 |
| Bucharest Municipality | 16 | 6,943 | 426 |

¹ The county of Tulcea has only a school section.

SOURCE OF DATA: Anuarul statistic al Republicii Socialiste România, 1969. Bucharest: Direcţia Centrală de Statistică, 1970, p. 586.

training of kindergarten and lower elementary grade teachers.³⁵ The remainder were divided among the four major areas of secondary school specialization (table 9):

³⁵ Although some Romanian sources consider teacher-training lyceums as part of the system of specialized lyceums, this text treats them as part of the teacher-training system described in chapter VII.

| | <i>Schools</i> | <i>Students</i> | <i>Teachers</i> |
|--------------------|----------------|-----------------|-----------------|
| Agricultural | 60 | 23,464 | 1,207 |
| Economic | 40 | 25,622 | 1,099 |
| Health | 2 | 266 | 36 |
| Industrial | 63 | 21,336 | 1,257 |

Approximately 10 percent of the institutions operating in 1968-69 were located in Bucharest. The county of Dolj had 11, Iași 9, and the counties of Cluj, Constanța, and Sibiu 8 each. The remainder were located in the 34 other counties of Romania (table 10).³⁶

³⁶ For a listing of the specialized lyceums by type and county, see *Indrumător pentru admiterea în liceele de specialitate, op. cit.*, pp. 95-126. An important indication of the general educational advancements in Romania during the 1960's is the fact that by 1967-68 the secondary and vocational schools included about 62 percent of the graduates of schools of general education, compared with only 51.5 percent in 1963-64. "Studiu privind dezvoltarea învățămîntului de cultură generală," *op. cit.*, p. 2.

V: Vocational and Technical Education

A country bent on quick industrialization and modernization along socialist lines, Romania devoted considerable attention in the 1960's to priority development of vocational and technical education. Leaders saw this type of education as one of the principal means for training a professionally competent force of skilled labor and intermediate technocrats;¹ therefore, it was subjected to a thorough reform in the late 1960's in order to meet the changing needs of agriculture, industry, science, and technology.

Reforms

Fundamental problems relating to developing and updating the vocational and technical system of education were first discussed at the Ninth Congress of the Romanian Communist Party (*Partidul Comunist Român*) in July 1965. In accordance with resolutions adopted at the Congress, a commission of experts was established to study all aspects of the problems and submit reform recommendations.

Operating under the auspices of the Ministry of Education (*Ministerul Învățămîntului*), the commission completed its study by the end of 1967. The report, after being discussed by the Council of Vocational and Technical Education (*Consiliul Învățămîntului profesional și tehnic*) of the Ministry,² was made public early in February 1968.³

It reviewed developments since 1955, the year the system was restructured,⁴ and called attention to shortcomings that had persisted despite Party and Government attempts to eliminate them. These included

- failure to sufficiently determine the principles underlying organization and operation of the on-the-job apprenticeship system;

¹ During the decade 1957-67, vocational and technical schools trained about 570,000 skilled workers. *Gazeta învățămîntului* (Journal of Education), Bucharest, No. 933, Feb. 9, 1968, p. 3.

² For abstracted minutes of the Council's discussions on Jan. 12-13, 1968, see *Gazeta Învățămîntului*, No. 930, Jan. 19, 1968, p. 3.

³ "Studiu privind dezvoltarea învățămîntului profesional și tehnic" (Study on the Development of Vocational and Technical Education). *Gazeta Învățămîntului*, No. 933, Feb. 9, 1968, pp. 3-4.

⁴ See Decision No. 91/1955 as amended by Decision No. 1434/1956 in *Colecție de legi, decrete, hotărîri și dispoziții* (Collection of Laws, Decrees, Decisions, and Orders). Bucharest, No. IV, 1956, pp. 83-98.

- restriction of on-the-job training to small enterprises and craft cooperatives;
- failure to establish vocational education evening sessions to enable gainfully employed skilled workers to acquire theoretical background essential to their jobs; and
- failure to update the training of skilled workers and technicians in accordance with developments in industry, science, and technology.⁵

The reform measures proposed by the commission and subsequently incorporated in the Education Law adopted on May 13, 1968,⁶ were designed to

- increase the number of skilled workers, master craftsmen, and technicians⁷ to meet current and long-range needs of the economy by using the most suitable forms of training available and by rationally determining the network of schools; and
- raise the level of training of skilled workers, master craftsmen, and technicians by modernizing curriculums, syllabuses, textbooks, and methods; by recruiting stable, well-trained vocational teachers; by better equipping laboratories and workshops; and by improving the system of control and inspection.⁸

Types of Schools

The system of vocational education, as reorganized in 1968, provides for the training of skilled workers in 1) vocational schools (*școli profesionale*), 2) on-the-job apprenticeship programs (*ucenicie la locul de muncă*), and 3) qualifying courses (*cursuri de calificare*) organized by industrial and agricultural enterprises.

Technical education, designed to train foremen, master craftsmen, and intermediate technical personnel, is offered in two basic types of schools:⁹ 1) technical schools for master craftsmen (*școli tehnice de maiștri*) and 2) postsecondary technical schools (*școli tehnice post-medii*), also known as schools of postlyceum specialization (*școli de specializare postliceală*).

Vocational Schools

Organized within the framework of enterprises operating under the

⁵ "Studiu privind dezvoltarea învățămîntului profesional și tehnic," *op. cit.*

⁶ "Legea nr. 11 privind învățămîntul în Republica Socialistă România" (Law No. 11 Concerning Education in the Socialist Republic of Romania). *Buletinul Oficial* (Official Bulletin), Bucharest, No. 62, May 13, 1968, pp. 484-505.

⁷ In spite of great strides in vocational and technical education, only 20.7 percent of the skilled labor force of Romania at the beginning of 1966 was trained in such schools. The remaining 79.3 percent was trained in on-the-job programs. "Studiu privind dezvoltarea învățămîntului profesional și tehnic," *op. cit.*

⁸ *Ibid.*

⁹ Technical personnel of intermediate caliber are also trained in specialized lyceums (*licee de specialitate*) and in 2-year special programs offered by universities and institutes of higher education. The latter train so-called junior engineers (*subingineri*) and architectural foremen (*conducători arhitecți*). For details regarding specialized lyceums, see chapter IV; regarding 2-year programs for junior engineers and architectural foremen see chapter VI.

jurisdiction of a variety of ministries and central governmental agencies, including the Central Union of Consumer Cooperatives (*Uniunea Centrală a Cooperativelor de Consum*), the Higher Council of Agriculture (*Consiliul Superior al Agriculturii*), the State Waters Committee (*Comitetul de Stat al Apelor*), and the county people's councils (*consiliile populare județene*), vocational schools offer 1 to 2 years of training, depending on the complexity of the field. For the complex training of electricians for Diesel and electric engines, aircraft mechanics, and toolmakers, vocational schools offer a 3-year program.¹⁰

The list of trades to be offered each year and the locations of vocational schools are approved by the Ministry of Education, pursuant to recommendations by central and local governmental organs and agencies operating the schools and in consultation with the State Planning Committee (*Comitetul de Stat al Planificării*), the Ministry of Labor (*Ministerul Muncii*), and the State Committee on Problems of Organization and Wages (*Comitetul de Stat pentru Probleme de Organizare și Salarizare*).¹¹

Admission into vocational school day sessions is theoretically restricted to graduates of schools of general education (*școli de cultură generală*)¹² or an equivalent institution, who are under 18 years of age¹³ and have successfully completed the requirements for competitive admission examinations. The age limit is waived for students who wish to enroll in the evening sessions of vocational schools. The latter, organized in 1966-67,¹⁴ are usually attended by workers already gainfully employed. The admission examination, which consists of a written and an oral test in mathematics and the Romanian language, covers material studied in elementary grades 5 through 8.

Within 15 days after admission, students and their parents or

¹⁰ In 1967-68 vocational schools offered training in 232 trades, 175 of which required 3 years and 57, 2 years. With the decision to extend the compulsory education system to 10 years beginning in 1969-70 and in recognition of the need for more realistic training requirements, the duration of day sessions in vocational schools was reduced in most fields by 1 year. "Studiu privind dezvoltarea învățămîntului profesional și tehnic," *op. cit.*, p. 4.

¹¹ Articles 74-75 of Law No. 11 cited in footnote 6. For a list of vocational schools operating in 1968-69 in the various counties, together with their particular fields of training, see *Indrumător pentru admiterea în școlile profesionale. Anul școlar 1968-1969* (Guide to Admission Into the Vocational Schools. School Year 1968-69). Bucharest: Editura Didactică și Pedagogică for the Ministerul Învățămîntului, 1968, pp. 21-122. For further details, see V. Alexandrescu and Gh. Rușitoru, "Pregătirea practică a viitorilor muncitori calificați" (The Practical Training of the Future Skilled Workers). *Lupta de Clasă* (The Class Struggle), Bucharest, L:1:63-70, Jan. 1970.

¹² See footnote 1, chapter IV.

¹³ The age limit is raised to 25 for those intending to become salesmen in village stores or agricultural mechanics, and to 35 years for prospective forest guards who have completed their military service. *Indrumător pentru admiterea în școlile profesionale, op. cit.*, p. 13.

¹⁴ The evening vocational education system includes both evening sessions in the regular vocational schools and special evening vocational schools (*școli profesionale serale*). See Decision No. 2565 (Nov. 15, 1966) of the Council of Ministers in *Buletinul Oficial*, No. 72, Nov. 19, 1966, p. 526.

guardians sign a contract, the terms of which stipulate that students must work for a given number of years in the enterprise or institution in which they were trained or in any other place to which they might be assigned. Parents or guardians are responsible for repaying the school all money expended in the training and maintenance of students should they leave school before completing their studies, fail to work at the place they were contractually assigned, or leave the work place before expiration of the contractually agreed period.¹⁵

The vocational school curriculum includes both general and technical subjects, as well as practical training. The latter constitutes 50 percent of the school period in 2-year schools and about 65 percent in 3-year institutions. The 1st year of practical training, which consists of basic initiation into the trades to be mastered, is usually offered in the school; the 2d year, in the workshops or enterprises.¹⁶ In those trades requiring 3 years of training, the entire 3d year is devoted to practical training. General subjects in the curriculum include social and political science, mathematics, and Romanian; required technical courses—chemistry, physics, and technical drawing, etc.—vary according to the requirements of the particular trades taught.¹⁷

Although vocational schools are terminal in character, graduates may pursue their studies, under certain conditions, in academic lyceums or in technical schools for master craftsmen.

On-the-Job Apprenticeship

Designed for young men and women between the ages of 15 and 18 who have completed their elementary education or its equivalent, the on-the-job apprenticeship system involves training skilled workers in basically the same fields as those offered by the vocational schools. The practical training period is normally from 2 to 3 years, depending on the difficulty or complexity of the particular trade. General and theoretical subjects related to the trade are taught either in the evening sessions of vocational schools or in the evening vocational schools. If no vocational schools offering evening classes are located where an apprenticeship program is available, academic-theoretical subjects are taught either in an intensive day program of from 2 to 3 months during each year of training or in short-term courses (*cursuri de scurtă durată*) in the shops.

Apprentices under 16 years of age work 6 hours a day 6 days a week, or a total of 36 hours, while those above 16 work 8 hours a day, or 48

¹⁵ *Indrumător pentru admiterea în școlile profesionale, op. cit.*, pp. 17-20.

¹⁶ The practical training program for 2d-year students—offered in agricultural and industrial plants—has often been the target of criticism. The most prevalent complaint is that the technical cadres are apparently more concerned with fulfilling production targets assigned to their particular plants than with the training of students. Many cadres, in fact, resent training students because they interfere with the production process, do not handle tools properly, and create discipline problems. See, for example, "Studiu privind dezvoltarea învățămîntului profesional și tehnic," *op. cit.*

¹⁷ *Indrumător pentru admiterea în școlile profesionale, op. cit.*, pp. 6-8.

hours a week. Time spent in the evening schools counts toward fulfillment of work-day requirements.¹⁸

Conditions governing admission, registration, training, and post-graduate employment are basically the same as in the vocational schools.¹⁹

Qualifying Courses

Designed to enable gainfully employed unskilled or semiskilled workers to qualify as skilled workers equal in rank to graduates of vocational schools, qualifying courses are offered by both enterprises and State organizations. Depending upon the complexity of the trade and the amount of theoretical and practical knowledge required, the courses are from 3- to 12-months' duration. With a few exceptions, they are offered in the evening in order to permit workers to remain at their jobs full time. Candidates for the courses are selected by the enterprises, while the trades and the curriculums and programs relating to them are determined by central governmental agencies in charge of the particular enterprises, in cooperation with the Ministry of Education.²⁰

Qualifying courses are of two types: 1) grade I (*cursuri de calificare de gradul I*), which qualifies workers for skilled jobs listed in the first category of skills on the pay scale index, and 2) grade II (*cursuri de calificare de gradul II*) for graduates of grade I courses who desire to move to the next or higher category of jobs listed in the index. Graduates of these courses receive a graduation certificate (*certificat de absolvire*); graduates of the grade II courses who have also completed elementary school or its equivalent may take the final vocational school examination, and—if they pass—will receive a vocational school diploma as well.

In addition to the qualifying courses, enterprises may also offer so-called refresher or further-training courses (*cursuri de perfecționare*) of 1 to 6 months' duration. Theoretically, the teaching examination, and grading system for such courses are identical to those in the vocational schools.²¹

Technical Schools for Master Craftsmen

Since their establishment in 1955-56, technical schools for master craftsmen have trained about 42,000 cadres.²² Admitting graduates from vocational schools and academic lyceums or equivalent institutions who have spent from 3 to 5 years in production and have completed their

¹⁸ *Indrumător pentru admiterea în școlile profesionale, op. cit.*, p. 9.

¹⁹ *Ibid.*, pp. 8-9, 129-37. See also Articles 77-79 of Law No. 11 cited in footnote 6.

²⁰ Theoretically, the length of courses for the various trades and the curriculums and programs are centrally determined, but they tend to vary from enterprise to enterprise. "Studiu privind dezvoltarea învățământului profesional și tehnic," *op. cit.*

²¹ Articles 104-17 of Law No. 11 concerning the educational system of Romania cited in footnote 6. See also Decision No. 2105 (Oct. 21, 1969) of the Council of Ministers pertaining to the qualifications and further training of workers and personnel who have completed intermediate training in *Buletinul Oficial*, No. 122, Nov. 6, 1969, pp. 1000-02.

²² "Studiu privind dezvoltarea învățământului profesional și tehnic," *op. cit.*

military service,²³ technical schools for master craftsmen offer programs including both general and technical subjects and practical training of from 1 to 2 years' duration in day sessions and from 2 to 3 years' in evening sessions, depending on the complexity of the particular field.²⁴

Candidates are selected from among the best workers who satisfy the aforementioned conditions and are admitted according to the scores they achieve on competitive admission examinations. Upon completion of their studies, graduates are awarded the title of master craftsman (*maistru*) and may work as principal assistants to engineers in production organization and management.

Postsecondary Technical Schools

Destined to be gradually replaced by specialized lyceums and 2-year higher education institutes concerned with training junior engineers and architectural foremen, the postsecondary technical schools are basically the same as the technical schools for technical personnel (*școli tehnice pentru personal tehnic*). According to plans adopted in 1968, only a limited number of these schools will continue to operate. They will be concerned with the training of a select group of cadres for specialties requiring a high level of general and specialized knowledge, as well as a high degree of maturity and responsibility. Among the fields listed in the plans are such diverse specialties as the training of aircraft pilots, radio and television technicians, medical assistants, and technicians for electronic computers and for equipment used in atomic physics.²⁵

Postsecondary technical schools admit graduates of academic lyceums who possess a baccalaureate diploma (*diplomă de bacalaureat*).²⁶ The length of training is usually from 1 to 2 years, but in more complex fields, it may be extended to 3 years. Beginning with the 1968-69 school year, these schools have offered evening sessions, and institutions training

²³ Periodically, the government determines that educational requirements for admission to certain fields can be waived. These fields are usually those for which there is an insufficient number of qualified candidates. In 1965-70, for example, admission requirements were waived in mining, oil-drilling and extraction, and bridge, rail, and road construction. Until the mid-1960's, candidates for admission to technical schools for master craftsmen had to be under 35, but provisions regarding age-limit requirements were abrogated in 1965. See Decision No. 917/1965, republished in June 1967, incorporating Decision No. 1122/1967 and amended in *Buletinul Oficial*, No. 58, June 27, 1967, p. 522.

²⁴ Originally, technical schools for master craftsmen offered programs of 3 years' duration in day sessions and 4 years' in evening sessions. However, in 1962, the study period for both sessions was reduced by 1 year. When it was noted that from 50 to 70 percent of the general and technical subjects taught in these schools repeated material covered in academic lyceums or vocational schools, the study period was further reduced by 1 year in 1968. "Studiu privind dezvoltarea învățămîntului profesional și tehnic," *op. cit.*

²⁵ *Ibid.*

²⁶ For some fields, the baccalaureate diploma requirement is waived, secondary school graduates in possession of the graduation certificate (*certificat de absolvire*) being also admitted.

intermediate specialists in economics have introduced correspondence sections.²⁷

Administration and the Educational Process

Operating under the jurisdiction of the ministries, central governmental agencies, or the executive committees of the county people's councils, vocational and technical schools are administered in the same manner as elementary and secondary schools.²⁸ While the school network and the specialties offered are determined by sponsoring central and local governmental organs, the educational process, including the structure of the school year, the length of recitation periods, the system of examinations and grading, and vacation periods, is determined by the Ministry of Education. On the whole, the educational process in vocational and technical schools is similar to that in the elementary and secondary school system.²⁹

Theoretically, students enrolled in day and evening sessions of vocational and technical schools may repeat a year only once; those enrolled in the correspondence sections, twice. Under certain conditions involving, among other things, the passing of differential examinations, graduates of vocational schools may be admitted to academic lyceums and graduates of technical schools for master craftsmen who do not possess a baccalaureate diploma may take the baccalaureate examination. Graduates of postsecondary schools who do possess a baccalaureate diploma may continue their studies in institutions of higher learning.³⁰

The supervision and control of vocational and technical schools are the joint responsibility of central and county governmental authorities. At the central level this responsibility is discharged by services (*servicii*) or bureaus (*birouri*) headed by a deputy minister of the ministries operating such schools. At the county level it is fulfilled by inspectors who are both specialists in vocational and technical education and members of the county school inspectorates (*inspectoratele școlare județene*).³¹

Enrollment

In view of the concern by the Party and Government to create an ever-larger pool of professionally competent skilled workers, enrollment in both vocational and technical schools tended to increase during the 1960's at a relatively high rate.

²⁷ Decision No. 1945 of Sept. 11, 1968, of the Council of Ministers. *Buletinul Oficial*, No. 123, Sept. 16, 1968, p. 1164. See also "Rețeaua și profilul școlilor de specializare postliceală—învățământul de zi—în cadrul cărora se înființează secții de învățământ seral în anul școlar 1968-1969" (The Network and Character of the Day Session Schools of Post-Lyceum Specialization Within Whose Framework Evening Sections Will Be Organized in the 1968-69 School Year). *Scnteia Tineretului* (The Spark of Youth), Bucharest, Sept. 11, 1968, p. 4.

²⁸ See pp. 51-52.

²⁹ See p. 52. See also, for example, "Structura anului școlar 1969-1970 în învățământul profesional, tehnic și liceal de specialitate" (The Structure of the 1969-70 School Year in Vocational and Technical Education and in the Specialized Lyceums). *Gazeta Învățământului*, No. 1012, Oct. 10, 1969, p. 2.

³⁰ Articles 89-103 of Law No. 11 cited in footnote 6.

³¹ "Studiu privind dezvoltarea învățământului profesional și tehnic," *op. cit.*

Table 11.—Number of schools, students, graduates, and teachers in vocational education, by field of training, 1948-49, 1960-61, and 1968-69
 [—Indicates that the source did not include figures]

| Field of training | Schools | | | Students | | | Graduates ¹ | | Teachers | | |
|--|---------|---------|---------|----------|---------|---------|------------------------|---------|----------|---------|---------|
| | 1948-49 | 1960-61 | 1968-69 | 1948-49 | 1960-61 | 1968-69 | 1948-49 | 1960-61 | 1948-49 | 1960-61 | 1968-69 |
| | 511 | 519 | 415 | 61,372 | 127,224 | 217,955 | 6,058 | 30,236 | 4,314 | 7,830 | 11,536 |
| Total | 511 | 519 | 415 | 61,372 | 127,224 | 217,955 | 6,058 | 30,236 | 4,314 | 7,830 | 11,536 |
| Agriculture and forestry | 49 | 251 | 128 | 2,889 | 35,135 | 38,893 | — | 8,860 | 193 | 1,790 | 1,825 |
| Chemistry | 16 | 14 | 23 | 1,442 | 3,667 | 15,624 | 88 | 606 | 167 | 278 | 895 |
| Commerce | 19 | 32 | 30 | 1,939 | 5,151 | 8,112 | 310 | 2,107 | 95 | 198 | 428 |
| Constructions and construction materials | 6 | 28 | 42 | 841 | 12,489 | 26,691 | — | 4,195 | 80 | 644 | 1,450 |
| Electric power and electrotechnology | 9 | 2 | 13 | 1,131 | 512 | 7,022 | 277 | 106 | 160 | 44 | 319 |
| Food industry | 12 | 3 | 7 | 876 | 458 | 3,880 | — | 209 | 76 | 18 | 252 |
| Health | — | — | 24 | — | — | 7,615 | — | — | — | — | 777 |
| Light industry | 29 | 63 | 27 | 2,399 | 23,071 | 22,174 | — | 4,431 | 362 | 1,450 | 1,239 |
| Lumber industry | 26 | 16 | 12 | 1,535 | 3,447 | 4,218 | 93 | 1,173 | 130 | 225 | 207 |
| Metallurgy and machine-building | 277 | 72 | 58 | 39,894 | 32,493 | 55,442 | 3,334 | 6,060 | 2,199 | 2,063 | 2,641 |
| Mining and petroleum | 23 | 16 | 22 | 2,376 | 5,615 | 12,600 | 395 | 1,535 | 224 | 299 | 660 |
| Transport and telecommunications | 32 | 22 | 28 | 4,806 | 5,186 | 14,737 | 1,243 | 954 | 488 | 321 | 762 |
| Other | — | 13 | 1 | 1,244 | — | 947 | 318 | — | 140 | 500 | 81 |

¹ Graduation figures for 1968-69 were not available when the source of these data was printed. In the 1967-68 school year vocational schools graduated 70,291 students. The number of graduates in the order of the fields of training listed in the table was: 15,596; 4,452; 4,098; 8,245; 2,121; 1,770; 2,957; 7,942; 1,292; 14,421; 3,183, and 3,822.

SOURCE OF DATA: Annual statistics of Republicii Socialiste Romania, 1969. Bucharest: Directia Centrala de Statistica, 1970, pp. 580-83.

Vocational Schools

Between 1960 and 1969, enrollment in the various types of vocational schools almost doubled, increasing from 127,224 in 1960-61 to 217,955 in 1968-69. Over 25 percent of all students enrolled in 1968-69 were studying metallurgy and machine-building. The next most popular fields of training in terms of enrollment were agriculture and forestry, with 38,893 students; constructions and construction materials, with 26,691 students; and light industry, with 22,174 students.

