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## The Constitutional Evolution of Romanian Education in 1866-1965 in the Romanian Space

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**Abstract:** The evolution of society in the Romanian space is also important from the perspective of analyzing the constitutional evolution of education during the period 1866-1965. Romanian education has undergone a long and complex constitutional process over a century, marked by cultural, political, and economic interests. From Cuza's educational reforms, continuing with the assertion of Romanian state sovereignty, through the two wars, and culminating with the establishment of the communist regime, education in the Romanian space has evolved, ensuring educational development and achieving its most significant accomplishments. The gradual nature of the evolution of Romanian education has led to a decrease in illiteracy, a reshaping and development of the architecture of educational logistics, and the professionalization of teaching staff, all under the state's requirements characteristic of each Constitution adopted between 1866 and 1965. Education within the education system lays the foundation for social cohesion and, implicitly, its development.

**Keywords:** constitution; fundamental right; the right to education

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## 1. Introduction

Recognizing the dignity of the human being, the rights and freedoms of citizens as supreme values, “in the spirit of the democratic traditions of the Romanian people” (Constitution of Romania, 1991, Article 1, paragraph 3). The Official Monitor of Romania, no. 233 of November 21, 1991, has led to the construction of fundamentally new relationships between power and society. By guaranteeing the individual a set of enshrined rights and freedoms, the state aims not only to support citizens’ self-fulfillment but also to instill in them the values and standards of behavior considered acceptable in society. Education, which for generations was a privilege reserved for certain groups of the population, is a public good in Romania today. Thus, the right to education, guaranteed by the Romanian Constitution (Article 32), not only ensures citizens’ access to knowledge but also transmits, through educational standards, a set of knowledge, skills, and abilities whose assimilation is considered essential by the state.

The sustainable development of a society is based on education, as it changes human behavior and develops human qualities for exploring new horizons. An individual’s success in life is based on the learning process, which ensures an appropriate way of thinking, and thus, the chances of an educated society developing and/or changing the state’s political and social systems at some point are high.

Acquiring new skills should be a continuous process, regardless of economic, social, and political contexts, thus ensuring educational stages from early childhood education to higher education.

The active involvement of the state, through its specialized bodies, in education is complemented by the motivational involvement of those “at home,” by consolidating the knowledge acquired and sedimented so that the primary beneficiary is the individual and, secondarily, society as a whole.

The importance of education, as well as its organization and support by the state, has been a topic of debate that has concerned humanity since ancient times. However, the constitutional consecration of the right to education only became relevant when human rights and constitutionalism institutions, in their modern sense, began to take shape and be implemented in practice.

## 2. Pages in the History of Romanian Education

In the doctrine of constitutional law from the beginning of the 19th century, it is mentioned that in “our old Romania, the practice of education lacked private initiative.” An exponent of this opinion, Professor Constantin Dissescu (1915, p. 602), mentions that the oldest schools were founded by some voivodes “who realized the importance of culture”.

In an opinion expressed by a Swiss professor in the mid-19th century (Kohly-Guggsberg, 2004, p. 278), education is “the set of means used to fully develop our personality”. Offering an overview of education in the Principalities, the author notes that during this period in Romania, education was understood as “learning languages,” and that was all. It is enough, the author writes, for a person “to learn French, German, Greek, or any other language to be considered educated.”

It is known that the oldest