The enrollment increase was matched by an increase in the number of graduates. Compared with only 30,236 graduates in 1960-61, the number more than doubled in 1967-68, when 70,291 students were graduated. The number of teachers rose during the corresponding period from 7,830 to 11,536 (table 11).

While the number of students, graduates, and teachers increased during the 1960's, the number of schools actually declined. The decrease, as in the case of schools of general education, resulted from a merger of smaller units with larger ones. An examination of the distribution of these institutions by counties reveals that they are concentrated in the most industrialized parts of the country. Of the 415 vocational schools operating in 1968-69, 30, with 29,682 students, were in Bucharest, and nearly 20 were in the counties of Braşov, Cluj, Dolj, Prahova, and Timiş (table 12).

Technical Schools

Enrollment in the various types of technical schools, as in vocational schools, tended to increase at a relatively high rate during the 1960's. The system of technical education for master craftsmen expanded from 86 institutions, with an enrollment of 13,344 (8,852 in the day session) in 1960-61, to 141 schools, with a student body of 17,193 (10,244 in the day session) in 1968-69. The number of graduates almost doubled during the corresponding period, increasing from 3,355 in 1961 to 6,464 in 1967.³²

The combined number of schools for technical personnel and post-secondary technical schools increased from 160 institutions, with an enrollment of 28,868 (of which 27,538 were in the day sessions) in 1960-61 to 226 schools, with a total enrollment of 37,014 (of which 32,354 were in day sessions) in 1968-69. A total of 7,727 students were graduated in 1961 and 16,191 in 1967.³³

Of the 367 technical schools operating in 1968-69, 164 were post-secondary specialized schools, 141 technical schools for master craftsmen, and 62 technical schools for technical personnel. The majority were

³² *Anuarul statistic al Republicii Socialiste România, 1969* (Statistical Year Book of the Socialist Republic of Romania, 1969). Bucharest: Direcția Centrală de Statistică [1970], p. 591. For the number of schools, students, and graduates in 1955-56 and from 1960-61 through 1968-69, by fields of training for master craftsmen, see *ibid.*, pp. 591-93.

³³ *Ibid.*, p. 588. For the number of schools, students, and graduates in technical schools for technical personnel and postsecondary technical schools in 1955-56 and from 1960-61 through 1968-69, by fields of training, see *ibid.*, pp. 588-91.

in the Municipality of Bucharest (42) and in the industrially advanced counties: Braşov (17), Cluj (19), Dolj (20), Prahova (20), Sibiu (20), and Timiş (16) (table 13).

Table 12.—Number of schools, students, and teachers in day and evening sessions of vocational education, by county, 1968-69

| County | Schools | Students | Teachers |
|------------------------------|------------|----------------|---------------|
| Total | 415 | 217,955 | 11,536 |
| Alba | 11 | 5,094 | 304 |
| Arad | 13 | 6,090 | 350 |
| Argeş | 14 | 6,774 | 295 |
| Bacău | 9 | 5,228 | 364 |
| Bihar | 15 | 4,863 | 323 |
| Bistriţa-Năsăud | 4 | 1,149 | 78 |
| Botoşani | 5 | 1,457 | 78 |
| Braşov | 20 | 13,144 | 655 |
| Brăila | 10 | 5,197 | 230 |
| Buzău | 8 | 2,359 | 103 |
| Caraş-Severin | 8 | 4,920 | 204 |
| Cluj | 17 | 10,800 | 600 |
| Constanţa | 16 | 5,693 | 336 |
| Covasna | 5 | 1,570 | 99 |
| Đimboviţa | 9 | 4,699 | 267 |
| Dolj | 18 | 9,513 | 506 |
| Galaţi | 10 | 5,704 | 326 |
| Gorj | 3 | 1,869 | 101 |
| Harghita | 6 | 2,836 | 149 |
| Hunedoara | 11 | 6,086 | 365 |
| Ialomiţa | 6 | 2,056 | 91 |
| Iasi | 15 | 8,797 | 419 |
| Ifov | 15 | 4,709 | 245 |
| Maramureş | 3 | 1,417 | 97 |
| Mehedinţi | 6 | 1,984 | 100 |
| Mureş | 14 | 6,181 | 464 |
| Neamţ | 9 | 4,631 | 262 |
| Olt | 7 | 3,364 | 131 |
| Prahova | 19 | 10,840 | 459 |
| Satu Mare | 8 | 3,535 | 189 |
| Sălaj | 4 | 1,367 | 52 |
| Sibiu | 15 | 9,121 | 467 |
| Suceava | 8 | 3,690 | 229 |
| Taleorman | 6 | 2,778 | 136 |
| Timiş | 18 | 10,553 | 567 |
| Tulcea | 4 | 1,487 | 81 |
| Vaslui | 5 | 2,349 | 92 |
| Vitea | 6 | 2,323 | 149 |
| Vrancea | 5 | 2,076 | 97 |
| Bucharest Municipality | 30 | 29,682 | 1,476 |

SOURCE OF DATA: Anuarul statistic al Republicii Socialiste România, 1969. Bucharest: Direcţia Centrală de Statistică, 1970, p. 584.

Table 13.—Number of schools, students, and teachers in day and evening sessions and correspondence courses of technical schools for technical personnel, postsecondary specialized schools, and schools for master craftsmen, by county, 1968-69
 [—Indicates that the source did not include figures]

| County | Schools | | | | Students | | | | Teachers | | | |
|-----------------|---------|---|------------------------------------|------------------------------|----------|---|------------------------------------|------------------------------|----------|---|------------------------------------|------------------------------|
| | Total | Technical schools for technical personnel | Post-secondary specialized schools | Schools for master craftsmen | Total | Technical schools for technical personnel | Post-secondary specialized schools | Schools for master craftsmen | Total | Technical schools for technical personnel | Post-secondary specialized schools | Schools for master craftsmen |
| | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Total | 367 | 62 | 164 | 141 | 54,207 | 5,902 | 31,112 | 17,198 | 2,678 | 163 | 1,741 | 769 |
| Alba | 9 | 3 | 2 | 4 | 925 | 254 | 248 | 423 | 12 | 7 | — | 5 |
| Arad | 9 | 3 | 4 | 2 | 1,447 | 144 | 1,181 | 122 | 58 | 2 | 56 | — |
| Arges | 14 | — | 8 | 6 | 1,464 | — | 1,063 | 401 | 117 | — | 82 | 35 |
| Bacau | 7 | — | 3 | 4 | 942 | — | 488 | 454 | 30 | — | 30 | — |
| Bihar | 8 | 2 | 3 | 3 | 1,779 | 443 | 861 | 475 | 109 | 15 | 74 | 20 |
| Bistrita-Nesaud | 4 | 2 | 1 | 1 | 416 | 260 | 107 | 49 | 21 | 21 | — | — |
| Botosani | 4 | 1 | 2 | 1 | 617 | 93 | 332 | 192 | 29 | 6 | 9 | 14 |
| Brasov | 17 | 4 | 8 | 9 | 2,650 | — | 1,658 | 992 | 141 | — | 79 | 62 |
| Braile | 11 | 2 | 5 | 4 | 1,297 | 219 | 727 | 351 | 60 | 2 | 39 | 19 |
| Buzau | 5 | 3 | 1 | 1 | 586 | 354 | 123 | 109 | 33 | 8 | 20 | 5 |
| Caray-Severin | 3 | — | 1 | 2 | 554 | — | 305 | 249 | 34 | — | 13 | 21 |
| Cluj | 19 | 1 | 11 | 7 | 2,778 | 107 | 2,145 | 526 | 84 | — | 84 | — |
| Constanta | 11 | 3 | 5 | 3 | 1,332 | 513 | 548 | 271 | 97 | 18 | 63 | 16 |
| Covasna | 1 | 1 | 0 | — | 50 | 22 | 28 | — | 6 | — | 6 | — |
| Drmbovija | 6 | 1 | 2 | 3 | 780 | 113 | 249 | 418 | 34 | — | 5 | 29 |
| Dolj | 20 | 3 | 8 | 9 | 2,564 | 215 | 1,429 | 920 | 155 | 2 | 96 | 57 |
| Galati | 10 | 1 | 5 | 4 | 1,489 | 113 | 890 | 486 | 47 | — | 47 | — |
| Gorj | 3 | — | — | 3 | 236 | — | — | 236 | 17 | — | — | 17 |
| Harghita | 3 | 1 | 2 | — | 158 | 61 | 97 | — | 9 | 1 | 8 | — |
| Hunedoara | 14 | — | 7 | 7 | 2,181 | — | 1,103 | 1,078 | 156 | — | 71 | 85 |
| Ialomija | 2 | 1 | — | 1 | 346 | 180 | — | 166 | 8 | 3 | — | 5 |
| Iasi | 14 | 3 | 8 | 3 | 1,578 | 197 | 1,145 | 236 | 57 | 2 | 47 | 8 |

Table 13.—Number of school, students, and teachers in day and evening sessions and correspondence courses of technical schools for technical personnel, postsecondary specialized schools, and schools for master craftsmen, by county, 1968-69—Continued
 [—Indicates that the source did not include figures]

| County | Schools | | | | | Students | | | | Teachers | | | |
|------------------------------|---------|---|------------------------------------|------------------------------|--------|---|------------------------------------|------------------------------|-------|---|------------------------------------|------------------------------|-------|
| | Total | Technical schools for technical personnel | Post-secondary specialized schools | Schools for master craftsmen | Total | Technical schools for technical personnel | Post-secondary specialized schools | Schools for master craftsmen | Total | Technical schools for technical personnel | Post-secondary specialized schools | Schools for master craftsmen | Total |
| | | | | | | | | | | | | | |
| 1 | 2 | | | | 6 | | | | 9 | 10 | | | 13 |
| Ifov | 10 | 3 | 3 | 4 | 738 | 253 | 292 | 193 | 193 | 10 | — | — | 10 |
| Maramureş | 7 | — | 4 | 3 | 934 | — | 640 | 294 | 294 | 70 | — | — | 19 |
| Mehedinţi | 2 | 1 | 1 | — | 140 | 38 | 102 | — | — | 15 | — | — | 15 |
| Mureş | 12 | 1 | 7 | 4 | 1,780 | 64 | 1,407 | 309 | 309 | 49 | — | — | 21 |
| Neamţ | 8 | 2 | 3 | 3 | 552 | 187 | 248 | 117 | 117 | 24 | — | — | — |
| Olt | 5 | 4 | — | 1 | 656 | 396 | — | 260 | 260 | 26 | — | — | — |
| Prahova | 20 | 1 | 10 | 9 | 2,488 | 26 | 1,301 | 1,161 | 1,161 | 199 | — | — | 101 |
| Satu Mare | 4 | 1 | 2 | 1 | 445 | 77 | 333 | 35 | 35 | 45 | — | — | — |
| Sălaj | 1 | 1 | — | — | 126 | 126 | — | — | — | — | — | — | — |
| Sibiu | 20 | 2 | 9 | 9 | 2,017 | 162 | 950 | 905 | 905 | 79 | — | — | 20 |
| Suceava | 10 | 2 | 4 | 4 | 643 | 73 | 337 | 233 | 233 | 7 | — | — | 2 |
| Teleorman | 5 | 2 | 1 | 2 | 688 | 79 | 55 | 554 | 554 | 9 | — | — | 4 |
| Timiş | 16 | 2 | 6 | 6 | 1,931 | 194 | 1,211 | 526 | 526 | 51 | — | — | 9 |
| Vaslui | 7 | 2 | 3 | — | 185 | 185 | — | — | — | 12 | — | — | — |
| Vâlcea | 7 | 2 | 3 | 2 | 920 | 488 | 215 | 217 | 217 | 8 | — | — | 4 |
| Vrancea | 2 | 2 | — | — | 65 | 65 | — | — | — | 1 | — | — | — |
| Bucharest Municipality | 42 | 1 | 25 | 16 | 13,730 | 201 | 9,294 | 4,235 | 4,235 | 754 | 5 | 568 | 181 |

¹ The county of Covseana has only a section of postsecondary specialized school.

SOURCE OF DATA: Annual statistic of Republicii Socialiste România, 1969. Bucharest: Direcţia Centrală de Statistică, 1970, p. 594-95.

VI: Higher Education

The Communist regime, to insure the industrialization and modernization of Romania in a relatively short period of time, assigned a very important, if not determinant role to higher education. Designed to train an ever-larger corps of highly skilled scientific and technical personnel ideologically and politically responsive to the changing requirements of the Party and Government, higher education was subjected to a thorough review during the 1960's. Reform measures introduced as a result of that review were designed to overcome some of the consequences of the adoption of the Soviet model of education in the late 1940's and to make higher education more effective in implementing Romania's new nationalist program on a socialist basis.

Reforms of the 1960's

Following a successful defiance of Soviet economic integration plans and a subsequent "declaration of independence" in April 1964,¹ the Romanian Communist Party (*Partidul Comunist Român*) devoted increasing attention to reforming higher education.

Although the question of improving political-ideological work among students remained a constant concern of the Party,² the rediscovery of the positive aspects of the Romanian higher educational tradition and the improvement of the scientific and technical performance of institutions of higher learning came to dominate the interests of education and political leaders alike.³

The impetus for reinvigorating Romanian higher education was pro-

¹ See p. 4.

² See, for example, I. Mitran, "Munca politico-ideologică în învățămîntul superior" (Political-Ideological Work in Higher Education). *Lupta de Clasă* (The Class Struggle), Bucharest, XLIV:6:24-39, June 1964; Leonte Răutu, "Probleme actuale în domeniul pregătirii cadrelor și perfecționării învățămîntului" (Current Problems Relating to the Training of Cadres and the Improvement of Education). *Ibid.*, XLIX: 10:45ff., Oct. 1969.

³ Concern for improving the technical-economic performance of institutions of higher learning was forcefully expressed, for example, by Jean Livescu, rector of the University of Bucharest. See his article, "Perspectivele învățămîntului superior" (The Prospects of Higher Education). *Lupta de Clasă*, XLV:7:76-87, July 1965.

vided by the Ninth Congress of the Romanian Communist Party,⁴ which met in July 1965. In accordance with its resolutions, a study was undertaken under the auspices of the Ministry of Education (*Ministerul Învățămîntului*) to investigate problems relating to further development of higher education.

The study, published in July 1967,⁵ included not only a critical evaluation of higher education as it had operated since 1948 but reflected the new educational objectives and political aspirations of the Romanian Communist leadership headed by President Nicolae Ceaușescu.

Many of the shortcomings of higher education⁶ were traced to a tendency during the Stalinist era to emulate Soviet education while ignoring or underestimating the positive features and achievements of the technologically more advanced Western countries and neglecting the progressive traditions of the Romanian educational system. To improve higher education,⁷ it was recommended that there be a gradual downgrading of Soviet influence, an assertion of the positive features of the Romanian educational experience, and the possible emulation of educational standards adhered to by technologically and economically more advanced Western countries.

Some aspects of these recommendations were adopted in the 1960's. For example, the Romanian grading system was reintroduced and the curriculum was drastically revised, especially with respect to requirements relating to Russian and the social sciences. These changes, together with major reforms relating to the administration of higher education, were incorporated in the Education Law of 1968.

Organization and Structure

The Romanian system of higher education underwent no fundamental organizational-structural changes during the 1960's. While a few new institutions were established and others eliminated or consolidated to meet the changing needs of the country's economic and social development, higher educational institutions continue to operate under the same structural pattern followed in the past—under the auspices and general supervision of the Ministry of Education.

As in the Western world, each institution of higher learning is divided into schools or faculties (*facultăți*), which, in turn, are divided into

⁴The need for updating education was reflected in Nicolae Ceaușescu's report to the Congress. For text, see *Congresul al IX-lea al Partidului Comunist Român* (The Ninth Congress of the Romanian Communist Party). Bucharest: Editura Politică, 1965, pp. 21-104. For the English text, see *Report to the Ninth Congress of the Romanian Communist Party*. Bucharest: Meridiane Publishing House, 1965, 122 pp.

⁵"Studiu privind dezvoltarea învățămîntului superior" (Study Concerning the Development of Higher Education). *Revista Învățămîntului Superior* (Review of Higher Education), Bucharest, IX:8:3-22, Aug. 1967.

⁶See pp. 12-13.

⁷See pp. 13-14.

departments (*catedre*). Some departments operate with special sections or chairs (*secții*).⁸

During the 1968-69 academic year, Romania had 47 institutions of higher learning with 187 faculties, compared to 131 faculties in 1960-61 (table 14). The increase of 56 faculties reflected not only a doubling of the student body—from 71,989 to 147,637 during the corresponding period—but also organizational-structural changes that incorporated developments in science and technology and met the changing needs of the socialist economy and culture. The overwhelming majority of these faculties continue, as in the past, to be concentrated in the four older university centers. In 1968-69, Bucharest had 56 faculties; Cluj, 25; Iași, 29; and Timișoara, 22 (table 14). The faculties, like the institutions of higher learning themselves, are established by order of the Council of Ministers (*Consiliul de Miniștri*).

One of the organizational changes recommended in the 1967 study prepared by the Ministry of Education and incorporated in the Education Law of May 13, 1968,⁹ involved establishing, within the framework of the technical and polytechnical institutions of higher learning, special sections offering programs of 2 to 3 years' duration to train junior engineers (*subingineri*) and architectural foremen (*conductorii arhitecți*). It is envisioned that persons completing these programs will occupy intermediate technical positions between those of full-fledged engineers and technicians and master craftsmen.¹⁰

With the exception of the medical-pharmaceutical and veterinary-medicine faculties who teach only during day sessions, Romanian institutions of higher learning offer day and evening sessions, as well as correspondence courses. During the postwar period, the overwhelming majority of students attended day sessions. In 1968-69, for example, out of a total enrollment of 147,637 students, 102,507 attended the day sessions, 6,197 the evening sessions, and 38,933 took correspondence courses (table 15).

The number of years of study varies from specialty to specialty, ranging from 3 to 6 years.¹¹ The specialties offered during a given period and the number of students admitted to a specific area of specialization are determined by the Ministry of Education, with ultimate decisionmaking power vested in the Council of Ministers.

In determining yearly higher education quotas, the Ministry of Education acts on the basis of its own studies and on the recommendations of other interested ministries and central governmental organizations,

⁸ In terms of the American system of higher education, Romanian schools or faculties are more like departments. The Romanian universities, for example, have separate schools of Biology, Chemistry, Economics, Philosophy, Philology, etc. (appendix B), fields in American universities which are normally offered under the auspices of one school; e.g., School of Arts and Sciences. What Romanians call departments are basically equivalent in America to disciplines; sections correspond to programs in the United States.

⁹ "Legea nr. 11 privind învățământul în Republica Socialistă România" (Law No. 11 Concerning Education in the Socialist Republic of Romania). *Buletinul Oficial* (Official Bulletin), Bucharest, No. 62, May 13, 1968, pp. 484-505.

¹⁰ For details on junior engineers and architectural foremen, see p. 93.

¹¹ See appendix B.

including the State Planning Committee (*Comitetul de Stat al Planificării*).

Administration

The worldwide student protest movements of the late 1960's found only an indirect response in Romania. The idea of participatory democracy and its underlying theme of decisionmaking power being shared by the administration, the faculty, and the students could not, of course, infect the politically and ideologically isolated and controlled students of Romania as it did their counterparts in the West. However, its portent was clearly discerned by Party and governmental authorities, who took the initiative and instituted certain reforms in the administration of institutions of higher learning.

Although the *essentials* of control and supervision have remained basically the same, with ultimate authority continuing to be vested in the Party-controlled governmental and educational agencies, the *forms* of administration have undergone considerable changes. The reform measures instituted in 1968 have affected the role and competence of faculty councils, the position of rectors, the composition of schools, and the role of executive officers.

The Faculty Council

In accordance with the provisions of Articles 128-38 of the 1968 Education Law and the Regulation relating to their implementation,¹² the administration of institutions of higher learning is entrusted to a faculty council (*consiliu profesoral*), which, in the case of universities and other large institutions, is known as the senate (*senat*).

Incorporating the principle of collective leadership combined with individual responsibility, the faculty council (or senate) of an institution is composed of the rector (president or chancellor) who acts as its head; deputy rectors (*prorectorii*); deans (*decanii*) of the various schools; two to four representatives from each school, elected for 4 years by the school faculty council; and one delegate each from the Romanian Communist Party, the Union of Communist Youth (*Uniunea Tineretului Comunist—UTM*), the teachers' union, and the student associations.

Each institution's faculty council has clearly defined functions, including the

- administration and supervision of the educational process in accordance with Ministry of Education directives;
- approval of curriculum changes by school faculty councils;
- general supervision of the curriculum and program, with the objective of assuring the inclusion of the latest achievements in science

¹² "Regulament de funcționare a consiliilor profesorale din învățământul superior" (Regulation on the Operation of the Faculty Councils in Higher Education). *Gazeta învățământului* (Journal of Education), Bucharest, No. 972, Dec. 6, 1968, p. 2. (Referred to hereafter as Regulation.)

and technology, satisfying the requirements of the economy, and interpreting subject-matter in accordance with the principles of dialectical and historical materialism;

- establishment of conditions for effective implementation of the educational process and efficient operation of student homes and canteens;
- preparation of the institution's research plan, distribution of research funds, and supervision of scientific progress;
- elaboration of the plan for the publication of textbooks;
- determination of the teaching load and general functions of teachers;
- appointment of the department chairmen (*șefi de catedre*) in accordance with the proposals of faculty councils and the approval of the Ministry of Education;
- expulsion and reinstatement of students; and
- approval and administration of the institution's budget.¹³

Between sessions of the faculty council, the management of an institution is entrusted to a bureau (*birou*) composed of the rector, deputy rectors, the scientific secretary (*secretarul științific*), and a representative of the Romanian Communist Party. The principle of collective leadership notwithstanding, the day-to-day operation of an institution remains the primary responsibility of the rector.

The Rector. Subject to appointment and dismissal by the Minister of Education, the rector represents the institution in its relations with organizations and individuals and is chiefly responsible for implementing the decisions of the faculty council. Under Article 136 of the Education Law of 1968, he is selected by the faculty council or senate from a slate of three members of the faculty and appointed by the Minister of Education for a period of 4 years.¹⁴

The powers of the rector include the appointment and dismissal of lecturers, assistants, and administrative personnel; the registration, expulsion, and reinstatement of students; the issuance of transcripts; and the supervision of student hostels and canteens. The rector is also empowered to confer scientific titles and confirm decisions of the doctoral commissions. In the performance of his functions, he may be assisted by one or several deputy rectors who are also subject to appointment and dismissal by the Minister of Education.¹⁵

The Scientific Secretary. Elected from members of the faculty council, the scientific secretary is primarily responsible for implementing the decisions of the council and bureau; preparing and distributing documents to be discussed by the council and bureau; completing the

¹³ Article 6 of the Regulation. See also Article 131 of Education Law No. 11 cited in footnote 9.

¹⁴ For the list of the rectors who headed institutions of higher learning during the 1968-69 academic year, see "Rectorii instituțiilor de învățămînt superior" (The Rectors of the Institutions of Higher Learning). *Revista Învățămîntului Superior*, X:10:95-96, Oct. 1968.

¹⁵ Articles 133-37 of the Education Law of 1968.

Table 14.—Number of students and faculties in day and evening sessions and correspondence courses of institutions of higher learning, by city, 1938-39, 1948-49, 1950-51, 1955-56, and 1960-61 through 1962-63
 [—Indicates that the source did not include figures]

| City | 1938-39 | 1948-49 | 1950-51 | 1955-56 | 1960-61 | 1961-62 | 1962-63 | 1963-64 | 1964-65 | 1965-66 | 1966-67 | 1967-68 | 1968-69 |
|----------------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|----------------|----------------|
| 1 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Total | 33 26,489 | 129 48,676 | 136 53,007 | 127 77,633 | 131 71,989 | 151 83,749 | 165 98,929 | 171 112,611 | 178 123,284 | 183 130,614 | 181 136,948 | 185 141,589 | 187 147,637 |
| Arad | — | 2 178 | 2 637 | 1 415 | — | — | — | — | — | — | — | — | — |
| Bacău | — | — | — | — | — | 3 166 | 3 314 | 3 569 | 5 769 | 5 1,069 | 5 1,324 | 5 1,589 | 5 1,754 |
| Baia-Mare | — | — | — | — | — | 3 145 | 3 460 | 3 794 | 3 913 | 3 997 | 3 1,048 | 3 1,252 | 3 1,338 |
| Brad | — | 1 112 | 1 204 | — | — | — | — | — | — | — | — | — | — |
| Braşov | — | 2 1,482 | 2 913 | 5 3,477 | 6 2,593 | 6 2,971 | 6 3,652 | 6 4,193 | 7 4,832 | 7 5,287 | 7 5,475 | 7 5,488 | 7 5,383 |
| Bucharest | 13 17,791 | 44 28,423 | 54 29,619 | 61 44,352 | 48 36,259 | 50 41,486 | 51 48,280 | 53 53,148 | 54 57,073 | 55 60,361 | 55 63,211 | 57 63,469 | 56 65,448 |
| Chişinău-Moldoveneşc | — | 2 183 | 1 268 | — | — | — | — | — | — | — | — | — | — |
| Cluj | 7 4,142 | 32 8,365 | 31 9,143 | 23 10,893 | 22 11,967 | 24 12,979 | 26 14,825 | 26 16,017 | 27 16,982 | 27 17,611 | 25 18,328 | 25 19,530 | 25 20,953 |

| | | | | | | | | | | | | | |
|------------|-----------------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Constanța | Faculties Students | 1 119 | 1 262 | — | — | 4 188 | 4 389 | 4 786 | 4 991 | 4 1,241 | 4 1,299 | 4 1,540 | 4 1,616 |
| Craiova | Faculties Students | 2 374 | 2 1,005 | 3 1,741 | 6 2,030 | 7 2,393 | 7 1,691 | 7 2,030 | 7 2,446 | 7 2,670 | 9 2,997 | 9 3,764 | 9 4,305 |
| Galați | Faculties Students | 1 147 | 1 254 | 4 1,706 | 6 1,529 | 6 1,959 | 6 2,183 | 6 2,680 | 6 2,998 | 6 3,225 | 6 3,357 | 6 3,412 | 6 3,375 |
| Ieși | Faculties Students | 11 4,685 | 23 5,402 | 16 8,479 | 21 10,174 | 23 12,039 | 28 14,717 | 28 17,096 | 28 18,587 | 30 19,440 | 28 20,665 | 28 21,871 | 29 23,174 |
| Oradea | Faculties Students | — | — | — | — | — | — | 2 170 | 4 460 | 4 795 | 4 938 | 4 1,062 | 4 1,180 |
| Petroșani | Faculties Students | 1 132 | 1 236 | 1 520 | 2 919 | 2 1,213 | 2 1,472 | 2 1,647 | 2 1,830 | 2 1,782 | 2 1,663 | 2 1,319 | 2 1,269 |
| Pitești | Faculties Students | — | — | — | — | — | 3 170 | 3 387 | 3 586 | 3 598 | 3 571 | 3 527 | 3 515 |
| Ploiești | Faculties Students | — | — | — | — | — | — | — | — | — | — | 1 54 | 1 176 |
| Suceava | Faculties Students | — | — | — | — | — | — | 2 127 | 2 305 | 2 474 | 2 609 | 2 778 | 2 912 |
| Timișoara | Faculties Students | 2 3,655 | 12 4,137 | 9 4,950 | 15 5,639 | 16 7,137 | 19 9,340 | 19 10,831 | 19 12,029 | 20 12,537 | 20 13,060 | 21 13,536 | 22 13,834 |
| Trgu-Mureș | Faculties Students | 5 841 | 5 927 | 4 1,100 | 5 879 | 7 1,073 | 7 1,636 | 7 2,136 | 7 2,483 | 8 2,527 | 8 2,403 | 8 2,398 | 8 2,405 |

SOURCE OF DATA: Anuarul statistic al Republicii Socialiste România, 1969. Becharast: Direcția Centrală de Statistică, 1970, pp. 602-05.

files of candidates being considered for appointment, promotion, or receipt of higher degrees; and taking minutes and preserving records.¹⁶

The Faculty

The number of faculties or schools varies according to the size and type of institution. In accordance with Articles 139-40 of the Education Law of 1968, each faculty is supervised by a school faculty council (*consiliul profesoral al facultății*) composed of the dean, who acts as its head, assistant deans (*prodecanii*), department chairmen, professors and associate professors (*conferențiar*) appointed by the faculty council of the institution on the recommendation of the dean, and representatives of the Romanian Communist Party.

Under the law, the school faculty council is entrusted with¹⁷

- implementing and supervising the educational process in various departments and sections of the school;
- revising syllabuses;
- supervising competitions for filling positions of professor and associate professor;
- appointing, based on competitive examinations, and promoting lecturers (*lectori*); and
- approving decisions made by the commissions for the awarding of the doctor-docent-in-science degree (*doctor docent în științe*).¹⁸

The school faculty council meets in ordinary sessions once a month and in extraordinary sessions whenever circumstances require it to do so. In addition to statutory members, the council's sessions are also attended by representatives of the teachers' union, student associations, and the Union of Communist Youth. Between sessions, the school faculty council is represented by a bureau composed of the dean, assistant deans, and the scientific secretary.

The Dean. From an operational point of view, the school is under the direct control of the dean, who, like the rector, is appointed by the Minister of Education for a period of 4 years.¹⁹ He is responsible for the educational-scientific process within a particular school and represents that school in its dealings with organizations and individuals.

In addition to the aforementioned functions, the dean is also entrusted with implementing decisions of the school faculty council and is empowered to take disciplinary action against students, short of expulsion. He is assisted in fulfilling these tasks by one or several assistant deans appointed by the rector on the recommendation of the dean in consultation with the school faculty council.²⁰

¹⁶ Article 26 of the Regulation.

¹⁷ Article 9 of the Regulation and Article 142 of the 1968 Education Law.

¹⁸ For details on the doctor-docent-in-science degree, see pp. 102-03.

¹⁹ For a list of the deans and of the faculties they headed during the 1968-69 academic year, see "Decanii facultăților din cadrul instituțiilor de învățămînt superior" (The Deans of the Faculties of the Institutions of Higher Learning). *Revista Învățămîntului Superior*, X:11:97-102, Nov. 1968.

²⁰ Articles 144-47 of the Education Law of 1968.

The Department

The number of departments varies from school to school, but each is composed of the instructional and scientific staff working in a particular field or in a number of related fields and is headed by a department chairman (*șef de catedră*). The chairman, with the approval of the Minister of Education, is appointed by the faculty council of the institution, on the recommendation of the school faculty council, from members of the department.

Types of Institutions

As reorganized in the late 1960's, Romanian institutions of higher learning are grouped according to the following eight major types of higher education: 1) university (*învățământul universitar*), 2) higher technical (*învățământul superior tehnic*), 3) higher agronomic (*învățământul superior agronomic*), 4) higher economic (*învățământul superior economic*), 5) higher medical-pharmaceutical (*învățământul superior de medicină și farmacie*), 6) higher art (*învățământul superior de artă*), 7) higher physical (*învățământul superior de cultură fizică*), and 8) higher teacher-training (*învățământul superior pedagogic*).²¹

During the 1968-69 academic year the 47 institutions of higher learning were located in 16 cities, whereas in 1960-61 there were only 38 institutions in 9 cities. As in the past, most institutions, and especially the most prestigious ones, continue to function in the university centers of Bucharest, Cluj, Iași, and Timișoara (table 14).

Universities

The most prestigious institutions of higher learning in Romania are the universities. With the founding of the University of Timișoara in 1962 and the University of Craiova in 1965,²² the total rose to five. The three older and larger universities—the University of Bucharest (formerly known as the C. I. Parhon University of Bucharest),²³ the Babeș-Bolyai University of Cluj,²⁴ and the Alexandru Ioan Cuza University of

²¹ The higher teacher-training system is discussed in chapter VII.

²² The University of Craiova was formerly the Agronomic Institute of Craiova (*Institutul Agronomic din Craiova*). See Decision No. 894 of the Central Committee of the Romanian Communist Party and the Council of Ministers in *Colecție de legi, decrete, hotăriri și dispoziții* (Collection of Laws, Decrees, Decisions, and Orders), Bucharest, No. V, 1965, pp. 49-50.

²³ The University of Bucharest, founded in 1864, was renamed after World War II for the noted Romanian endocrinologist. For the historical background of this institution, see Gh. Mihoc, "Universitatea din București la împlinirea unui veac de existență" (The University of Bucharest at Its Centenary). *Lupta de Clasă*, XLIV: 10:25-35, Oct. 1964.

²⁴ The Babeș-Bolyai University of Cluj was established in the spring of 1959 through a merger of the Romanian Victor Babeș University (formerly Ferdinand University, founded in 1919) with the Bolyai University, founded in 1944 after Romania's extrication from the Axis Alliance to serve students of Hungarian background. The amalgamation can be traced to the consequences of the Hungarian Revolution of Oct.-Nov. 1956. See also Ștefan Pascu, "Cinci decenii de învățământ universitar în limba română la Cluj" (Five Decades of University Education in the Romanian Language in Cluj). *Forum*, Bucharest, XI:9:39-50, Sept. 1969.

Iași²⁵—continue to dominate the academic scene, as shown in the following tabulation based on 1969–70 figures:²⁶

| University | Faculties | Students | Teachers |
|-----------------|-----------------|----------|----------|
| Bucharest | 12 | 21,903 | 1,270 |
| Cluj | 8 | 9,497 | 743 |
| Craiova | 7 | 3,202 | 300 |
| Iași | 8 | 12,637 | (1) |
| Timișoara | 11 ² | 3,031 | 456 |

¹ Sources used for the tabulation did not include figures.

² Sources disagree on the number of faculties at the University of Timișoara: *The World of Learning* lists 11, while the Romanian source cites only 3.

The number of years of required study in the universities varies from 4 years in the school of economics to 5 years in all other schools. (See appendix B for a list of universities and their schools.) The length of university training has been criticized in recent years in view of the fact that most graduates are employed either in State administration or in the elementary, secondary, and vocational education system. Under the new plan proposed by the Ministry of Education, the training period for students planning to enter the latter fields will be reduced to 4 years and in the other fields to 4½ years.²⁷

Higher Technical Education

The ambitious economic plans adopted by the Party and Government to industrialize and modernize the country required that priority attention be devoted to technical institutions of higher learning. Although the total number of technical and polytechnical institutes remained constant throughout the 1960's,²⁸ a series of changes were made in their organization and programs. In accordance with the drive for a more effective specialization program to keep pace with developments in science and technology and for accelerated training of specialists to meet the increasing demands of the economy, the number of faculties has been increased, while both the number of specialties²⁹

²⁵ The Alexandru Ioan Cuza University of Iași was founded in 1860. For highlights on its historical background, see Ion Creangă, "Retrospective și perspective ale universității ieșene" (Retrospects and Prospects of the University of Iași). *Forum*, XI: 9:10–12, Sept. 1969.

²⁶ The tabulation is based on figures culled from the following two sources: *The World of Learning 1969–70*, 20th ed. London: Europa Publications Limited [1970], pp 1094–96; and *Revista Învățământului Superior*, X:11:97–102, Nov. 1968.

²⁷ "Studiu privind dezvoltarea învățământului superior," *op. cit.* p. 8.

²⁸ During the 1968–69 academic year, as during 1959–60, there were 11 technical and polytechnical institutes in operation. However, during the interim period one institution—the Gh. Gheorghiu-Dej Institute of Railways of Bucharest (*Institutul de Căi Ferate Gh. Gheorghiu-Dej din București*)—ceased to operate, and a new one, the Institute of Petroleum of Ploiești (*Institutul de Petrol din Ploiești*), was established.

²⁹ The study prepared by the Ministry of Education in 1967 recommended that the number of specialties for training engineers be reduced from 68 to 44. For example, in the chemical-industrial field, the number of specialties was to be reduced from seven to the following four: 1) technology of inorganic chemistry, 2) technology of organic chemistry, 3) technology of macromolecules, and 4) technology of construction materials. "Studiu privind dezvoltarea învățământului superior," *op. cit.*, p. 7.

and the length of training have been reduced (from 5½ to 5 years) in most fields.³⁰

Some institutions underwent further minor structural changes. Until 1970, for example, architecture was taught only at the Ion Mincu Institute of Architecture of Bucharest (*Institutul de Arhitectură Ion Mincu din București*). Beginning with the 1970-71 academic year, architecture is also offered under the auspices of the Schools of Construction of the technical institutions of Cluj, Iași, and Timișoara. As reorganized in 1970, architectural studies are offered at two levels. The first lasts for 3 years and leads to the degree of "architectural foreman" (*arhitect conductor*). The holders of this degree may either enter the work force or take the examination for admission to the second or higher level of training. The second level of training also lasts for 3 years and leads to the degree of "diploma-holding architect" (*arhitect diplomat*). The reorganization of 1970 provided for the institutions of Cluj, Iași, and Timișoara to offer the first and for the Ion Mincu Institute of Architecture to offer the second level of training.³¹

The most prestigious and largest of the polytechnical institutes is the Gh. Gheorghiu-Dej Polytechnical Institute of Bucharest, founded in 1819. In 1968-69 it had 14,051 students and 1,220 teachers.³²

To satisfy the need for intermediate technical cadres for positions ranking between those held by full-fledged engineers and by technicians and master craftsmen, the Education Law of 1968 established within the framework of the technical and polytechnical institutes special sections for training junior engineers and architectural foremen. In some cases these intermediate cadres are trained in institutes subordinated to the polytechnical institutions. Depending upon the specialty pursued, the number of years of study prescribed for junior engineers and architectural foremen ranges from 2 to 3.³³

Higher Agronomic Education

In 1968-69 Romania had four agronomic institutions of higher learning offering 5-year courses in agriculture, horticulture, and veterinary medicine,³⁴ compared to five such institutions in the early 1960's. The Tudor Vladimirescu Agronomic Institute of Craiova (*Institutul Agronomic Tudor Vladimirescu din Craiova*) ceased to operate in 1965-66 when it was absorbed by the present University of Craiova.³⁵ The 1967 study of the Ministry of Education proposed that the length of training in agriculture and horticulture be reduced to 4 years and that special

³⁰ See appendix B. The 1967 study by the Ministry of Education recommended that the length of training be further reduced from 4 to 4½ years in 13 technical fields, including those relating to construction, farm machinery, the food industry, and wood processing.

³¹ "Structuri noi în învățămîntul superior de arhitectură" (New Structure in Higher Architectural Studies). *Schiteia*, July 1, 1970, p. 4.

³² *The World of Learning 1969-70*, *op. cit.*, p. 1097. For additional statistical data on this and other polytechnical institutes see *ibid.*, pp. 1096-99.

³³ Articles 122 and 125 of the Education Law of 1968 cited in footnote 9.

³⁴ See appendix B.

³⁵ See footnote 22, this chapter.

2-year sections be established to train agronomic foremen (*conductori agronomi*) to fill intermediate technical positions.³⁶

Higher Economic Education

The training of economists and specialists in modern accounting has become more important in recent years. The system of higher economic education, the subject of many critical articles in the mid-1960's,³⁷ was reorganized in 1967. Changes involved the transferring of the Institute of Economic Sciences (*Institutul de Științe Economice*) of Bucharest to the Academy of Economics (*Academia de Studii Economice*) and establishing or expanding schools of economics at various other universities. The curriculum was changed in an attempt to provide a better correlation between production requirements, modern techniques of accounting and bookkeeping, and more efficient training of economists and accountants; also, to insure a more balanced ratio between general and specialized subjects. In pursuing this goal, the areas of specialization were expanded to include, among other things, economic cybernetics and automation of accounting, and the number of years of study was reduced from 5 to 4½ years in the academy school of accounting and economic cybernetics and to 4 years in all other fields in both academy and university schools of economics.

In the wake of the 1967 reorganization, the number of schools operating within the framework of the Academy of Economics was increased from three to six. Plans for further specialization and expansion of the institution provided for an increase in enrollment from around 6,000 in 1966-67 to about 10,000 by 1970.³⁸

Higher Medical-Pharmaceutical Education

Romania has four medical-pharmaceutical institutes—one each in the cities of Bucharest, Cluj, Iași, and Tîrgu-Mureș—and a medical institute in Timișoara. The period of training varies from 6 years in medicine and stomatology to 5 years in pharmacy.³⁹ Under the 1967 plan of the Ministry of Education, the number of years of study in stomatology

³⁶ "Studiu privind dezvoltarea învățămîntului superior," *op. cit.*, p. 8.

³⁷ See, for example, "Perfecționarea învățămîntului superior economic" (Improving Higher Economic Education), *Viața Economică* (Economic Life), Bucharest, IV:49:5, Dec. 9, 1966; Marin Lupu, "Învățămîntul economic superior într-o nouă etapă a dezvoltării sale" (Higher Economic Education in a New Stage of Development), *România Liberă* (Free Romania), Bucharest, Sept. 30, 1967, pp. 1,3; Marin Lupu, "Reorganizarea învățămîntului economic superior cerință a creșterii calitative a activității economice" (The Reorganization of Higher Economic Education—A Requirement for the Qualitative Advancement of Economics), *Probleme Economice* (Economic Problems), Bucharest, XX:10:68-76, Oct. 1967; Marin Lupu, "Cercetarea științifică în învățămîntul superior economic" (Scientific Research in Higher Economic Education), *Lupta de Clasă*, XLVI:4:82-90, Apr. 1966; Marin Lupu, "Învățămîntul superior economic" (Higher Economic Education), *ibid.*, XLVI:12:33-42, Dec. 1966; Aurel Negucioiu, "Nivelul calitativ al învățămîntului economic" (The Qualitative Level of Economic Education), *ibid.*, XLVII:10:84-90, Oct. 1967.

³⁸ "Studiu privind dezvoltarea învățămîntului superior," *op. cit.*, p. 8. See also appendix B.

³⁹ See appendix B.

will eventually be reduced from 6 to 5.⁴⁰ Plans also call for establishing a school of stomatology in Craiova.⁴¹

Higher Art Education

The 1960's saw no changes in Romania's higher art education system. The system is composed of seven institutes: Three conservatories offering 5-year programs in various fields of music, two institutes with 4-year programs in theater arts (the one in Bucharest also specializes in cinematography), and two institutes with 6-year programs in plastic and decorative arts.⁴²

Higher Physical Education

Specialization and training in physical education and sports are provided by the Institute of Physical Education of Bucharest. Operating with only one school, the Institute offers a 4-year day session program attended primarily by students who plan to teach physical education and sports at various levels of Romanian education.⁴³ Although the Institute operates under the immediate jurisdiction of the Ministry of Education, its program is closely coordinated with overall plans and objectives determined by the National Council for Physical Education and Sports (*Consiliul Național pentru Educație Fizică și Sport*).⁴⁴

The Student Body and the Educational Process

Procedures relating to admission, examinations, grading, attendance, and other aspects of the educational process in institutions of higher learning and the rights and duties of the students are regulated by both the Education Law of 1968 and the rules and periodic instructions issued by the Ministry of Education.⁴⁵

Admission

Within the limits of quotas established by governmental authorities for all fields during each academic year, admission to institutions of higher learning is open to applicants who possess a baccalaureate diploma or its equivalent and have successfully completed all requirements of competitive admission examinations. Admission examinations are offered

⁴⁰ "Studiu privind dezvoltarea învățământului superior," *op. cit.*, p. 9.

⁴¹ *Ibid.*, p. 10.

⁴² See appendix B. Under the plan of the Ministry of Education cited previously, teachers of art and music in schools of general education will be selected from graduates of the so-called first cycle of studies in the art institutes. More talented students desiring careers in the various fields of art will be required to complete the second cycle of studies.

⁴³ Appendix B.

⁴⁴ See p. 37.

⁴⁵ Articles 151-72 of the Education Law of 1968. See also "Regulament privind activitatea profesională a studenților" (Regulation Concerning the Professional Activities of Students). *Forum*, XI:2-3:213-24, Feb.-Mar. 1969. The new Regulation relating to students went into effect on Feb. 15, 1969.

in July, following baccalaureate examinations.⁴⁶ In fields in which quotas are not filled by applicants who take the summer examination, a second admission examination may be offered in the fall.⁴⁷ Admission examinations consist of a written and oral test in two subjects, depending on the intended field of specialization.⁴⁸ Applicants are admitted in the order of the scores they make in the competitive examinations. Admission to the evening session is normally open only to candidates who, in addition to the aforementioned conditions, are employed in the field in which they plan to specialize.⁴⁹

Upon admission, 1st-year students are required to sign a contract with the rector, who acts as a representative of the State. Under the contract, the State assumes the obligation of insuring adequate educational facilities for the training of students, while students agree to observe the rules and norms of conduct of the institutions and upon graduation, to work for a period of 2 to 3 years at a place designated by the authorities. At registration each student is assigned an identification number, which remains the same throughout his years of study in a particular school, and is issued a student record book (*carnet de student*) and a student identification card (*legitimația de student*). The student record book contains the grades a student receives in all examinations and course work.

Attendance at all lectures and activities specified in the education plans and programs is required and strictly enforced. Unauthorized absences are considered violations of university discipline. Students whose unexcused absences total more than 30 percent in a particular course may be barred from taking the final examination, and, as a consequence, receive a failing grade. Attendance is taken by the head of a particular student group (*grupă de studenți*) and recorded in the group record (*jurnalul de grupă*), which is periodically checked by instructors.⁵⁰

Rights and Duties of Students

Under the Regulation adopted in the late 1960's, rights and duties of students are clearly delineated. While duly matriculated in an institution of higher learning, students have the right to

- receive free tuition;

⁴⁶ In 1968, for example, competitive admission examinations were given between July 5 and 15. *Admiterea în învățământul superior*, 1968, *op. cit.*, p. 62.

⁴⁷ For the list of fields, specialties, and institutions for which fall admission examinations were offered in Sept. 1968, see *Scînteia Tineretului* (The Spark of Youth), Bucharest, Aug. 7, 1968, p. 4. See also *Gazeta Învățământului*, Aug. 20, 1968, p. 6.

⁴⁸ In some subjects only an oral is required. For the material and subjects covered by admission examinations in 1968, see *Admiterea în învățământul superior*, 1968, *op. cit.*, pp. 69-141.

⁴⁹ *Ibid.*, p. 65. See also Article 151 of the Education Law of 1968.

⁵⁰ Articles 1-5 and 9-14 of the Regulation Concerning the Professional Activities of Students cited in footnote 45. See also Articles 163-64 of the Education Law of 1968. Students in their 2d and upper years of study were required to sign a similar contract under Decree No. 1063 (Nov. 9, 1968) of the Council of State. For text, see *Buletinul Oficial*, No. 144, Nov. 9, 1968, p. 1288.

- use the laboratories, lecture rooms, libraries, and other educational facilities made available to them;
- obtain employment in a field of specialization following graduation "in accordance with the needs of the country's economy and culture" and in order to satisfy the postgraduate practice requirement;
- participate in activities of the scientific and artistic circles and clubs;
- receive scholarships and other forms of material aid "in accordance with the laws in force";
- receive free medical attention;
- obtain places in student hostels and canteen privileges in accordance "with the rules relating to their operation";
- receive protective garments during the performance of practice work;
- receive treatment in student camps or spas maintained for recuperation and rest;
- receive discount tickets for shows, concerts, and sport events; and
- elect or be elected representatives of the Union of Communist Youth or of student associations in the faculty council.

In turn, students are required to

- fulfill effectively and on time all mandatory tasks stipulated in university plans and programs;
- participate in civic activities organized either by the school or the institution;
- show respect for instructors both inside and outside the institution;
- uphold the norms of university discipline, behave in a civilized manner, and act decently and politely toward colleagues, the administrative and technical personnel, and all other people they deal with both in and out of the institution;
- handle with care all material goods placed at their disposal in the institution, the student hostels, and canteens;
- abide by the norms of the collectives to which they belong; and
- uphold all rules and regulations.⁵¹

Examinations and Grading

Academic achievement is determined on the basis of performance in classrooms, seminars, and workshops and on the results of periodic written and oral examinations. Examination schedules and programs are determined by the deans, in consultation with teachers and students, while the type of examinations offered in the various fields is decided upon by school faculty councils.

The higher education grading system is identical with the one used in all other levels, the grades ranging from "10," the highest, to "1," the lowest. The minimum passing grade is "5." Examinations may be taken during either the winter or summer examination sessions. Students who fail to fulfill the examination requirements in more than three subjects by the end of the summer session are required to repeat the

⁵¹ Articles 6-8 of the Regulation Concerning the Professional Activities of Students cited in footnote 45.

entire year. First-year students who fail the examinations are expelled but retain the right to retake the competitive admission examination. Students in the 2d and subsequent years may repeat a year of study only once in the same school, but may register for a third time for the same year of study in a related school if they have the approval of the rector of the particular institution. If they fail a third time, they are expelled and may continue their higher education only by passing the competitive admission examination.

Students who receive at least an "8" in written examinations may be excused from taking the oral part unless they elect to do so to further improve their average. Moreover, those in the 2d and upper years of study with an exemplary behavior record and grades ranging from "9" to "10" may accelerate their studies and complete 2 academic years in one.⁵²

Practical Work

The examination and grading system also applies to the student's practical work. Production or student teaching (in the case of education majors) is considered an essential part of the curriculum, and grades earned are considered in the computation of a student's overall average.

A measure adopted in June 1970 aimed at eliminating the shortcomings inherent in the uniform application of the practice work requirements under which students tended to be assigned to identical jobs and for the same length of time without regard to their particular specialization. Under the new system, the practice work requirement is fulfilled as follows: The 1st- and 2d-year students engage in "initiation into the profession" work lasting for 4 weeks. This may be fulfilled either by working 1 day a week or cumulatively towards the end of the academic year. The 3d- and 4th-year students engage in "specialization practice" work lasting for 4 weeks at the end of the academic year with the 3d-year students concentrating on technology and equipment and the 4th-year students on production processes. The third type of practice work is the "practice connected with the elaboration of diploma projects" undertaken by graduates which lasts for 3 to 4 months.⁵³

The Diploma Examination

Upon completion of the last year of study, students are expected to take the so-called diploma examination (*examenul de diplomă*). Offered twice a year by the Ministry of Education, this examination is administered by a commission composed of a president and two to four mem-

⁵² *Ibid.*, Articles 15-36.

⁵³ Mihai Iordănescu. "Un nou program pentru practica în producție a viitorilor ingineri" (A New Program for Practice Work in Production of Future Engineers). *Știința*, June 26, 1970, p. 4. On the importance of practice work in production, see, for example, Iulian Dracea, "Practica studenților—pirogie importantă a întregirii lor profesionale" (The Practice Work of Students—An Important Lever in Their Professional Training). *Forum*, XI:9:20-21, Sept. 1969; and "Masa rotundă: Practica în producție a studenților" (Round Table: The Practice Work of Students in Production). *Ibid.*, XI:11:5-25, Nov. 1969.

bers. To succeed, a student must receive a grade of at least "6" in all examination subjects.

The diploma examination must be taken within 3 years following graduation and, in case of failure, may be repeated only once during this period. A third, theoretically last attempt may be made during the ensuing 3 years. Students who failed examinations or who choose not to take them may, upon request, be issued a graduation certificate (*certificat de absolvire*). It lists all subjects taken and grades received.⁵⁴

Candidates who pass the diploma examination are issued a diploma signifying their particular fields of specialization. Romanian institutions of higher learning are authorized to issue the following types of diplomas.⁵⁵

| <i>Name of Diploma</i> | <i>Issued by</i> |
|---|--|
| License Diploma (<i>Diplomă de licență</i>) | Universities, pharmaceutical institutes, institutes of arts, and the institute of physical education |
| Diploma of Engineer (<i>Diplomă de inginer</i>) and Diploma of Architect (<i>Diplomă de arhitect</i>) | Higher technical and agronomic institutions |
| Diploma of Physician (<i>Diplomă de doctor—medic</i>) | Medical institutes |
| Diploma of Veterinary Doctor (<i>Diplomă de doctor—medic veterinar</i>) | Higher veterinary institutions |
| Diploma of Junior Engineer (<i>Diplomă de subinginer</i>) and Diploma of Architectural Foreman (<i>Diplomă de conductor arhitect</i>) | Institutes for junior engineers and architectural foremen |
| Graduation Diploma (<i>Diplomă de absolvire</i>) | Higher teacher-training institutes |

Rewards and Punishment

To insure university discipline, a system of rewards and punishments has been instituted. Students with exemplary behavior and an outstanding academic record who participate regularly in all activities organized by institutions of higher learning are rewarded either by annual or periodic prizes, special scholarships,⁵⁶ or, in the case of those involved in sport activities, extra food allocations. The Union of Communist Youth and student organizations are usually consulted before rewards are presented.

⁵⁴ Decision No. 2740/1968 concerning the diploma examination in institutions of higher learning as republished on Apr. 29, 1969. For text, see *Buletinul Oficial*, No. 55, Apr. 29, 1969, pp. 439-40.

⁵⁵ *Ibid.* The diplomas identify the fields in which they were earned.

⁵⁶ See pp. 22-24.

Students who fail to carry out their obligations or who violate the norms of university discipline may, following consultation with the aforementioned organizations, be subjected to the following four types of punishment, each of which is applied according to the gravity of the offense:

- written reprimand—issued by the dean for excessive unauthorized absences, unsuitable behavior towards colleagues, instructors, and administrative personnel, or material damage to the institution.
- publicized written reprimand—applied by the dean to students who continue their misconduct after receiving a written reprimand.
- dismissal from the institution—decided by the rector on the recommendation of the dean and applied to students who continue their misconduct after the issuance of a publicized written reprimand.
- dismissal from the institution—decided by the Ministry of Education on the recommendation of the rector on the basis of a discussion of the case by the faculty council of the particular institution.⁵⁷

Employment

Under the contractual system reinforced by the Education Law of 1968, graduates of institutions of higher learning are not only provided with employment but also required to work in their field of specialization for a period of at least 2 to 3 years at a place determined by the Government. Because the Government, acting on the recommendation of its planning agencies, is attempting to advance the economic and cultural development of the country on a national basis, it is necessary to assign students to rural and other underdeveloped parts of the country. Since graduates prefer assignments in the larger cities where opportunities for entertainment, social contact, and cultural activities are much greater, duty elsewhere provokes criticism. Another criticism pertains to the alleged failure of authorities to assign graduates to jobs commensurate with their skills and training. Engineers, for example, are occasionally assigned to jobs which could easily be filled by intermediate technicians or junior engineers.

Outstanding students may be assigned to scientific research immediately upon graduation. The assignment is made either on the recommendation of teachers or at the request of particular research institutes and organizations on the basis of the overall plan prepared by the Ministry of Education in conjunction with the State Planning Committee (*Comitetul de Stat al Planificării*) and the National Council for Scientific Research (*Consiliul Național al Cercetării Științifice*).⁵⁸

Following their graduation in June 1970, about 18,000 graduates

⁵⁷ Articles 37-42 of the Regulation Concerning the Professional Activities of Students cited in footnote 45.

⁵⁸ The central State organ for the coordination, guidance, and supervision of scientific research in Romania, the National Council for Scientific Research, was reorganized on July 2, 1969. Its organization and operation were stipulated under Decree No. 542 (July 29, 1969) of the Council of State. *Buletinul Oficial*, No. 81, July 29, 1969, pp. 645-48. See also Decision No. 2097 of Sept. 23, 1968, concerning the organization and functions of the scientific councils of the research institutes. *Ibid.*, No. 125, Sept. 24, 1968, pp. 1172-74.

appeared before the job placement commissions for assignment in accordance with the stipulations of the contract under which they entered the institutions of higher learning. The criteria governing the rights and obligations of both the graduates and the industrial and agricultural enterprises and the socialist organizations to which they are assigned are stipulated in a decree adopted in March 1970.⁵⁹ Although the graduates' academic achievement and ability are considered as the main criteria, account is also taken of the residence of their parents or spouses.

After a 1-year probationary period, the more promising graduates are reappointed to a 2-year research period. Those who prove their aptitude for research during the second probationary phase may be certified as *bona fide* researchers. The others are reassigned to positions commensurate with their skills.⁶⁰

Scientific Degrees and Their Requirements

The drive launched by Romania in the early 1960's to assert her national independence resulted, among other things, in the gradual de-Russianization of the system of higher scientific degrees. Beginning with the 1966-67 academic year, the Soviet-inspired *aspirature* and candidate-in-science degrees were eliminated. Now, only the following three scientific titles may be awarded: 1) doctor (*doctor*), 2) doctor-docent-in-science (*doctor-docent în științe*), and 3) doctor *honoris causa*.

The Doctorate

The doctorate is open to holders of a diploma from an institution of higher learning on the basis of the results of a colloquium (or in the case of scholarship candidates, an examination administered by a commission appointed by the Ministry of Education). Candidates are rated according to their achievement scores. The number who may seek doctoral degrees is determined by the number of candidates an institution can accommodate at a given time.

Fields and specialties in which doctorates are offered are determined by the Council of Ministers on the recommendation of the Ministry of Education. Beginning with the 1967-68 academic year, doctoral programs were offered in 18 fields⁶¹ by 27 institutions of higher learning

⁵⁹ Decree No. 158 of Mar. 24, 1970 Concerning the Assignment in Production of the Day Session Graduates of the Institutions of Higher Learning. *Colecția de legi și decrete*. No. 1. Bucharest: Consilul de Stat, 1970, pp. 267-80.

⁶⁰ Decision No. 1068 of May 22, 1968. *Colecție de legi, decrete, hotărâri și dispoziții*, No. III, 1968, pp. 313-15.

⁶¹ The fields in which doctoral programs have been offered since 1967-68 include 1) agriculture and horticulture, 2) architecture, 3) biology, 4) chemistry, 5) economics, 6) geography, 7) geology, 8) history, 9) law, 10) mathematics, 11) medicine, 12) pharmacy, 13) philology, 14) philosophy, 15) physics, 16) psychology-education, 17) technology, and 18) veterinary medicine. Decision No. 2910 (Nov. 29, 1967) of the Council of Ministers concerning the implementing Decree No. 1058/1967 relating to the system of scientific titles in Romania, published in *Buletinul Oficial*, No. 101, Dec. 1, 1967, pp. 792-96.

and 38 research units of the Academy of the Socialist Republic of Romania (*Academia Republicii Socialiste România*).⁶²

The doctorate is awarded to candidates who complete the so-called preparation phase (*stagiul de pregătire*) of not more than 4 years and who write an acceptable doctoral thesis (*teză de doctorat*) during this period. Doctoral candidates (*doctoranzi*) admitted on the basis of an examination may receive scholarships for 3 consecutive years. During the preparation phase, candidates work under the guidance of a mentor or scientific leader (*conducător științific*) and are required to take from two to four examinations relating to their specialization.

Each candidate who successfully completes his examination requirements by receiving a grade of at least "7" in both his major and minor fields is permitted to defend his doctoral thesis. The dissertation defense takes place in a public session before a doctoral commission (*comisie de doctorat*) appointed by the Ministry of Education on the recommendation of the rector. It is composed of a president, normally the dean of the school or the director of the research unit of the Academy in which the candidate completed the preparation phase, and four specialists, including the mentor. The decision of the commission whether or not to award the degree and title of doctor is followed by a procedure under which the rector of the institution of higher learning or the director of the research unit of the Academy verifies whether the candidate has fulfilled all requirements for the degree.⁶³

The Doctor-Dozent-in-Science Degree

The highest and most prestigious title that may be conferred in Romania is the doctor-dozent-in-science degree. It is awarded to scholars who already possess the doctor's degree and who have achieved an impressive and generally recognized record in scientific research and produced works of great value contributing to the advancement of science, technology, or culture.

Scholars who believe they fulfill these requirements may apply for the degree by filing a petition with the rector. It must be accompanied by a résumé or memorandum outlining their scholarly activities, notarized copies of their doctor's diploma, a list of their publications, and two copies of their published works.

Qualifications of applicants are reviewed by a doctoral commission appointed by the Ministry of Education after applications have been forwarded by the rectors. Decisions of the commission must be upheld by the faculty scientific council and verified by the rector. Only a selected

⁶² For the list of the 27 institutions authorized to offer doctoral programs and confer doctoral degrees, see *ibid.* For a list of the research units of the Academy, see appendix C.

⁶³ Articles 1-22 of Decision No. 2910/1967 cited previously. See also "Instrucțiunile Ministerului Învățămîntului privind conferirea titlurilor științifice în Republica Socialistă România" (The Instructions of the Ministry of Education Concerning the Awarding of Scientific Titles in the Socialist Republic of Romania). *Revista Învățămîntului Superior*, X:2:84-96, Feb. 1968. See especially Articles 4-58.

number of institutions of higher learning may award the doctor-docent-in-science degree.⁶⁴

Doctor *Honoris Causa*

The honorary doctoral degree may be awarded by Institutions of higher learning authorized to confer the doctor-docent-in-science degrees. It may be awarded on the recommendation of the scientific councils of these institutions to both Romanian and foreign nationals who have distinguished themselves by outstanding contributions to the advancement of science, technology, or culture or by significant services to Romania or to humanity. Recommendations by the scientific councils are evaluated by a commission of five to seven specialists appointed by the Ministry of Education. Before it is conferred, the doctor *honoris causa* degree, like the doctoral and doctor-docent-in-science degrees, must be confirmed by the High Commission on Diplomas (*Comisia Superioară de Diplome*).⁶⁵

The High Commission on Diplomas

Reorganized in October 1969, the High Commission on Diplomas operates within the framework of the Ministry of Education. Under law, it is empowered to

- confirm or invalidate the scientific titles conferred by institutions of higher learning or research units of the Academy;⁶⁶
- decide on the certification of tenured professors and associate professors in fields in which the doctorate is not offered;
- make recommendations to the Ministry of Education for the granting of merit ranks to professors and associate professors in accordance with proposals from the faculty councils or senates of the institutions of higher learning;
- determine the equivalency of higher diplomas and scientific titles earned abroad; and
- act on requests to recognize doctoral degrees awarded prior to 1952 as being equivalent to the doctor or doctor-docent-in-science degrees currently awarded.

Composed of a president, vice president, the scientific secretary, and members,⁶⁷ the Commission is appointed by the Council of Ministers on the recommendation of the Minister of Education. The bulk of the

⁶⁴ Article 23 of Decision No. 2910/1967 and Articles 59-72 of the Instructions of the Ministry of Education cited in footnote 62.

⁶⁵ Articles 24-25 of Decision No. 2910/1967 and Articles 73-75 of the Instructions of the Ministry of Education cited in footnote 62.

⁶⁶ Following confirmation by the High Commission on Diplomas, the list of recipients of higher degrees is published periodically in higher education journals. See, for example, the list of those who received the degrees of doctor and doctor-docent-in-science following the Commission's decision of June 28, 1969, in *Forum*, XI:9:122-27, Sept. 1969.

⁶⁷ For the membership of the Commission as composed under Decision No. 2065 (Oct. 29, 1969) of the Council of Ministers, see *Buletinul Oficial*, No. 121, Nov. 5, 1969, pp. 996-98.

Commission's work is performed by its bureau composed of the president (who is the Minister of Education), the vice president (who is the Deputy Minister in charge of higher education), and the scientific secretary.⁶⁸

Postuniversity Education

Organized to enable scholars and specialists to keep abreast of their particular fields, the system of postgraduate education consists of so-called postuniversity courses (*cursuri postuniversitare*) offered by institutions of higher learning and by certain research institutes of the Academy of the Socialist Republic of Romania, in accordance with the needs expressed by the ministries and other interested central governmental agencies. Of no more than 1 year's duration, these courses may be attended by specialists who already possess a higher education diploma, and who have been recommended by their governmental employers.

The stated objectives of postuniversity education are to

- advance the professional training of specialists by acquainting them with the latest developments in their fields;
- provide intensive training in a particular field of specialization;
- acquaint participants with the latest and most advanced research methods and techniques; and
- train specialized cadres to organize and manage production.

The educational plans and the list of specialties included in the system of postuniversity education are approved on a yearly basis by the Council of Ministers in accordance with recommendations from the Ministry of Education and in consultation with the National Council for Scientific Research and interested governmental agencies.⁶⁹

Engineer-Economists. Courses offered within the framework of postuniversity education are particularly recommended for engineers in responsible positions who have little or no formal background in economics and management. Such courses are the primary vehicle for training engineer-economists (*ingineri economişti*); i.e., specialists acquainted not only with the technical aspects of production but also with the efficiency and cost elements of economic input and output factors.⁷⁰

Engineers registered in postuniversity evening sessions or taking correspondence courses are given a special 30-day paid pre-examination leave to enable them to prepare for examinations.⁷¹

Enrollees in postuniversity courses who complete all requirements, including the examinations, are given a graduation certificate (*certificat de absolvire*) by the institution that organized the particular courses.

⁶⁸ Decision No. 2064 (Oct. 29, 1969) of the Council of Ministers. *Buletinul Oficial*, No. 121, Nov. 1969, p. 995.

⁶⁹ Articles 194-99 of the Education Law of 1968 cited in footnote 9.

⁷⁰ The organization of postuniversity courses for the training of engineer-economists is regulated under Decision No. 649 of Oct. 23, 1961. For text, see *Colecție de legi, decrete, hotăriri și dispoziții. 1961 1 septembrie-31 octombrie*, Bucharest, 1961, pp. 62-66.

⁷¹ Decision No. 1109 of May 19, 1967, of the Council of Ministers amending Article 12 of Decision No. 649/1961 cited in footnote 69. *Buletinul Oficial*, No. 44, May 20, 1967, p. 413.

Table 15.—Number of faculties, students, and graduates in day and evening sessions and correspondence courses in institutions of higher learning, by field, 1948-49, 1950-51, 1955-56, and 1960-61 through 1968-69
 [—Indicates that the source did not include figures]

| Item | 1948-49 | 1950-51 | 1955-56 | 1960-61 | 1961-62 | 1962-63 | 1963-64 | 1964-65 | 1965-66 | 1966-67 | 1967-68 | 1968-69 |
|------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |

FACULTIES

| Total | 129 | 136 | 127 | 131 | 151 | 165 | 171 | 178 | 183 | 181 | 185 | 187 |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Agriculture | 12 | 13 | 15 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| Architecture and constructions | 5 | 6 | 9 | 8 | 8 | 9 | 9 | 9 | 10 | 10 | 10 | 10 |
| Chemistry | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| Economics | 5 | 5 | 6 | 4 | 4 | 5 | 5 | 5 | 5 | 6 | 10 | 10 |
| Education | 6 | 9 | 4 | 43 | 60 | 62 | 65 | 69 | 69 | 61 | 61 | 61 |
| Electric power and electro-technology ¹ | 3 | 3 | 6 | 5 | 5 | 5 | 5 | 6 | 6 | 8 | 8 | 8 |
| Food industry | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Forestry | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| History, geology, geography ² | 4 | 8 | 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Industrial chemistry | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Law | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Light industry | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Lumber industry ³ | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Mathematics, physics ⁴ | 4 | 4 | 4 | 3 | 3 | 8 | 8 | 8 | 8 | 9 | 9 | 9 |
| Medicine | 20 | 20 | 20 | 7 | 7 | 7 | 7 | 8 | 11 | 11 | 11 | 11 |
| Metallurgy and machine-building | 7 | 9 | 11 | 8 | 9 | 10 | 10 | 11 | 11 | 11 | 11 | 11 |
| Mining | 3 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Music | 5 | 4 | 4 | 5 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Natural science, biology ⁵ | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Petroleum | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Pharmacy | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| Philology ⁶ | 4 | 4 | 5 | 6 | 3 | 4 | 7 | 7 | 7 | 8 | 8 | 8 |
| Philosophy ⁷ | 4 | 4 | 2 | 1 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Physical education | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Plastic and decorative art | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

Table 15.—Number of faculties, students, and graduates in day and evening sessions and correspondence courses in institutions of higher learning, by field, 1948-49, 1950-51, 1955-56, and 1960-61 through 1968-69—Continued
 [—Indicates that the source did not include figures]

| Item | 1948-49 | 1950-51 | 1955-56 | 1960-61 | 1961-62 | 1962-63 | 1963-64 | 1964-65 | 1965-66 | 1966-67 | 1967-68 | 1968-69 |
|------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |

| FACULTIES—Continued | | | | | | | | | | | | |
|----------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| Theater and cinematographic art. | 5 | 5 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Transport and telecommunications | 1 | 5 | 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Veterinary medicine | 2 | 2 | 2 | 1 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Other ^b | 8 | 1 | 1 | — | — | — | — | — | — | — | — | — |

STUDENTS

| | | | | | | | | | | | | |
|--|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|
| Total | 48,676 | 53,007 | 77,633 | 71,989 | 83,749 | 98,929 | 112,611 | 123,284 | 130,614 | 136,948 | 141,589 | 147,637 |
| Day sessions | 48,676 | 46,195 | 60,347 | 56,409 | 68,338 | 79,626 | 88,478 | 93,992 | 96,407 | 98,315 | 99,688 | 102,507 |
| Evening sessions | — | 649 | 886 | 1,178 | 2,040 | 2,745 | 3,414 | 4,014 | 4,548 | 5,219 | 5,753 | 6,197 |
| Correspondence courses | — | 6,163 | 16,400 | 14,402 | 13,371 | 16,558 | 20,719 | 25,278 | 29,659 | 33,414 | 36,148 | 38,933 |
| Art, total | 2,302 | 2,129 | 1,160 | 1,730 | 1,976 | 2,278 | 2,307 | 2,439 | 2,419 | 2,537 | 3,002 | 3,337 |
| Day sessions | 2,302 | 2,129 | 1,087 | 1,571 | 1,758 | 1,923 | 2,033 | 2,275 | 2,399 | 2,533 | 2,764 | 2,851 |
| Music, total | 907 | 875 | 462 | 973 | 1,211 | 1,480 | 1,481 | 1,553 | 1,484 | 1,644 | 2,088 | 2,481 |
| Day sessions | 907 | 875 | 447 | 866 | 1,021 | 1,131 | 1,207 | 1,389 | 1,464 | 1,640 | 1,850 | 1,995 |
| Plastic and decorative art, total | 814 | 635 | 377 | 452 | 492 | 521 | 541 | 587 | 611 | 559 | 568 | 559 |
| Day sessions | 814 | 635 | 365 | 439 | 490 | 521 | 541 | 587 | 611 | 559 | 568 | 559 |
| Theater and cinematographic art, total | 581 | 619 | 321 | 305 | 273 | 277 | 285 | 299 | 324 | 334 | 346 | 297 |
| Day sessions | 581 | 619 | 275 | 266 | 247 | 271 | 285 | 299 | 324 | 334 | 346 | 297 |
| Economics, total | 8,294 | 4,650 | 5,921 | 5,085 | 5,778 | 7,763 | 9,344 | 10,591 | 12,866 | 13,985 | 15,454 | 17,275 |
| Day sessions | 8,294 | 4,650 | 4,146 | 3,217 | 4,083 | 5,075 | 5,776 | 6,284 | 6,763 | 7,290 | 8,649 | 10,278 |
| Law, total | 5,534 | 2,464 | 3,327 | 3,101 | 2,401 | 2,684 | 2,807 | 3,515 | 4,534 | 5,845 | 6,141 | 6,141 |
| Day sessions | 5,534 | 2,464 | 1,532 | 868 | 913 | 1,165 | 1,260 | 1,449 | 1,610 | 1,632 | 1,759 | 1,818 |

| | | | | | | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Medicine-Pharmacy, total | 10,020 | 7,618 | 9,796 | 7,825 | 7,591 | 7,884 | 8,272 | 8,894 | 9,345 | 9,501 | 9,561 | 9,633 |
| Medicine, Day session | 8,815 | 6,763 | 8,950 | 7,058 | 6,755 | 7,000 | 7,299 | 7,903 | 8,147 | 8,232 | 8,255 | 8,242 |
| Pharmacy, Day session | 1,205 | 855 | 846 | 767 | 836 | 884 | 973 | 991 | 1,198 | 1,269 | 1,306 | 1,391 |
| Physical education, total | 218 | 465 | 888 | 744 | 920 | 1,196 | 1,432 | 1,653 | 1,715 | 2,004 | 1,880 | 1,959 |
| Day session | 218 | 465 | 573 | 519 | 649 | 808 | 873 | 807 | 803 | 811 | 825 | 824 |
| Technical fields, total | 12,712 | 20,821 | 38,040 | 30,496 | 35,169 | 40,768 | 46,216 | 50,251 | 52,265 | 54,162 | 53,846 | 53,627 |
| Agriculture, total | 2,813 | 5,947 | 6,695 | 6,889 | 7,431 | 4,998 | 5,592 | 5,805 | 5,685 | 5,654 | 5,424 | 5,854 |
| Day session | 2,813 | 5,947 | 5,844 | 5,714 | 6,547 | 4,512 | 5,203 | 5,527 | 5,606 | 5,621 | 5,420 | 5,854 |
| Architecture and constructions, total | 2,430 | 2,055 | 5,318 | 5,563 | 6,253 | 8,182 | 8,934 | 9,518 | 10,290 | 10,402 | 9,701 | 9,877 |
| Day session | 2,430 | 2,055 | 4,627 | 4,067 | 4,949 | 6,878 | 7,643 | 8,211 | 8,999 | 9,322 | 8,664 | 8,891 |
| Forestry, total | 253 | 664 | 1,231 | 684 | 685 | 782 | 805 | 861 | 856 | 851 | 877 | 879 |
| Day session | 253 | 664 | 1,057 | 478 | 557 | 666 | 738 | 818 | 821 | 842 | 871 | 878 |
| Industry, total | 6,131 | 10,224 | 21,656 | 15,552 | 19,003 | 23,582 | 27,086 | 30,009 | 31,250 | 32,972 | 33,540 | 33,117 |
| Day session | 6,131 | 8,044 | 16,565 | 11,814 | 15,480 | 20,100 | 23,485 | 26,208 | 27,268 | 28,948 | 29,457 | 29,224 |
| Electric power and electro-technology, ¹ total | 1,250 | 1,757 | 4,737 | 3,528 | 4,650 | 5,670 | 6,622 | 7,953 | 8,505 | 9,088 | 9,623 | 9,585 |
| Day session | 1,250 | 1,387 | 3,324 | 2,601 | 3,737 | 4,775 | 5,661 | 6,944 | 7,396 | 7,850 | 8,265 | 8,339 |
| Food industry, total | 393 | 901 | 867 | 813 | 989 | 1,125 | 1,286 | 1,333 | 1,350 | 1,352 | 1,292 | 1,187 |
| Day session | 393 | 818 | 653 | 693 | 862 | 1,026 | 1,188 | 1,251 | 1,279 | 1,308 | 1,273 | 1,166 |
| Industrial chemistry, total | 1,009 | 1,249 | 2,952 | 2,184 | 2,550 | 2,953 | 3,385 | 3,715 | 3,853 | 4,056 | 4,190 | 4,094 |
| Day session | 1,009 | 1,111 | 2,150 | 1,748 | 2,120 | 2,534 | 2,939 | 3,234 | 3,367 | 3,591 | 3,714 | 3,679 |
| Light industry, total | 824 | 582 | 811 | 468 | 530 | 631 | 765 | 937 | 1,094 | 1,264 | 1,371 | 1,397 |
| Day session | 824 | 380 | 568 | 365 | 440 | 570 | 712 | 887 | 1,059 | 1,253 | 1,371 | 1,397 |
| Lumber industry, total | 334 | 501 | 881 | 484 | 621 | 715 | 772 | 870 | 935 | 899 | 742 | 694 |
| Day session | 334 | 362 | 730 | 358 | 523 | 641 | 729 | 847 | 913 | 885 | 733 | 694 |
| Metallurgy and machine-building, total | 1,667 | 3,576 | 8,112 | 5,574 | 6,781 | 9,361 | 10,903 | 11,550 | 11,988 | 13,029 | 13,417 | 13,262 |
| Day session | 1,667 | 2,328 | 6,178 | 4,011 | 5,250 | 7,695 | 9,154 | 9,638 | 9,967 | 11,002 | 11,428 | 11,278 |
| Mining, total | 380 | 889 | 1,885 | 919 | 1,213 | 1,472 | 1,647 | 1,830 | 1,782 | 1,663 | 1,319 | 1,269 |
| Day session | 380 | 889 | 1,690 | 729 | 1,072 | 1,336 | 1,499 | 1,669 | 1,611 | 1,482 | 1,122 | 1,064 |
| Petroleum, total | 274 | 769 | 1,411 | 1,582 | 1,669 | 1,655 | 1,706 | 1,821 | 1,743 | 1,621 | 1,586 | 1,629 |
| Day session | 274 | 769 | 1,272 | 1,309 | 1,476 | 1,523 | 1,603 | 1,738 | 1,676 | 1,577 | 1,551 | 1,607 |
| Transportation and telecommunications, ² total | 316 | 965 | 2,267 | 1,075 | 936 | 875 | 861 | 816 | 764 | 830 | 916 | 976 |
| Day session | 316 | 629 | 1,621 | 670 | 621 | 585 | 589 | 539 | 512 | 586 | 670 | 721 |

Table 15.—Number of faculties, students, and graduates in day and evening sessions and correspondence courses in institutions of higher learning, by field, 1948-49, 1950-51, 1955-56, and 1960-61 through 1968-69.—Continued
 [—Indicates that the source did not include figures]

| Item | 1948-49 | 1950-51 | 1955-56 | 1960-61 | 1961-62 | 1962-63 | 1963-64 | 1964-65 | 1965-66 | 1966-67 | 1967-68 | 1968-69 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| STUDENTS—Continued | | | | | | | | | | | | |
| Veterinary medicine, Day session | 769 | 966 | 873 | 733 | 861 | 2,369 | 2,938 | 3,242 | 3,420 | 3,453 | 3,388 | 2,924 |
| University, total | 9,071 | 14,691 | 18,150 | 23,008 | 29,914 | 36,356 | 42,233 | 45,941 | 47,470 | 48,914 | 52,198 | 55,665 |
| Day session | 9,071 | 10,395 | 12,450 | 18,933 | 24,329 | 27,661 | 29,668 | 29,738 | 28,861 | 27,776 | 27,660 | 28,611 |
| Chemistry, total | 1,286 | 1,587 | 949 | 1,606 | 1,787 | 1,818 | 1,787 | 1,697 | 1,765 | 2,154 | 2,444 | 2,700 |
| Day session | 1,286 | 1,445 | 949 | 1,606 | 1,787 | 1,818 | 1,787 | 1,697 | 1,696 | 1,638 | 1,787 | 1,890 |
| Education, total | 1,321 | 4,474 | 4,134 | 5,774 | 10,726 | 14,994 | 19,387 | 22,372 | 23,293 | 22,089 | 22,635 | 22,682 |
| Day session | 1,321 | 2,442 | 2,243 | 5,126 | 8,493 | 10,233 | 11,646 | 12,593 | 12,440 | 11,643 | 10,701 | 10,370 |
| History, geology, geography, ² total | 1,667 | 2,065 | 1,053 | 663 | 783 | 951 | 941 | 905 | 862 | 769 | 692 | 699 |
| Day session | 1,667 | 2,065 | 1,053 | 499 | 559 | 635 | 635 | 624 | 610 | 558 | 529 | 545 |
| Mathematics, physics, ⁴ total | 762 | 3,192 | 3,745 | 4,007 | 4,467 | 4,969 | 5,026 | 5,219 | 5,319 | 5,513 | 6,178 | 6,880 |
| Day session | 762 | 1,070 | 1,788 | 3,367 | 3,834 | 4,345 | 4,196 | 3,901 | 3,814 | 3,944 | 4,489 | 4,959 |
| Natural sciences, biology, ⁵ total | 792 | 939 | 2,162 | 2,861 | 3,304 | 3,512 | 3,434 | 3,407 | 3,031 | 2,999 | 2,799 | 3,098 |
| Day session | 792 | 939 | 1,785 | 2,206 | 2,562 | 2,636 | 2,577 | 2,346 | 1,925 | 1,662 | 1,530 | 1,575 |
| Philology, ⁶ total | 2,713 | 1,887 | 5,411 | 6,022 | 6,494 | 7,627 | 9,026 | 9,508 | 10,081 | 11,591 | 13,090 | 14,501 |
| Day session | 2,713 | 1,887 | 3,969 | 4,409 | 5,095 | 5,955 | 6,817 | 6,676 | 6,617 | 6,694 | 7,020 | 7,509 |
| Philosophy, ⁷ total | 530 | 547 | 696 | 2,075 | 2,353 | 2,485 | 2,632 | 2,833 | 3,119 | 3,799 | 4,360 | 5,105 |
| Day session | 530 | 547 | 663 | 1,720 | 1,999 | 2,039 | 2,010 | 1,901 | 1,759 | 1,637 | 1,604 | 1,763 |
| Other, ⁸ total | 525 | 169 | 351 | — | — | — | — | — | — | — | — | — |
| Day session | 525 | 169 | 176 | — | — | — | — | — | — | — | — | — |

GRADUATES

| | 7,814 | 9,510 | 11,274 | 10,296 | 11,114 | 11,673 | 14,269 | 19,503 | 22,589 | 21,742 | 22,852 |
|--|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Total | | | | | | | | | | | |
| Art, total | 225 | 128 | 227 | 253 | 273 | 364 | 414 | 520 | 416 | 374 | 436 |
| Music | 118 | 44 | 82 | 118 | 152 | 207 | 283 | 386 | 240 | 231 | 247 |
| Plastic and decorative art | 51 | 13 | 59 | 52 | 60 | 83 | 67 | 81 | 120 | 86 | 105 |
| Theater and cinematographic art | 56 | 71 | 86 | 83 | 61 | 74 | 64 | 53 | 56 | 57 | 84 |
| Economics | 1,895 | 1,411 | 1,585 | 967 | 1,014 | 755 | 767 | 1,020 | 1,275 | 1,168 | 1,794 |
| Law | 1,046 | 567 | 388 | 893 | 649 | 597 | 382 | 250 | 553 | 1,151 | 1,154 |
| Medicine-pharmacy, total | 1,542 | 1,665 | 955 | 1,796 | 1,268 | 920 | 778 | 1,169 | 1,473 | 1,593 | 1,588 |
| Medicine | 1,343 | 1,374 | 825 | 1,620 | 1,161 | 852 | 598 | 982 | 1,272 | 1,328 | 1,381 |
| Pharmacy | 199 | 291 | 130 | 176 | 107 | 68 | 180 | 187 | 201 | 265 | 207 |
| Physical education | 26 | 45 | 164 | 119 | 76 | 141 | 253 | 278 | 328 | 345 | 381 |
| Technical fields, total | 1,472 | 3,673 | 5,021 | 4,114 | 4,043 | 3,314 | 4,008 | 6,461 | 8,063 | 9,912 | 8,022 |
| Agriculture | 201 | 779 | 669 | 1,022 | 1,528 | 580 | 853 | 938 | 957 | 1,057 | 982 |
| Architecture and constructions | 479 | 421 | 747 | 733 | 265 | 753 | 627 | 680 | 1,513 | 2,505 | 1,429 |
| Forestry | 79 | 133 | 197 | 118 | 80 | 86 | 94 | 153 | 168 | 145 | 122 |
| Industry, total | 615 | 2,100 | 2,985 | 1,953 | 1,861 | 1,674 | 1,988 | 4,155 | 4,769 | 5,463 | 4,846 |
| Electric power and electro-technology ¹ | 146 | 320 | 720 | 419 | 361 | 294 | 397 | 1,106 | 1,245 | 1,364 | 1,346 |
| Food industry | — | 200 | — | 95 | 99 | 106 | 152 | 204 | 276 | 249 | 217 |
| Industrial chemistry | 250 | 220 | 382 | 308 | 277 | 216 | 266 | 552 | 619 | 587 | 608 |
| Light industry | 46 | 167 | — | 66 | 65 | 54 | 75 | 94 | 129 | 152 | 129 |
| Lumber industry | — | 30 | 52 | 39 | 51 | 52 | 53 | 37 | 149 | 297 | 120 |
| Metallurgy and machine-building | 148 | 1,019 | 1,441 | 700 | 666 | 642 | 815 | 1,606 | 1,621 | 2,017 | 1,927 |
| Mining | 25 | 64 | 34 | 134 | 112 | 104 | 72 | 218 | 337 | 508 | 230 |
| Petroleum | — | 80 | 356 | 192 | 230 | 206 | 158 | 338 | 393 | 289 | 269 |
| Transportation and telecommunications ² | — | 136 | 274 | 165 | 182 | 116 | 133 | 177 | 152 | 132 | 115 |
| Veterinary medicine | 98 | 104 | 149 | 123 | 127 | 105 | 323 | 358 | 504 | 610 | 528 |
| University, total | 1,516 | 1,943 | 2,915 | 2,154 | 3,791 | 5,582 | 7,667 | 9,805 | 10,481 | 7,199 | 9,477 |
| Chemistry | 267 | 204 | — | 187 | 273 | 276 | 311 | 364 | 426 | 293 | 310 |
| Education | 133 | 335 | 933 | 156 | 1,103 | 2,563 | 3,857 | 4,942 | 6,255 | 3,824 | 5,630 |
| History, geology, geography ² | 291 | 469 | 63 | 63 | 71 | 124 | 141 | 171 | 207 | 193 | 141 |
| Mathematics, physics ⁴ | 48 | 151 | 686 | 338 | 615 | 665 | 924 | 925 | 784 | 698 | 785 |

Table 15.—Number of faculties, students, and graduates in day and evening sessions and correspondence courses in institutions of higher learning, by field, 1948-49, 1950-51, 1955-56, and 1960-61 through 1968-69—Continued
 [—Indicates that the source did not include figures]

| Item | 1948-49 | 1950-51 | 1955-56 | 1960-61 | 1961-62 | 1962-63 | 1963-64 | 1964-65 | 1965-66 | 1966-67 | 1967-68 | 1968-69 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| GRADUATES—Continued | | | | | | | | | | | | |
| Natural sciences, biology ¹ | 126 | 117 | 388 | 277 | 325 | 439 | 615 | 820 | 757 | 559 | 525 | — |
| Philology ² | 545 | 620 | 845 | 942 | 955 | 1,122 | 1,372 | 2,050 | 1,642 | 1,220 | 1,611 | — |
| Philosophy ³ | 106 | 47 | — | 177 | 449 | 393 | 447 | 533 | 410 | 412 | 475 | — |
| Other ⁴ | 92 | 78 | 19 | — | — | — | — | — | — | — | — | — |

¹ Since 1955-56, telecommunications has been included.
² Since 1954-55, geology, geography.
³ Between 1956-57 and 1958-59, under forestry.
⁴ In 1962-63, mathematics, mechanics, physics.
⁵ In 1955-56, natural sciences, chemistry. In 1956-57 through 1962-63, natural sciences, geography. In 1963-64, biology, geography.
⁶ In 1954-55 through 1959-60, philology, history.
⁷ In 1960-61, history, philosophy.
⁸ From 1955-56, telecommunications was under the Faculty of Electronics.
⁹ Includes the faculties of Library Science, Social Welfare, Home Economics, and International Relations.
 SOURCE OF DATA: Annual statistics of Republicii Socialiste Romaniaa, 1969. Bucharest: Directia Centrala de Statistica, 1970, pp. 596-603.



Enrollment

Higher education progress during the 1960's is dramatically revealed by the fact that enrollment doubled—from 71,989 in 1960-61 to 147,637 in 1968-69 (tables 14 and 15).

Of those enrolled in 1968-69, 102,507 attended the day sessions, 6,197 the evening sessions, and 38,933 were registered in the correspondence courses. In terms of the general areas of specialization, 55,665 were registered in the universities, 53,627 in various technical fields, 9,633 in medicine and pharmacy, and the remainder in various other fields. By far the most popular individual field was education, with 22,682 students, followed by economics with 17,275, philology with 14,501, and metallurgy and machine-building with 13,262 (table 15).

The increase in enrollment was exceeded by the rise in number of graduates—from 10,296 in 1960-61 to 22,852 in 1967-68. Of the 1967-68 graduates, 9,477 attended the universities and 8,022, various technical schools. Of the university graduates, 5,630 were in education, 1,611 in philology, and the remainder in various other fields. Of the technical graduates, 1,927 were in metallurgy and machine-building, 1,429 in architecture and constructions, 1,346 in electric power and electrotechnology, and the remainder in other fields (table 15).

In terms of the year of study, the 147,637 students enrolled in 1968-69 were divided as follows: 32,402 were in the 1st year, 33,088 in the 2d, 34,302 in the 3d, 24,260 in the 4th, 18,868 in the 5th, and 4,717 in the 6th year (table 16). Of the 1st-year students, 7,292 or 22.5 percent were enrolled in education, 2,638 in philology, 2,251 in economics, 1,361 in law, 1,342 in mechanics, and the remainder in other fields of higher education.

Table 16.—Number of students in day and evening sessions and correspondence courses in institutions of higher learning, by faculty and year of study, 1968-69
 [—Indicates that the source did not include figures]

| Faculties | Total | Year of Study | | | | | |
|---|---------|---------------|--------|--------|--------|--------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 |
| Total | 147,637 | 32,402 | 33,088 | 34,302 | 24,260 | 18,868 | 4,717 |
| Accounting and economic cybernetics | 1,456 | 456 | 416 | 242 | 173 | 118 | 51 |
| Agricultural mechanics | 900 | 137 | 227 | 179 | 172 | 185 | — |
| Agriculture | 3,858 | 782 | 839 | 815 | 767 | 655 | — |
| Architecture and urban development | 1,270 | 216 | 227 | 205 | 216 | 223 | 183 |
| Automation | 851 | 215 | 206 | 161 | 140 | 129 | — |
| Biology | 960 | 90 | 74 | 450 | 163 | 121 | 62 |
| Biology-geography | 2,138 | 302 | 217 | 806 | 368 | 317 | 128 |
| Bookkeeping | 2,202 | 467 | 402 | 307 | 469 | 384 | 173 |
| Chemistry | 2,700 | 417 | 454 | 977 | 339 | 386 | 27 |
| Civil, industrial, and agricultural constructions | 4,698 | 1,037 | 1,028 | 1,000 | 794 | 714 | 125 |
| Commerce | 2,720 | 724 | 630 | 377 | 407 | 428 | 154 |
| Construction installations | 1,090 | 181 | 231 | 225 | 201 | 212 | 40 |
| Construction machines and equipment | 860 | 141 | 200 | 192 | 193 | 134 | — |
| Decorative art | 169 | 27 | 27 | 19 | 30 | 31 | 35 |
| Economic studies | 6,371 | 2,251 | 1,771 | 1,022 | 646 | 474 | 207 |
| Education | 22,682 | 7,292 | 6,388 | 6,369 | 2,633 | — | — |
| Electric power | 1,758 | 323 | 451 | 298 | 332 | 323 | 31 |
| Electronics and telecommunications | 2,246 | 379 | 547 | 496 | 468 | 313 | 43 |
| Electrotechnology | 4,730 | 865 | 1,063 | 1,095 | 887 | 761 | 59 |
| Finance | 1,474 | 246 | 196 | 294 | 324 | 254 | 160 |
| Food industry and fishing | 1,187 | 134 | 254 | 310 | 245 | 233 | 11 |
| Forestry | 879 | 167 | 186 | 201 | 160 | 164 | 1 |
| General economics | 411 | 70 | 38 | 76 | 79 | 87 | 61 |
| Geology-geography | 699 | 106 | 93 | 223 | 142 | 123 | 12 |
| History | 1,421 | 234 | 188 | 508 | 222 | 170 | 99 |
| History-philosophy | 2,854 | 633 | 485 | 826 | 405 | 354 | 151 |
| Horticulture | 1,473 | 251 | 247 | 313 | 323 | 339 | — |

| | | | | | | | |
|---|--------|-------|-------|-------|-------|-------|-----|
| Hydrotechnology | 1,025 | 250 | 230 | 205 | 180 | 160 | — |
| Industrial chemistry | 4,094 | 670 | 1,031 | 911 | 761 | 675 | 46 |
| Law | 6,141 | 1,361 | 1,106 | 993 | 1,047 | 1,274 | — |
| Light industry | 1,397 | 191 | 355 | 372 | 288 | 191 | — |
| Lumber industry | 694 | 87 | 180 | 162 | 141 | 124 | — |
| Machine-building technology | 3,709 | 641 | 1,004 | 787 | 582 | 568 | 127 |
| Mathematics-mechanics | 4,782 | 1,036 | 1,042 | 1,450 | 603 | 464 | 187 |
| Mechanics | 7,504 | 1,342 | 1,852 | 1,655 | 1,280 | 1,202 | 173 |
| Medicine, general | 4,840 | 913 | 867 | 814 | 792 | 765 | 689 |
| Metallurgy | 1,149 | 211 | 293 | 208 | 228 | 190 | 19 |
| Mining | 894 | 148 | 187 | 186 | 148 | 209 | 16 |
| Mining electromechanics | 375 | 58 | 59 | 79 | 74 | 83 | 22 |
| Musical composition, conducting and teaching | 1,687 | 356 | 369 | 432 | 329 | 198 | 3 |
| Musical instruments and singing | 794 | 186 | 196 | 156 | 131 | 115 | — |
| Pediatrics | 584 | 93 | 107 | 117 | 104 | 93 | 70 |
| Petroleum and gas exploitation | 441 | 145 | 97 | 63 | 62 | 67 | 1 |
| Petroleum machines and equipment | 321 | 110 | 66 | 45 | 43 | 43 | 14 |
| Pharmacy | 1,391 | 309 | 331 | 262 | 264 | 225 | — |
| Philology | 14,501 | 2,638 | 2,804 | 3,811 | 2,446 | 2,039 | 763 |
| Philosophy | 830 | 243 | 227 | 107 | 108 | 111 | 34 |
| Physical education | 1,959 | 264 | 349 | 745 | 389 | 212 | — |
| Physics | 2,098 | 458 | 499 | 434 | 324 | 361 | 22 |
| Plastic art | 207 | 28 | 36 | 28 | 45 | 50 | 20 |
| Plastic and decorative art | 183 | 38 | 30 | 27 | 30 | 33 | 25 |
| Production economics | 2,641 | 767 | 639 | 420 | 395 | 295 | 125 |
| Railroads, roads, and bridges | 934 | 178 | 260 | 200 | 181 | 115 | — |
| Stomatology | 2,818 | 423 | 463 | 490 | 461 | 464 | 517 |
| Technical geology | 375 | 58 | 59 | 79 | 74 | 83 | 22 |
| Technology and chemical processing of petroleum and gases | 386 | 69 | 63 | 76 | 93 | 83 | 2 |
| Theater | 297 | 39 | 67 | 69 | 90 | 32 | — |
| Transportation | 976 | 210 | 273 | 238 | 130 | 96 | 29 |
| Veterinary medicine | 2,924 | 280 | 742 | 627 | 658 | 617 | — |
| Zootechnology | 528 | 412 | 48 | 63 | — | — | — |

SOURCE OF DATA: Annual statistic of Republicii Socialiste Române, 1969. Bucharest: Direcția Centrală de Statistică, 1970, pp. 606-07.



VII: Teachers and Teacher Education

Since acquiring power in late 1947, Romanian Communist leaders have adhered to the fundamental assumption of the Marxist-Leninist theory that the efficiency of an educational system must be judged in terms of its capacity to satisfy the general requirements of developing a socialist (i.e., Communist) society. The numerous educational measures adopted since 1948, the year the first major reform was instituted, underscore Romania's conviction that an educational system's fulfillment of its social-political goals depends to a large extent on the size and caliber of its teaching staff.

During the 1960's the Party and Government exerted great effort to advance teacher education and clarify and systematize the status of teaching and administrative personnel at all education levels. Because many of the shortcomings that plagued the teacher-training system in the past continue, it has not been possible to implement all the new plans,¹ but many of the measures adopted during the 1960's have had a positive effect on the country's educational manpower at all levels.

Education Manpower

Reflecting Party and Government concern over the long-range development of education, the number of teachers employed in all levels of education increased from 137,974 in 1960-61 to 196,461 in 1967-68. By far the most dramatic rise took place in grades 5 to 11 of schools of general education; i.e., in the upper elementary and academic secondary schools. The number of instructors teaching in these grades increased during the corresponding period from 50,787 to 89,843, or by 76.9 percent. The instructional staff in institutions of higher learning also increased considerably—from 8,917 to 13,792. However, it did not keep pace with enrollment, which nearly doubled during the corresponding period.

With the gradual expansion of specialized lyceums during the 1970's, the teaching staff of these institutions is expected to continue to increase at the same rate it did during the first 2 years of operation.

¹The Party and educational leaders are the first to recognize the shortcomings. By far the most acute problem seems to be the shortage of qualified teachers for the upper elementary grades. This and some of the other shortages were revealed by the Minister of Education in a speech before the National Conference of Teachers in Feb. 1969. For text see *Forum*, Bucharest, XI:2-3:22-48, Feb.-Mar. 1969.

Established in 1966-67 with 1,545 instructors, these lyceums had 2,836 teachers by 1967-68. The faculty will be increased largely at the expense of technical and vocational schools, some of which will be gradually phased out.

Although the number of instructors teaching grades 1 to 4 in the elementary school system remained basically constant in the 1960's, increasing from 53,548 in 1960-61 to only 55,412 in 1967-68, the pupil-teacher ratio improved, for the number of children attending these grades declined during the corresponding period (tables 7 and 17).

The System of Teacher Education

As it operated in the late 1960's, the Romanian system of teacher education included the following four types of schools or programs: 1) 5-year teacher-training lyceums for teachers and kindergarten teachers (*licee pedagogice de învățători și educatoare*), 2) 2-year teacher-training institutes (*institute pedagogice de învățători*), 3) 3-year teacher-training institutes (*institute pedagogice de 3 ani*), and 4) education departments or sections of institutions of higher learning.

The Teacher-Training Lyceums and Institutes

The 5-year teacher-training lyceums and the 2-year teacher-training institutes are the primary institutions to train teachers and educators for kindergartens and the first four elementary grades. The former admit graduates of the eighth elementary grade, while the latter are open to graduates of academic lyceums who possess the baccalaureate diploma. Both operate under the general guidelines of the Ministry of

Table 17.—Number of teachers employed in the system of education of Romania, by level of education, 1938-39, 1948-49, 1960-61, 1966-67, and 1967-68

[—Indicates that the source did not include figures]

| Teachers in— | 1938-39 | 1948-49 | 1960-61 | 1966-67 | 1967-68 |
|---|---------|---------|---------|---------|---------|
| Total | 55,215 | 86,490 | 137,974 | 192,398 | 196,461 |
| Art schools | — | — | 1,082 | 2,432 | 2,521 |
| Higher education | 2,194 | 5,638 | 8,917 | 13,404 | 13,792 |
| Kindergartens | 1,819 | 3,951 | 12,533 | 14,088 | 15,672 |
| Schools of general education— | | | | | |
| Grades 1-4 | 36,665 | 44,325 | 53,548 | 56,482 | 55,412 |
| Grades 5-11 ¹ | 9,770 | 21,780 | 50,787 | 87,702 | 89,843 |
| Special schools | — | — | 864 | 1,058 | 1,191 |
| Specialized lyceums | — | — | — | 1,545 | 2,836 |
| Technical schools and technical schools for master craftsmen | 3,871 | 6,482 | 2,913 | 4,072 | 3,270 |
| Vocational schools | 896 | 4,314 | 7,330 | 11,615 | 11,924 |

¹ The secondary schools of general education (i.e., the academic lyceums) operated until 1967-68 with only grades 9 to 11. The 12th grade was introduced in 1968-69. The figures for grades 5 to 11 also include teachers at pedagogical or teacher-training lyceums.

SOURCE OF DATA: Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967-68 School Year. Bucharest: Ministry of Education, June 1968, p. 96.

Education (*Ministerul Învățămîntului*).² Students are admitted by competitive examination. Long-range Government plans call for the gradual phasing out of the 2-year institutes by transforming them into teacher-training specialized lyceums.

During the 1968-69 school year, 26 teacher-training lyceums operated with 16,961 students and 864 teachers, while in 1966-67 there were only 19 such institutions, with 10,340 students and 574 teachers (table 9). During the latter year, eight 2-year teacher-training institutes operated as sections, with an enrollment of 2,018 correspondence course students.³

The 3-Year Teacher-Training Institutes

Classified as institutions of higher learning, the 3-year teacher-training institutes admit graduates of academic lyceums who possess the baccalaureate diploma or its equivalent and pass a competitive admission examination.⁴ These institutions specialize in training subject-matter teachers for grades 5 to 8 of the elementary school system. During the 1968-69 academic year there were 14 3-year teacher-training institutes.⁵ Those located in the university cities of Bucharest, Cluj, Craiova, Iași, and Timișoara were under the auspices and immediate jurisdiction of the respective universities.

From structural and operational points of view, these institutes are subject to the rules and regulations governing institutions of higher learning in general.⁶

Higher Education Departments and Programs

Institutions of higher learning train the bulk of the teaching staff employed in the postelementary system of education. The subject teachers for grades 1 to 4 in both the humanities and science sections of the academic lyceums are trained in the education departments of the universities.⁷ Teachers of technical subjects in both the academic and specialized lyceums are trained in the polytechnical institutes, as well as in the various agronomic, economic, and technical institutions of

² The guidelines of the Ministry of Education include, among other things, instructions relating to the structure of the school year. See, for example, "Structura anului școlar 1969-1970 pentru licee pedagogice și institute pedagogice de învățători și educatoare" (The Structure of the 1969-1970 School Year for the Teacher-Training Lyceums and the Institutes for Teachers and Kindergarten Teachers). *Gazeta Învățămîntului* (Journal of Education), Bucharest, No. 1012, Oct. 10, 1969, p. 2.

³ *Le mouvement éducatif dans la République Socialiste de Roumanie pendant l'année scolaire 1966-1967* (The Educational Movement in the Socialist Republic of Romania During the 1966-1967 School Year). [Bucharest]: Ministry of Education, [1967], p. 66. The source did not include total enrollment figures.

⁴ For details on examination subjects required for admission in the fall of 1968 to the various schools of the 3-year teacher-training institute, see *Admiterea în învățămîntul superior 1968* (Admission Into Higher Education 1968). Bucharest: Ministerul Învățămîntului, 1968, 82-83.

⁵ See appendix B.

⁶ See pp. 84-91.

⁷ Many of the subject teachers trained for grades 1 to 4 of the lyceums are compelled to teach in the upper grades of schools of general education.

higher learning. Some of these polytechnical and technical institutes offer special education programs for students intending to pursue teaching careers. Others, however, have no such programs, and the elementary and secondary school teachers who graduate from these institutions normally satisfy education course requirements by completing short-term summer courses offered under the auspices of the Institute for Upgrading the Teaching Cadres (*Institutul pentru Perfecționarea Cadrelor Didactice*). The various higher institutions of art and physical education train almost all teachers for both the secondary and higher educational system in these respective fields.

Teachers for institutions of higher learning are also recruited from graduates who earn advanced degrees or distinguish themselves in their particular fields.⁸

Teacher training offered under the auspices of university departments of education is a 4-year program. Students who intend to become subject teachers in mathematics and the sciences, including biology, chemistry, and physics, are required to spend a 5th year studying their specialized field.⁹

Teachers and Their Status

After many years of pressure by teachers, the position and status of those employed in the Romanian system of education were regulated in a unified fashion in the spring of 1969. Based on directives of the Plenary Meeting of the Central Committee of the Romanian Communist Party (*Partidul Comunist Român*) of April 22-25, 1968,¹⁰ and on the major education law adopted shortly thereafter,¹¹ the Statute of the Teachers in the Socialist Republic of Romania was adopted by the Grand National Assembly (*Marea Adunare Națională*) on March 14, 1969.¹²

The adoption of the Statute was preceded by the first National Teachers' Conference (*Conferința Națională a Cadrelor Didactice*), held between February 5 and 7, 1969.¹³ Devoted largely to a discussion of the major problems confronting Romanian education, with emphasis on the teaching cadres, it also served as a forum for ratifying the draft Statute by the teachers.

⁸ For details on the recruitment system in higher education, see pp. 121-23.

⁹ Nicolae Apostolescu, "Sistemul pregătirii și perfecționării personalului didactic din România" (The System for the Training and Upgrading of Teachers in Romania). *Revista de Pedagogie* (Review of Education), Bucharest, XVIII:7-8:51-62, July-Aug. 1969.

¹⁰ See p. 16.

¹¹ "Legea nr. 11 privind învățământul în Republica Socialistă România" (Law No. 11 Concerning Education in the Socialist Republic of Romania). *Buletinul Oficial* (Official Bulletin), Bucharest, No. 62, May 13, 1968, pp. 484-505.

¹² "Legea nr. 6 privind Statutul personalului didactic din Republica Socialistă România" (Law No. 6 Concerning the Statute of Teachers in the Socialist Republic of Romania). *Buletinul Oficial*, No. 33, Mar. 15, 1969, pp. 256-85. (Referred to hereafter as Statute.)

¹³ For proceedings of the Conference, see *Scinteia* (The Spark), Bucharest, Feb. 6, 7, 8, 1969.

The Teachers' Statute of 1969

Prepared under the auspices of the Ministry of Education and the Union of the Trade Unions in the Institutions of Education and Culture (*Uniunea sindicatelor din instituțiile de învățămînt și cultură*), the Statute regulates the rights and duties of teachers, teaching assistants, and administrative and supervisory personnel employed at all education levels.

Based on the fundamental objective of combining the interests of education with those of the teaching cadres, the Statute specifies the rules and regulations governing teachers throughout their period of employment. It provides, among other things, for the organization of a unified system relating to the training, appointment, promotion, and upgrading of teachers; the application of the principle of collective leadership in the administration of educational institutions; the correlation of educational activities with the social-political life of the community in which the teachers work and with that of the country as a whole; the expansion of cooperation between the schools and the other social agencies involved in education; and the remuneration of teachers in a differentiated manner, according to their level of training, seniority, and the quality of their professional-educational activities.

Teachers in the Pre-Higher Education System

The teaching staff of the preschool, elementary and secondary, and vocational and technical school systems consists of the following: 1) kindergarten teachers (*educatoare*) employed in kindergartens and nurseries, 2) teachers (*învățători*) and schoolmasters or instructors (*institutori*) employed primarily in grades 1 to 4 of the schools of general education, 3) professors (*profesori*) employed as subject teachers in the upper elementary, secondary, and vocational schools, and 4) master-instructors (*maiștri-instructori*) who teach practical subjects and supervise practical training.

Qualifications. To qualify for appointment as a kindergarten or lower elementary grade teacher, candidates must possess a diploma issued either by a 5-year teacher-training lyceum or by a postsecondary teacher-training school. Schoolmasters or instructors must, in addition to fulfilling requirements for teachers, have been graduated from a university or a teacher-training institute. For the position of professor in schools of general education, candidates must possess a diploma issued either by a university or a teacher-training institute. Those intending to teach in the secondary school system must be graduates of universities or institutions of higher learning other than teacher-training institutes training teachers for schools of general education. To qualify as a master-instructor, candidates must hold diplomas issued either by schools for master craftsmen (*școli de maiștri*) or specialized lyceums (*licee de specialitate*) or by so-called schools of post-lyceum specialization (*școli de specializare postliceală*), and must have worked for at least 3 years as a master craftsman (*maiștru*) or 5 years as a technician.¹⁴

¹⁴ Articles 5 and 9 of the Statute cited in footnote 12.

Appointment. Vacancies in the pre-higher educational system are filled through an appointment process involving both central and local governmental agencies. The number and location of the vacancies are determined on the basis of reports submitted to the Ministry of Education by competent agencies of the county people's committees (*consiliile locale județene*). Vacancies are filled by executive committees (*comitetele executive*) or by school inspectorates (*inspectoratele școlare*) of the county people's councils on the basis of nominations made by the Ministry of Education from graduates of teacher-training schools and institutes or education departments or programs of institutions of higher learning.

Vacancies are also filled by transferring teachers within the school system or hiring qualified people from other sectors of the socialist society.¹⁵ Newly-appointed full-time teaching personnel with rank and title (e.g., teacher, schoolmaster, or professor) are known as titularies (*titulari*), and prior to acquiring tenure (*definitivare*), they serve on a probationary (*stagiar*) basis.

Tenure and Rank. Tenure is normally granted following a special inspection and an examination given at the end of the 3d year of probationary service. The tenure examination, which must be taken by all who have served for 3 years, may be repeated in three consecutive sessions.¹⁶ It varies according to the education level in which teachers serve. Kindergarten teachers are required to take a written and oral examination in the Romanian (or native) language and literature and an oral in the preschool psychology and pedagogy. Class teachers in lower elementary grades must take a written examination in the Romanian (or native) language and literature and orals in arithmetic, problems of child psychology and education, and scientific socialism. Professors must take a written and oral examination in their particular fields or subject(s) of specialization and orals in problems of child psychology and education and in scientific socialism.¹⁷

Teachers eager to improve their economic and professional status may take a colloquium for advancement and promotion to two special ranks or grades (*grade*) in the Romanian pre-higher educational system: Grade II (*gradul II*) and Grade I (*gradul I*).

Grade II is conferred on teachers who distinguished themselves in their particular fields, who have completed at least 5 years since acquiring tenure, and who pass a special inspection and a colloquium. The colloquium is based on the material and bibliography prepared by the Ministry of Education for the various categories of teachers.

¹⁵ The transfer procedure is a very complicated one, and authorization is normally granted only on well-substantiated grounds. It is particularly difficult for teachers to transfer to larger cities; their request is decided on the basis of a competitive examination. See Articles 12-32 of the Statute.

¹⁶ Although the tenure examination may be taken only three times, occasionally teachers are permitted to try a fourth time. This was the case, for example, during the fall of 1969. See "De la Ministerul Învățământului" (From the Ministry of Education). *Gazeta Învățământului*, No. 1000, June 20, 1969, p. 2.

¹⁷ Candidates for the tenure examinations are informed about the time and place of the examinations in the education journals. For the announcement for the Sept. 1969 session, see *ibid.*

Kindergarten teachers are tested on literature for children and the methodology of preschool education. Teachers are examined in the Romanian (or native) language, in arithmetic, and in the methodology concerning teaching these subjects. The colloquium for professors consists of an oral in their subject of specialization and in methodology.

Grade I is conferred on teachers who further distinguish themselves in their particular areas or subjects of interest and in education in general and who have served at least 5 years since being raised to Grade II. Teachers who possess the doctoral degree are automatically ranked in Grade I. The time element may be reduced to 4 years for candidates who receive a straight "10" average¹⁸ in the examination for Grade II.¹⁹

Rights and Duties. Under the 1969 Statute, the teachers employed in the pre-higher educational system²⁰ are entitled to

- receive a teaching assignment commensurate with their professional training and qualifications;
- use the facilities and libraries of the educational institutions to advance their training;
- publish their manuscripts and findings;
- participate in the system for upgrading teachers and enjoy the benefits derived therefrom;
- take an active part in the professional organizations and cultural associations relating to education; and
- use the research facilities in the county teachers' homes to keep abreast with developments in their respective fields.

In addition to these rights, the teachers are entitled to an annual paid vacation of 62 days—from July 1 to August 31.

The responsibilities of teachers are manifold, clearly defined under law, and strictly enforced. They involve not only the standard responsibilities expected of teachers everywhere, including preparation, classroom performance, examinations and grading, and keeping up-to-date in their particular field(s) of specialization, but also those peculiar to persons employed in ideologically-oriented states. These latter include participation in extracurricular activities organized in association with the youth organizations, continuous improvement in political and ideological training, and active involvement in implementing policies of the Party and the State.

Theoretically, teachers are expected to work an average of 8 hours a day. The teaching load varies in terms of the function of the teachers and the subjects taught. Kindergarten teachers are required to work 6 hours with the children, while the lower elementary grade teachers and

¹⁸ The grading system is identical in all education levels. Grades range from "10," the highest, to "1," the lowest. The minimum grade for passing is usually "5."

¹⁹ As is the case with tenure examinations, the time and place of colloquiums for Grade II and the deadline for completing the files for Grade I are announced in education gazeta. For the announcement of the colloquium scheduled for Apr. 5-11, 1970, see *Gazeta Invățămintului*, No. 1015, Oct. 31, 1969, p. 4. See also Articles 84-91 of the Statute.

²⁰ Teachers employed in vocational and technical schools are, to a large extent, composed of so-called *cumularzi* or part-timers, employed on a full-time basis either in other levels of education or in industry.

schoolmasters must teach from 4 to 5 hours a day. The weekly teaching load of professors varies from 18 to 20 hours; those teaching drawing, music, and physical education, however, are required to work 20 to 21 hours per week.²¹ Master-instructors are required to spend from 24 to 30 hours in school shops teaching practical subjects.²²

One of the most positive features of the regulations relating to teachers is the requirement that they participate periodically in the upgrading system organized under the auspices of the Ministry of Education. Plans and programs for the upgrading of teachers are prepared by the Ministry on an annual basis, and normally include the following:

- individual independent study;
- participation in pedagogical-methodological activities organized within the framework of the school or a group of schools;
- involvement in conferences and symposiums on subjects taught and on educational methodology;
- attendance at upgrading courses;
- participation in instructional sessions and discussions organized for guidance and homeroom teachers;
- attendance at courses and discussions relating to the management of schools, organized for administrative personnel; and
- preparation for tenure examinations and colloquiums for advancement to Grade II or Grade I.

The actual implementation of plans and programs prepared under the auspices of the Ministry of Education is entrusted to the education departments of institutions of higher learning; the Central Institute for Upgrading Teaching Personnel (*Institutul Central de Perfectionare a Personalului Didactic*) and its branches in the university cities of Cluj, Craiova, Iași, and Timișoara; the county school inspectorates; and various scientific organizations and associations.

Teachers with 25 years of service in the profession are not required to attend upgrading and refresher courses.²³

Teachers in Higher Education

The instructional staff of Romanian institutions of higher learning is composed of teachers serving in one of the following five ranks: 1) professor (*profesor*), 2) associate professor (*conferențiar*) 3) project head or lecturer (*șef de lucrări or lector*), 4) assistant (*asistent*), and 5) probationary assistant (*asistent stagiar*).

The number of positions in all ranks in the entire higher educational system is established by the Ministry of Education on the basis of recommendations made by institutions of higher learning.

All full-time instructors with rank and title are known as titularies

²¹ Exception is made for teachers of drawing, music, and physical education at teacher-training lycceums or postsecondary schools of pedagogical specialization; their weekly load is established at 18 to 20 hours. Article 64 of the Statute.

²² For further details concerning the rights and responsibilities of the teachers in the pre-higher educational system, see Articles 50-75 of the Statute.

²³ Articles 76-80 of the Statute.

(*titulari*). A tenured instructor is referred to as *titular definitiv*; one without tenure, as provisional titular (*titular provizoriu*). Professors and associate professors are normally appointed on the basis of competitions; lecturers and assistants by promotions or competitions; and probationary assistants through direct appointment of graduates of institutions of higher learning or through competitions.

The positions of professor and associate professor are filled through an appointment process involving the rector, the senate (*senat*), and the Ministry of Education. Vacancies in these positions are determined by the rector, who, in turn, notifies the senate, or, in the case of an institution of higher learning operating without a senate, the Ministry of Education. The senate or the Ministry thereupon appoints competition commissions (*comisiile de concurs*) on the basis of recommendations by the rectors. Each commission is composed of a president, normally the dean (*decan*) of the school, and three professors or associate professors who are experts in the particular field(s) in which vacancies exist.

The vacancies, competitions, and all details relating to them, including the qualification requirements, the name and location of the institutions, and the dates for filing applications, are published under the auspices of the rectors in the *Official Bulletin of the Socialist Republic of Romania* (*Buletinul Oficial al Republicii Socialiste România*) and in leading education journals.²⁴

Competition for the position of professor is open to candidates who possess the doctor-docent-in-science (*doctor-docent in științe*) degree, to associate professors with doctorates and 3 years of experience in the particular specialty or 10 years in higher education, and to specialists not employed in higher education who possess the doctorate in particular fields and have had at least 12 years' experience in scientific research, planning, industry, or State administration.

Applicants for the position of associate professor must hold either the doctor-docent-in-science degree or the doctorate and have had at least 8 years' experience in teaching or in scientific research, planning, or State administration.

The primary function of the competition commissions is to study and evaluate candidates on the basis of interviews and materials submitted in support of their applications²⁵ and to make recommendations. Individual reports by members and the conclusions reached by presidents of the commissions are forwarded to the faculty council of the school (*consiliul profesoral al facultății*) in which the appointments are to be made, and, upon approval, to the university senate, which must act

²⁴ See, for example, announcements of competitions by various institutions of higher learning for filling a variety of vacancies in *Gazeta Învățământului*, No. 969, Nov. 15, 1968, p. 4. Announcements of this type appear quite frequently in this journal.

²⁵ The materials that candidates are expected to submit include notarized transcripts of their diplomas and higher education records, copies of their scientific works, the recommendation of their department chairmen concerning both their professional and social record, a certificate relating to their length of service, a résumé of their scientific activities, and a signed autobiographical statement.

within 30 days. Formal appointments are made by the Ministry of Education on the basis of senate decisions reported by the rectors.

The positions of lecturer and assistant are filled either through the promotion of assistants and probationary assistants, respectively, or through competitions. The promotion procedure requires that a candidate be recommended by his department chairman to faculty councils of the particular schools. Decisions of the faculty councils are forwarded by their respective deans to the rector; he, in turn, makes formal appointments on the basis of final decisions by the university senate. Positions not filled under this procedure are filled through a competitive process, basically the same as the one governing the appointment of professors and associate professors.

If within 6 years assistants and probationary assistants do not prove themselves effective either in teaching, research, or published work, they may be dismissed by the Ministry of Education. Dismissal is based on recommendations by the departments and concurrence by the faculty council and rector. Persons dismissed are assured positions in other sectors of the economy commensurate with their abilities and studies.

The rights and duties of the instructional staff in institutions of higher learning are basically the same as those of teachers in the pre-higher educational system. Although the character and level of work of those employed in higher education are more advanced than those of teachers in the lower levels, teachers in institutions of higher learning are required to work an average of about 8 hours a day. The teaching load accounts for 6 hours a week for professors and associate professors, 8 hours for lecturers, 12 hours for assistants, and from 6 to 12 hours for probationary assistants during the last 2 years of their probation.²⁶

Remuneration

In addition to rights relating to professional activities, teachers employed in all education levels in Romania enjoy, under law, a series of privileges concerning salary, retirement, and recognition of service.

The wage scale of teachers is determined on the basis of

- teaching position filled,
- training required for the position,
- teaching rank achieved,
- seniority in education and level of teaching performance, and
- specific conditions in which the teaching is conducted.

These criteria are evaluated when teachers approach the end of the five promotional steps or grades (*gradajii*) consisting of 5 years each.²⁷ Teachers with outstanding records of performance may be promoted

²⁶ Articles 101-71 of the Statute.

²⁷ Toward the end of each 5-year promotional period, teachers are evaluated both with respect to their teaching and their performance of other assigned responsibilities. The evaluation is made by leaders of the particular school, in consultation with the local trade union chapter, and discussed in the faculty council. Teachers may appeal the findings of the school leadership to the school inspectorates, the ministry, or the central governmental agency under whose auspices their school operates. Articles 74-75 of the Statute.

at a faster rate; that is, the period of service may be reduced from 5 to 4 years. The promotional scale for those serving in lower education levels in schools located in rural areas (where the conditions of teaching and living are less favorable than in the cities) may be further reduced—from 5 to 3 years. This is an inducement to encourage teachers to accept positions in rural areas on a voluntary basis.

Teachers normally retire after completing the fifth promotional grade; i.e., after 25 years of service. Professors and associate professors in higher education are allowed to teach to age 70, after which they can continue, under certain conditions, as consultants (*consultanți*).²⁸

In addition to being entitled to consideration for faster-than-usual promotions and the salary increases that accompany such advancement, outstanding teachers are eligible to receive special titles and prizes in recognition of their services. In the lower education levels, teachers so identified may be awarded either the title outstanding (*evidențiat*) or meritorious (*emerit*). In higher education, only the meritorious title is used. The outstanding title is awarded by the Ministry of Education to teachers with excellent teaching records who have completed at least 5 years in the profession. The meritorious title is awarded by the Council of State (*Consiliul de Stat*)²⁹ to teachers with an outstanding reputation and long record of service. The prizes, titles, and other special distinctions are normally awarded on June 30, the day proclaimed as teachers' day (*Ziua învățătorului*).³⁰

On the basis of evidence presented, it can be said that Romanian teachers, like those in other socialist countries, are nearly on a par with teachers in the nonsocialist world with regard to financial and material remuneration. However, partially because a special system of recognition for outstanding teachers is in existence, they enjoy greater esteem and higher social status than do their counterparts in most democracies.

²⁸ Retirement conditions and pensions are regulated under the Law Concerning State Social Security Pensions (*Legea privind Pensile de Asigurări Sociale de Stat*).

²⁹ For details on the Council of State, see p. 5.

³⁰ Articles 172-208 and 223-27 of the Statute.

Appendix A

Glossary

Romanian

English

A

| | |
|---|--|
| <i>Academia de științe social-politice Ștefan Gheorghiu</i> | Stefan Gheorghiu Academy of Social and Political Science |
| — <i>Republicii Socialiste România</i> | Academy of the Socialist Republic of Romania |
| <i>Academie</i> | academy |
| <i>Agitație-propagandă</i> | agitation and propaganda |
| <i>Arhitect conductor</i> | architectural foreman |
| — <i>diplomat</i> | diploma-holding architect |

B

| | |
|----------------------------|------------------|
| <i>Bacalaureat</i> | baccalaureate |
| <i>Birou</i> | bureau |
| — <i>de personal</i> | personnel bureau |

C

| | |
|---|--|
| <i>Cămină de copii</i> | nursery |
| <i>Carnet de student</i> | student record book |
| <i>Catedră</i> | department |
| <i>Centrul de Cercetări pentru Problemele Tineretului</i> | Research Center for Youth Problems |
| <i>Certificat de absolvire</i> | graduation certificate |
| <i>Ciclu superior de 2 ani</i> | upper 2-year cycle (of elementary education) |
| <i>Circumscripție preșcolară</i> | preschool district |
| — <i>școlară</i> | school district |
| <i>Colegiul Central de Partid</i> | Central Party Collegium |
| — <i>Ministerului Învățământului</i> | Collegium of the Ministry of Education |
| <i>Comisia Centrală de Revizie</i> | Central Auditing Commission |
| — <i>Superioară de Diplome</i> | High Commission on Diplomas |
| <i>Comisie de doctorat</i> | doctoral commission |
| — <i>juridică</i> | law commission |
| — <i>pentru cultură și învățământ</i> | Commission on Education and Culture |
| <i>Comitet de părinți</i> | parents' committee |
| <i>Comitetul Central</i> | Central Committee |
| — <i>de Stat al Apelor</i> | State Waters Commission |
| — — — — — <i>planificării</i> | State Planning Committee |

| | |
|---|---|
| _____ pentru Constructii, Arhitectură și Sistemizare | State Committee on Construction, Archi- tecture, and Systematization |
| _____ Cultură și Artă | State Committee for Culture and Art |
| _____ Probleme de Organizare și Salarizare | State Committee on Problems of Organiza- tion and Wages |
| _____ executiv | executive committee |
| _____ Uniunii Sindicatelor | Trade Union Committee |
| Comună | village or commune |
| Conducător științific | scientific leader or mentor |
| Conducător agronom | agronomic foreman |
| _____ arhitect | architectural foreman |
| Conferențiar | associate professor |
| Conferința Națională a Studenților | National Conference of Students |
| Conservatorie | conservatory |
| Consilii studențești | student councils |
| Consiliile populare județene | county people's councils |
| Consiliul artelor plastice | Council of Plastic Arts |
| _____ de apărare | Council of Defense |
| _____ Miniștri | Council of Ministers |
| _____ Stat | Council of State |
| _____ Învățământului de cultură generală | Council of the Schools of General Educa- tion |
| _____ profesional și tehnic | Council of Vocational and Technical Edu- cation |
| _____ superior | Council of Higher Education |
| _____ muzicii | Council of Music |
| _____ Național al Cercetării Științifice | National Council for Scientific Research |
| _____ Organizației Pionierilor | National Council of the Pioneers' Or- ganization |
| _____ pentru Educație și Sport | National Council for Physical Education and Sports |
| _____ popular | people's council |
| Consiliul profesoral | faculty council or professorial council |
| _____ Superior al Agriculturii | Higher Council of Agriculture |
| _____ teatrelor | Council of Theaters |
| Corpul de inspectori generali școlari | Corps of General School Inspectors |
| Curs de calificare | qualifying course |
| _____ perfecționare | refresher or further-training course |
| _____ scurtă durată | short-term course |

D

| | |
|---|---|
| Decan | dean |
| Definitivare | tenure or confirmation in position |
| Departamentul învățământului pro- fesional și tehnic | Department of Vocational and Technical Education |
| Detasament | detachment |
| Diplomă de absolvire | graduation diploma |
| _____ arhitect | diploma of architect |
| _____ bacalaureat | baccalaureate diploma |
| _____ conductor arhitect | diploma of architectural foreman |
| _____ doctor-medic | diploma of physician or medical doctor |
| _____ veterinar | diploma of veterinary doctor |
| _____ inginer | diploma of engineer |
| _____ licență | license diploma |
| _____ subinginer | diploma of junior engineer |

| | |
|---|---|
| <i>Direcția de aprovizionare</i> | Directorate of Supplies |
| — control | Directorate of Control |
| — relații externe | Directorate of Foreign Relations |
| — generală a învățământului profesional și tehnic | General Directorate of Vocational and Technical Education |
| <i>Direcția generală a învățământului superior tehnic și economic</i> | General Directorate of Higher Technical and Economic Education |
| — universitar | General Directorate of University Education |
| — organizării învățământului de cultură generală | General Directorate on the Organization of Schools of General Education |
| — pedagogică a învățământului de cultură generală | Pedagogical General Directorate of Schools of General Education |
| — pentru învățământul în limbile naționalităților conlocuitoare | Directorate on Education in the Languages of the National Minorities |
| — plan-finanțe | Directorate on Planning and Finance |
| — secretariatului, documentării și administrativă | Directorate of the Secretariat, Documentation, and Administration |
| — tehnică de investiții | Technical and Investments Directorate |
| <i>Director</i> | director |
| — adjunct | deputy director |
| <i>Doctor</i> | doctor |
| — docent în științe | doctor-docent-in-science |
| <i>Doctorand</i> | doctoral student |

E

| | |
|--|---|
| <i>Editura Didactică și Pedagogică</i> | Didactical and Pedagogical Publishing House |
| <i>Emerit</i> | meritorious |
| <i>Evidențiat</i> | outstanding |
| <i>Examen de bacalaureat</i> | baccalaureate examination |
| — definitivare | confirmation or tenure examination |
| — diplomă | diploma examination |

F

| | |
|---|---------------------------|
| <i>Facultate</i> | faculty or school |
| <i>Frontul Popular Democratic</i> | People's Democratic Front |
| — <i>Unității Socialiste</i> | Front of Socialist Unity |

G

| | |
|---------------------------------|-------------------|
| <i>Gradație</i> | promotional grade |
| <i>Grădinișă de copii</i> | kindergarten |
| <i>Grupă de studenți</i> | student group |

I

| | |
|---------------------------------|-----------------------------------|
| <i>Inginer economist</i> | engineer economist |
| <i>Inspectorat școlar</i> | school inspectorate |
| <i>Institut</i> | institute |
| — pedagogic de învățători | teacher-training institute |
| — 3 ani | 3-year teacher-training institute |

| | |
|--|--|
| <i>Institutor</i> | schoolmaster or instructor |
| <i>Institutul de Științe Pedagogice</i> | Institute of Pedagogical Sciences |
| — <i>pentru Perfecționarea Cadrelor</i> | |
| — <i>Didactice</i> | Institute for Upgrading the Teaching Cadres |
| <i>Invățământul liceal</i> | lyceum or secondary education |
| — <i>obligatoriu de cultură generală</i> | compulsory general or elementary educa- tion |
| — <i>postuniversitar</i> | postuniversity or postgraduate education |
| — <i>preșcolar</i> | preschool or preprimary education |
| — <i>profesional și tehnic</i> | vocational and technical education |
| — <i>superior</i> | higher education |
| — <i>agronomic</i> | higher agronomic education |
| <i>Invățământul superior de artă</i> | higher art education |
| — <i>cultură fizică</i> | higher physical education |
| — <i>medicină și farmacie</i> | higher medical and pharmaceutical edu- cation |
| — <i>economic</i> | higher economic education |
| — <i>pedagogic</i> | higher teacher education |
| — <i>tehnic</i> | higher technical education |
| — <i>universitar</i> | higher university education |
| — <i>tehnic</i> | technical education |
| <i>Invățător</i> | teacher |

J

| | |
|--------------------------------|--------------|
| <i>Județ</i> | county |
| <i>Jurnalul de grupă</i> | group record |

L

| | |
|--|---|
| <i>Lector</i> | lecturer |
| <i>Legitimația de student</i> | student identification card |
| <i>Liceu</i> | lyceum or high school |
| — <i>agricol</i> | agricultural lyceum |
| — <i>de cultură generală</i> | academic lyceum or lyceum of general education |
| — <i>specialitate</i> | specialized lyceum |
| — <i>economic</i> | economic lyceum |
| — <i>industrial</i> | industrial lyceum |
| — <i>pedagogic de învățători și</i> <i>educatoare</i> | teacher-training lyceum for teachers and kindergarten teachers |
| — <i>sanitar</i> | health-oriented lyceum |

M

| | |
|--|---------------------------------------|
| <i>Maistru</i> | master craftsman |
| <i>Maistru-instructor</i> | master-instructor |
| <i>Marea Adunare Națională</i> | Grand National Assembly |
| <i>Ministerul Energiei Electrice</i> | Ministry of Electric Power |
| — <i>Finanțelor</i> | Ministry of Finance |
| — <i>Industriei Chimice</i> | Ministry of Chemical Industry |
| — <i>Construcțiilor de Mașini</i> | Ministry of Machine-Building Industry |
| — <i>Ușoare</i> | Ministry of Light Industry |
| — <i>Invățământului</i> | Ministry of Education |
| — <i>Muncii</i> | Ministry of Labor |
| — <i>pentru Problemele Tineretului</i> | Ministry for Youth Problems |
| — <i>Sănătății și Prevederilor Sociale</i> | Ministry of Health and Social Welfare |
| <i>Ministrul Invățământului</i> | Minister of Education |

O

| | |
|--------------------------------------|------------------------|
| <i>Oraș</i> | town or city |
| <i>Organizația Pionierilor</i> | Pioneers' Organization |

P

| | |
|--------------------------------------|---|
| <i>Palatul Pionierilor</i> | Pioneers' Palace |
| <i>Partidul Comunist Român</i> | Romanian Communist Party |
| <i>Președinte</i> | president |
| <i>Prezidiul Permanent</i> | Standing Presidium |
| <i>Primar</i> | Mayor |
| <i>Procuratura</i> | prosecutor's office |
| <i>Procuror General</i> | chief public prosecutor or general prosecutor |
| <i>Prodecan</i> | assistant dean |
| <i>Prorector</i> | deputy rector or provost |

R

| | |
|---|-----------------------------------|
| <i>Rector</i> | rector or chancellor or president |
| <i>Republica Socialistă România</i> | Socialist Republic of Romania |

S

| | |
|--|--|
| <i>Școală de cultură generală</i> | school of general education or elementary school |
| — — — — <i>maștri</i> | school for master craftsmen |
| — — — — <i>specializare postliceală</i> | school for postsecondary specialization |
| — — — — <i>profesională</i> | vocational school |
| — — — — <i>maștri</i> | evening vocational school |
| — — — — <i>serală de partid</i> | evening Party school |
| — — — — <i>Superioară de Partid Ștefan Gheorghiu</i> | Ștefan Gheorghiu Higher Party School |
| — — — — <i>tehnică pentru personal tehnic</i> | technical school for technical personnel |
| <i>Școli tehnice post-medii</i> | postsecondary technical schools |
| <i>Secretar General</i> | Secretary General |
| — — — — <i>științific</i> | scientific secretary |
| <i>Secretariat</i> | secretariat |
| <i>Secția Învățământ</i> | education section |
| <i>Secție</i> | section |
| — — — — <i>reală</i> | science or real section |
| — — — — <i>umanistă</i> | humanities section |
| <i>Șef de catedră</i> | department chairman |
| <i>Șef de lucrări</i> | project chief or lecturer |
| <i>Senat</i> | senate |
| <i>Stagiar</i> | probationary |
| <i>Stagiu de pregătire</i> | preparation phase |
| <i>Subinginer</i> | junior engineer |

T

| | |
|-------------------------------|---------------------------------|
| <i>Teză de doctorat</i> | doctoral thesis or dissertation |
| <i>Titular</i> | titulary or titled instructor |

U

| | |
|--|--|
| <i>Ucenicie la locul de muncă</i> | on-the-job apprenticeship |
| <i>Unitate</i> | unit |
| <i>Uniunea Asociațiilor Studenților din România—UASR</i> | Union of Student Associations of Romania |

| | |
|--|--|
| — <i>Centrală a Cooperativelor de Consum</i> | Central Union of Consumer Cooperatives |
| — <i>Meşesugăreşti</i> | Central Union of Handicraft Cooperatives |
| — <i>de Cultură Fizică şi Sport</i> | Union of Physical Education and Sports |
| — <i>Tineretului Comunist—UTM</i> | Union of Communist Youth |
| <i>Universitate</i> | university |
| — <i>serală de marxism-leninism</i> | evening university of Marxism-Leninism |
| <i>Universităţi muncitoreşti</i> | workers' universities |
| — <i>populare</i> | people's universities |

Z

| | |
|---------------------------------|---------------|
| <i>Ziua învăţătorului</i> | teacher's day |
|---------------------------------|---------------|

Appendix B

Romanian Higher Education Institutions, 1968

| Institution and schools | Years of study ¹ | Rector |
|--|-----------------------------|------------------|
| I. UNIVERSITIES (<i>Universități</i>) | | |
| Alexandru Ioan Cuza University of Iași (<i>Universitatea Alexandru Ioan Cuza din Iași</i>) | | Dr. Ion Creangă |
| School of Biology and Geography (<i>Facultatea de biologie-geografie</i>) | 5 | |
| School of Chemistry (<i>Facultatea de chimie</i>) | 5 | |
| School of Economics (<i>Facultatea de studii economice</i>) | 4 | |
| School of History and Philosophy (<i>Facultatea de istorie-filozofie</i>) ... | 5 | |
| School of Law (<i>Facultatea de drept</i>) | 5 | |
| School of Mathematics and Mechanics (<i>Facultatea de matematică-mecanică</i>) | 5 | |
| School of Philology (<i>Facultatea de filologie</i>) | 5 | |
| School of Physics (<i>Facultatea de fizică</i>) | 5 | |
| Babeș-Bolyai University of Cluj (<i>Universitatea Babeș-Bolyai din Cluj</i>) | | |
| School of Biology and Geography .. | 5 | |
| School of Chemistry | 5 | |
| School of Economics | 4 | |
| School of History and Philosophy .. | 5 | |
| School of Law | 5 | |
| School of Mathematics and Mechanics | 5 | |
| School of Philology | 5 | |
| School of Physics | 5 | |
| University of Bucharest (<i>Universitatea din București</i>) | | Dr. Jean Livescu |
| School of Biology (<i>Facultatea de biologie</i>) | 5 | |
| School of Chemistry | 5 | |
| School of Geology and Geography .. | 5 | |

I. UNIVERSITIES (continued)

| Institution and schools | Years of study † | Rector |
|--|------------------|-------------------|
| School of History (<i>Facultatea de istorie</i>) | 5 | Dr. Mircea Oprean |
| School of Law | 5 | |
| School of Mathematics and Mechanics | 5 | |
| School of Philosophy (<i>Facultatea de filozofie</i>) | 5 | |
| School of Physics | 5 | |
| School of Romanian Language and Literature (<i>Facultatea de limba și literatura Română</i>) | 5 | |
| University of Craiova (<i>Universitatea din Craiova</i>) | | |
| School of Agriculture (<i>Facultatea de agricultură</i>) | 5 | |
| School of Chemistry | 5 | |
| School of Economics | 4 | |
| School of Electrotechnology (<i>Facultatea de electrotehnică</i>) | 5 | |
| School of Horticulture (<i>Facultatea de horticultură</i>) | 5 | |
| School of Mathematics (<i>Facultatea de matematică</i>) | 5 | |
| School of Philology | 5 | |
| University of Timișoara (<i>Universitatea din Timișoara</i>) | | Dr. Ioan Curea |
| School of Economics | 4 | |
| School of Mathematics and Mechanics | 5 | |
| School of Philology | 5 | |
| School of Physics | 5 | |

II. HIGHER TECHNICAL EDUCATION (*Învățământul superior tehnic*)

| | | |
|---|---|----------------------|
| Gheorghe Gheorghiu-Dej Polytechnical Institute of Bucharest (<i>Institutul Politehnic Gheorghe Gheorghiu-Dej din București</i>) | | Dr. George Bărănescu |
| School of Agricultural Mechanics (<i>Facultatea de mecanică agricolă</i>) | 5 | |
| School of Automation (<i>Facultatea de automată</i>) | 5 | |
| School of Electronics and Telecommunications (<i>Facultatea de electronică și telecomunicații</i>) | 5 | |
| School of Electrotechnology | 5 | |
| School of Energetics (<i>Facultatea de energetică</i>) | 5 | |
| School of Industrial Chemistry (<i>Facultatea de chimie industrială</i>) | 5 | |
| School of Machine-Building Technology (<i>Facultatea de tehnologia construcției de mașini</i>) | 5 | |

II. HIGHER TECHNICAL EDUCATION (continued)

| Institution and schools | Years of study | Rector |
|--|----------------|------------------------|
| School of Mechanics (<i>Facultatea de mecanică</i>) | 5 | Prof. Radu Prişcu |
| School of Metallurgy (<i>Facultatea de metalurgie</i>) | 5 | |
| School of Transportation (<i>Facultatea de transporturi</i>) | 5 | |
| Institute of Construction of Bucharest (<i>Institutul de Construcţii din Bucureşti</i>) | 5 | |
| School of Construction Installations (<i>Facultatea de instalaţii pentru construcţii</i>) | 5 | |
| School of Construction Machines and Equipment (<i>Facultatea de maşini şi utilaj pentru construcţii</i>) | 5 | |
| School of Construction (<i>Facultatea de construcţii</i>) | 5 | |
| School of Hydrotechnology (<i>Facultatea de hidrotehnică</i>) | 5 | |
| School of Rail, Road, and Bridge Building (<i>Facultatea de construcţii feroviare, drumuri şi poduri</i>) | 5 | |
| Institute of Mines of Petroşeni (<i>Institutul de Mine din Petroşeni</i>) | 5 | |
| School of Mines (<i>Facultatea de mine</i>) | 5 | |
| School of Mining Electromechanics (<i>Facultatea de electromecanică minieră</i>) | 5 | Dr. Stelian Dumitrescu |
| Institute of Petroleum of Ploieşti (<i>Institutul de Petrol din Ploieşti</i>) | 5 | |
| School of Petroleum Machines and Equipment (<i>Facultatea de maşini şi utilaj petrolier</i>) | 5 | |
| Institute of Petroleum, Gas, and Geology of Bucharest (<i>Institutul de Petrol, Gază şi Geologie din Bucureşti</i>) | 5 | Dr. Mihai Bogdan |
| School of Crude Oil and Gas Exploitation (<i>Facultatea de exploatarea zăcămintelor de ţiţei şi gaze</i>) | 5 | |
| School of Crude Oil, Gas Technology and Chemical Processing (<i>Facultatea de tehnologia şi chimizarea ţiţeiului şi gazelor</i>) | 5 | Prof. Ascanio Damian |
| School of Technical Geology (<i>Facultatea de geologie tehnică</i>) | 5 | |
| Ion Mincu Institute of Architecture of Bucharest (<i>Institutul de Arhitectură Ion Mincu din Bucureşti</i>) | 5 | |

II. HIGHER TECHNICAL EDUCATION (continued)

| Institution and schools | Years of study ¹ | Rector |
|--|-----------------------------|----------------------------------|
| School of Architecture and Urban Development (<i>Facultatea de arhitectură și urbanism</i>) | 6 | Dr. Gheorghe Nițescu |
| Polytechnical Institute of Brașov (<i>Institutul Politehnic din Brașov</i>) | | |
| School of Forestry (<i>Facultatea de silvicultură</i>) | 5 | |
| School of Lumber Processing (<i>Facultatea de industrializarea lemnului</i>) | 5 | |
| School of Machine-Building Technology | 5 | |
| School of Mechanics | 5 | Prof. Bazil Popa |
| Polytechnical Institute of Cluj (<i>Institutul Politehnic din Cluj</i>) | | |
| School of Construction | 5 | |
| School of Electromechanics (<i>Facultatea de electromecanică</i>) | 5 | |
| School of Mechanics | 5 | |
| Polytechnical Institute of Galați (<i>Institutul Politehnic din Galați</i>) | | Prof. Iosif Egri |
| School of Food Technology and Fishing (<i>Facultatea de tehnologia produselor alimentare și tehnica pescuitului</i>) | 5 | |
| School of Mechanics | 6 | |
| Polytechnical Institute of Iași (<i>Institutul Politehnic din Iași</i>) | | Academician Cristofor Simionescu |
| School of Constructions | 5 | |
| School of Electrotechnology | 5 | |
| School of Hydrotechnology | 5 | |
| School of Industrial Chemistry | 5 | |
| School of Light Industry (<i>Facultatea de industrie ușoară</i>) | 5 | |
| School of Mechanics | 5 | |
| Polytechnical Institute of Timișoara (<i>Institutul Politehnic din Timișoara</i>) | | |
| School of Agricultural Mechanics .. | 5 | |
| School of Construction | 5 | |
| School of Electrotechnology | 5 | |
| School of Industrial Chemistry | 5 | |
| School of Mechanics | 5 | |

III. HIGHER AGRONOMIC EDUCATION (*Învățământul superior agronomic*)

| | | |
|--|---|-------------------|
| Agronomic Institute of Timișoara (<i>Institutul Agronomic din Timișoara</i>) | | Dr. Iulian Drăcea |
| School of Agriculture | 5 | |
| School of Veterinary Medicine (<i>Facultatea de medicină veterinară</i>) .. | 5 | |

III. HIGHER AGRONOMIC EDUCATION (continued)

| Institution and schools | Years of study ¹ | Rector |
|--|-----------------------------|-----------------------------|
| Dr. Petru Groza Agronomic Institute of Cluj (<i>Institutul Agronomic Dr. Petru Groza din Cluj</i>) | | Prof. Emil Negruşiu |
| School of Agriculture | 5 | |
| School of Veterinary Medicine | 5 | |
| Ion Ionescu de la Brad Agronomic Institute of Iaşi (<i>Institutul Agronomic Ion Ionescu de la Brad din Iaşi</i>) | | Dr. Mihai Răvăruş |
| School of Agriculture | 5 | |
| School of Horticulture | 5 | |
| School of Veterinary Medicine | 5 | |
| Nicolae Bălcescu Agronomic Institute of Bucharest (<i>Institutul Agronomic Nicolae Bălcescu din Bucureşti</i>) | | Academician Eugen Rădulescu |
| School of Agriculture | 5 | |
| School of Horticulture | 5 | |
| School of Veterinary Medicine | 5 | |

IV. HIGHER ECONOMICS EDUCATION (*Invăţământul superior economic*)

| | | |
|---|----|----------------|
| Academy of Economics of Bucharest (<i>Academia de Studii Economice din Bucureşti</i>) | | Dr. Marin Lupu |
| School of Accounting and Economic Cybernetics (<i>Facultatea de calcul economic şi cibernetică economică</i>) | 4½ | |
| School of Bookkeeping (<i>Facultatea de contabilitate</i>) | 4 | |
| School of Commerce (<i>Facultatea de comerţ</i>) | 4 | |
| School of Finance (<i>Facultatea de finanţe</i>) | 4 | |
| School of General Economics (<i>Facultatea de economie generală</i>) .. | 4 | |
| School of Production Economics (<i>Facultatea de economia producţiei</i>) | 4 | |

V. HIGHER MEDICAL-PHARMACEUTICAL EDUCATION (*Invăţământul superior de medicină şi farmacie*)

| | | |
|---|---|-----------------------------|
| Medical Institute of Timişoara (<i>Institutul de Medicină din Timişoara</i>) | | Dr. Pius Brinzeu |
| School of Medicine (<i>Facultatea de medicină</i>) | 6 | |
| School of Stomatology (<i>Facultatea de stomatologie</i>) | 6 | |
| Medical-Pharmaceutical Institute of Bucharest (<i>Institutul de Medicină şi Farmacie din Bucureşti</i>) | | Academician Teodor Burghele |

V. HIGHER MEDICAL-PHARMACEUTICAL EDUCATION (continued)

| Institution and schools | Years of study ¹ | Rector | |
|---|-----------------------------|---------------------|----------------|
| School of Medicine | 6 | Dr. Octavian Fodor | |
| School of Pediatrics (<i>Facultatea de pediatrie</i>) | 6 | | |
| School of Pharmacy (<i>Facultatea de farmacie</i>) | 5 | | |
| School of Stomatology | 6 | | |
| Medical-Pharmaceutical Institute of Cluj (<i>Institutul de Medicină și Farmacie din Cluj</i>) | | | |
| School of Medicine | 6 | | |
| School of Pharmacy | 5 | | |
| School of Stomatology | 6 | | |
| Medical-Pharmaceutical Institute of Iași (<i>Institutul de Medicină și Farmacie din Iași</i>) | | | Dr. Mihai Duca |
| School of Medicine | 6 | | |
| School of Pharmacy | 5 | | |
| School of Stomatology | 6 | | |
| Medical-Pharmaceutical Institute of Tîrgu-Mureș (<i>Institutul de Medicină și Farmacie din Tîrgu-Mureș</i>) | | Dr. Gheorghe Pușkaș | |
| School of Medicine | 6 | | |
| School of Pharmacy | 5 | | |
| School of Stomatology | 6 | | |

VI. HIGHER ARTISTIC EDUCATION (*Învățământul superior de artă*)

| | | |
|--|---|------------------------|
| Ciprian Porumbescu Conservatory of Bucharest (<i>Conservatorul Ciprian Porumbescu din București</i>) | | Prof. Victor Giuleanu |
| School of Composition, Conducting, and Education (<i>Facultatea de compoziție, dirijat, pedagogie</i>) .. | 5 | |
| School of Instruments and Singing (<i>Facultatea de instrumente și canto</i>) | 5 | |
| George Enescu Conservatory of Music of Iași (<i>Conservatorul de Muzică George Enescu din Iași</i>) | | Prof. Achim Stoia |
| School of Composition, Conducting, and Education .. | 5 | |
| School of Instruments and Singing | 5 | |
| Gh. Dima Conservatory of Music of Cluj (<i>Conservatorul de Muzică Gh. Dima din Cluj</i>) | | Prof. Liviu Comes |
| School of Composition, Conducting, and Education | 5 | |
| School of Instruments and Singing .. | 5 | |
| I. L. Caragiale Institute of Theater and Cinematographic Arts of Bucharest (<i>Institutul de Artă Teatrală și Cinematografică I. L. Caragiale din București</i>) | | Prof. Costache Antoniu |

VI. HIGHER ARTISTIC EDUCATION (continued)

| Institution and schools | Years of study ¹ | Rector |
|--|-----------------------------|----------------------------|
| School of Theater Arts (<i>Facultatea de teatru</i>) | 4 | Prof. Daniel Popescu |
| Ion Andreescu Institute of Plastic Arts of Cluj (<i>Institutul de Arte Plastice Ion Andreescu din Cluj</i>) | | |
| School of Plastic and Decorative Arts (<i>Facultatea de arte plastice și decorative</i>) | 6 | |
| N. Grigorescu Institute of Plastic Arts of Bucharest (<i>Institutul de Arte Plastice N. Grigorescu din București</i>) | | Prof. Alexandru Ciucurencu |
| School of Decorative Arts (<i>Facultatea de arte decorative</i>) | 6 | |
| School of Plastic Arts (<i>Facultatea de arte plastice</i>) | 6 | |
| Szentgyörgyi István Institute of Theater Arts of Tîrgu-Mureș (<i>Institutul de Teatru Szentgyörgyi István din Tîrgu-Mureș</i>) | | Prof. Ludovic Szabó |
| School of Theater Arts | 4 | |

VII. HIGHER PHYSICAL EDUCATION (*Învățământul superior de cultură fizică*)

| | | |
|--|---|-----------------------|
| Institute of Physical Education of Bucharest (<i>Institutul de Cultură Fizică din București</i>) | | Prof. Leon Teodorescu |
| School of Physical Education and Sports (<i>Facultatea de cultură fizică și sport</i>) | 4 | |

VIII. HIGHER TEACHER EDUCATION (*Învățământul superior pedagogic*)

| | | |
|--|---|--------------------|
| Institute of Foreign Languages and Literature of Bucharest (<i>Institutul de Limbi și Literaturi Străine din București</i>) ² | | Dr. Jean Livescu |
| School of Germanic Languages (<i>Facultatea de limbi germanice</i>) | 5 | |
| School of Oriental Languages and Literature (<i>Facultatea de limbi și literaturi orientale</i>) | 5 | |
| School of Romance and Classical Languages (<i>Facultatea de limbi romanice și clasice</i>) | 5 | |
| School of Slavic Languages (<i>Facultatea de limbi slave</i>) | 5 | |
| Three-Year Teacher-Training Institute of Bacău (<i>Institutul Pedagogic de 3 Ani din Bacău</i>) | | Dr. Gheorghe Hasan |

VIII. HIGHER TEACHER EDUCATION (continued)

| Institution and schools | Years of study ¹ | Rector |
|--|-----------------------------|---------------------|
| School of History and Geography (<i>Facultatea de istorie-geografie</i>) .. | 3 | |
| School of Mathematics | 3 | |
| School of Natural Sciences (<i>Facultatea de științe naturale</i>) | 3 | |
| School of Philology | 3 | |
| School of Physical Education (<i>Facultatea de educație fizică</i>) | 3 | |
| Three-Year Teacher-Training Institute of Baia Mare (<i>Institutul Pedagogic de 3 Ani din Baia Mare</i>) | | Prof. Ioan Moldovan |
| School of Mathematics | 3 | |
| School of Natural Sciences | 3 | |
| School of Philology | 3 | |
| Three-Year Teacher-Training Institute of Brașov (<i>Institutul Pedagogic de 3 Ani din Brașov</i>) | | Prof. Eugen Chiș |
| School of Mathematics | 3 | |
| School of Natural Sciences | 3 | |
| School of Physics and Chemistry (<i>Facultatea de fizică-chimie</i>) | 3 | |
| Three-Year Teacher-Training Institute of Bucharest (<i>Institutul Pedagogic de 3 Ani din București</i>) ² | | Dr. Jean Livescu |
| School of History and Geography .. | 3 | |
| School of Mathematics | 3 | |
| School of Natural Sciences | 3 | |
| School of Philology | 3 | |
| School of Physical Education | 3 | |
| School of Physics and Chemistry .. | 3 | |
| School of Plastic Arts | 3 | |
| Three-Year Teacher-Training Institute of Cluj (<i>Institutul Pedagogic de 3 Ani din Cluj</i>) ³ | | Dr. Ștefan Pascu |
| School of Mathematics | 3 | |
| School of Natural Sciences | 3 | |
| School of Philology | 3 | |
| School of Physical Education | 3 | |
| School of Physics and Chemistry .. | 3 | |
| School of Plastic Arts | 3 | |
| Three-Year Teacher-Training Institute of Constanța (<i>Institutul Pedagogic de 3 Ani din Constanța</i>) | | Prof. Paul Borcea |
| School of Mathematics | 3 | |
| School of Natural Sciences | 3 | |
| School of Philology | 3 | |
| School of Physics and Chemistry .. | 3 | |
| Three-Year Teacher-Training Institute of Craiova (<i>Institutul Pedagogic de 3 Ani din Craiova</i>) ² | | Dr. Mircea Oprean |
| School of History and Geography .. | 3 | |
| School of Natural Sciences | 3 | |

VIII. HIGHER TEACHER EDUCATION (continued)

| Institution and schools | Years of study ¹ | Rector |
|--|-----------------------------|----------------------------------|
| Three-Year Teacher-Training Institute of Galați (<i>Institutul Pedagogic de 3 Ani din Galați</i>) | | Dr. Ioan Teodorescu |
| School of Mathematics | 3 | |
| School of Natural Sciences | 3 | |
| School of Philology | 3 | |
| School of Physics and Chemistry .. | 3 | |
| Three-Year Teacher-Training Institute of Iași (<i>Institutul Pedagogic de 3 Ani din Iași</i>)² | | Dr. Ion Creangă |
| School of Mathematics | 3 | |
| School of Natural Sciences | 3 | |
| School of Philology | 3 | |
| School of Physical Education | 3 | |
| School of Physics and Chemistry .. | 3 | |
| School of Plastic Arts | 3 | |
| Three-Year Teacher-Training Institute of Oradea (<i>Institutul Pedagogic de 3 Ani din Oradea</i>) | | Dr. Alexandru Săndulache |
| School of History and Geography .. | 3 | |
| School of Mathematics | 3 | |
| School of Philology | 3 | |
| School of Physical Education | 3 | |
| Three-Year Teacher-Training Institute of Pitești (<i>Institutul Pedagogic de 3 Ani din Pitești</i>) | | Dr. Augustin Z. N. Pop |
| School of Mathematics | 3 | |
| School of Natural Sciences | 3 | |
| School of Philology | 3 | |
| Three-Year Teacher-Training Institute of Suceava (<i>Institutul Pedagogic de 3 Ani din Suceava</i>) | | Prof. Alexandru Vasilescu |
| School of Mathematics | 3 | |
| School of Philology | 3 | |
| Three-Year Teacher-Training Institute of Timișoara (<i>Institutul Pedagogic de 3 Ani din Timișoara</i>)³ | | Dr. Ioan Curea |
| School of History and Geography .. | 3 | |
| School of Mathematics | 3 | |
| School of Music (<i>Facultatea de muzică</i>) | 3 | |
| School of Natural Sciences | 3 | |
| School of Philology | 3 | |
| School of Physical Education | 3 | |
| School of Physics and Chemistry .. | 3 | |
| School of Plastic Arts | 3 | |
| Three-Year Teacher-Training Institute of Tîrgu-Mureș (<i>Institutul Pedagogic de 3 Ani din Tîrgu-Mureș</i>) | | Prof. Ioan Lapoș |
| School of Mathematics | 3 | |

VIII. HIGHER TEACHER EDUCATION (continued)

| Institution and schools | Years of study ¹ | Rector |
|------------------------------------|-----------------------------|--------|
| School of Music | 3 | |
| School of Philology | 3 | |
| School of Physics and Chemistry .. | 3 | |

¹ The data pertain to day session students only. Persons enrolled in correspondence courses or in evening sessions usually study 1 year longer than those attending day sessions.

² Not strictly a teacher-training institute, the Institute of Foreign Languages and Literature operates under the auspices of the University of Bucharest.

³ The 3-year teacher-training institutes in the university centers of Bucharest, Cluj, Craiova, Iași, and Timișoara operate under the auspices of the respective universities.

SOURCE OF DATA: *Admiterea în învățământul superior* (Admission Into Higher Education). Bucharest: Ministerul Învățământului, 1968, pp. 13-57; "Rectorii instituțiilor de învățământ superior" (The Rectors of the Institutions of Higher Learning). *Revista Învățământului Superior* (Review of Higher Education), Bucharest, X:1095-96, Oct. 1968.

Appendix C

Research Institutes of the Academy of the Socialist Republic of Romania Offering Doctoral Programs, 1967

[—Denotes that sources did not include data]

| Institute | Location | Director |
|---|-----------|-------------------------------|
| Center for— | | |
| Biological Research (<i>Centrul de Cercetări Biologice</i>) | Cluj | Academician E. Pop |
| Biophysical Research (<i>Centrul de Cercetări Biofizice</i>) | Bucharest | — |
| Logic (<i>Centrul de Logică</i>) | do. | Academician Athanase Joja |
| Mathematical Statistics (<i>Centrul de Statistică Matematică</i>) | do. | Academician Gheorghe Mihoc |
| Organic Chemistry (<i>Centrul de Chimie Organică</i>) | do. | Academician C. Nevițescu |
| Phonetic and Dialectal Research (<i>Centrul de Cercetări Fonetice și Dialectale</i>) | do. | Academician Alexandru Rosetti |
| Physical Chemistry (<i>Centrul de Chimie Fizică</i>) | do. | Academician I. G. Murgulescu |
| D. Danielopolu Institute of Normal and Pathological Physiology (<i>Institutul de Fiziologie Normală și Patologică D. Danielopolu</i>) | do. | Academician Gr. Benetato |
| George Călinescu Institute of History and Literary Theory (<i>Institutul de Istorie și Teorie Literară George Călinescu</i>) | do. | Prof. A. Dima |
| Institute of — | | |
| Archeology (<i>Institutul de Arheologie</i>) | do. | Academician Emil Condurachi |
| Art History (<i>Institutul de Istoria Artei</i>) | do. | M. Popescu |
| Atomic Physics (<i>Institutul de Fizică Atomică</i>) | — | — |
| Biochemistry (<i>Institutul de Biochimie</i>) | Bucharest | Academician E. Macovschi |
| Calculus (<i>Institutul de Calcul</i>) | Cluj | Academician Tib. Popoviciu |
| Chemistry (<i>Institutul de Chimie</i>) | do. | Academician Raluca Ripan |
| Economics Research (<i>Institutul de Cercetări Economice</i>) | Bucharest | Prof. M. Levente |
| Energetics (<i>Institutul de Energetică</i>) | do. | Academician Remus Răduleț |

RESEARCH INSTITUTES (continued)

| Institute | Location | Director |
|--|-----------|-----------------------------------|
| Ethnography and Folklore (<i>Institutul de Etnografie și Folclor</i>) | do. | Prof. M. Pop |
| General and Applied Biology (<i>Institutul de Biologie Generală și Aplicată</i>) | Iași | Academician Vasile Rășcanu |
| Geology and Geography (<i>Institutul de Geologie și Geografie</i>) | Bucharest | Prof. Virgil Ianovici |
| History and Archeology (<i>Institutul de Istorie și Arheologie</i>) | Cluj | Academician Constantin Daicoviciu |
| Juridical Research (<i>Institutul de Cercetări Juridice</i>) | Bucharest | Prof. Traian Ionașcu |
| Linguistics (<i>Institutul de Lingvistică</i>) | do. | Academician Iorgu Iordan |
| Linguistics and Literary History (<i>Institutul de Lingvistică și Istorie Literară</i>) | Cluj | Prof. Ion Pătruț |
| Mathematics (<i>Institutul de Matematică</i>) | Bucharest | Academician M. Nicolescu |
| Mathematics (<i>Institutul de Matematică</i>) | Iași | Academician M. Haimovici |
| Medical Research (<i>Institutul de Cercetări Medicale</i>) | Cluj | Prof. O. Fodor |
| Neurology (<i>Institutul de Neurologie</i>) | Bucharest | Academician A. Kreindler |
| Philosophy (<i>Institutul de Filozofie</i>) | do. | Academician C. Ionescu-Gulian |
| Physics (<i>Institutul de Fizică</i>) | do. | Academician Eugen Bădărău |
| Psychology (<i>Institutul de Psihologie</i>) | do. | Prof. Al. Roșca |
| Nicolae Gh. Lupu Institute of Internal Medicine (<i>Institutul de Medicină Internă Nicolae Gh. Lupu</i>) | Bucharest | Prof. I. Bruckner |
| Nicolae Iorga Institute of History (<i>Institutul de Istorie Nicolae Iorga</i>) | do. | Academician A. Oțetea |
| Petru Poni Institute of Macromolecular Chemistry (<i>Institutul de Chimie Macromoleculară Petru Poni</i>) | Iași | Prof. Ion Zugrăvescu |
| Professor C. I. Parhon Institute of Endocrinology (<i>Institutul de Endocrinologie Prof. C. I. Parhon</i>) | Bucharest | Academician Ștefan Milcu |
| Ștefan S. Nicolau Institute of Inframicrobiology (<i>Institutul de Inframicrobiologie Ștefan S. Nicolau</i>) | do. | Prof. N. Cajal |
| Traian Săvulescu Institute of Biology (<i>Institutul de Biologie Traian Săvulescu</i>) | do. | Academician Alice Săvulescu |
| Traian Vuia Institute of Fluid Mechanics (<i>Institutul de Mecanica Fluidelor</i>) | do. | Academician Elie Carafoli |

SOURCE OF DATA: *Buletinul Oficial* (Official Bulletin), Bucharest, No. 101, Dec. 1, 1967, p. 796; *The World of Learning 1969-70*. London: Europa Publications Limited, (1970), pp. 1086-88.

Appendix D

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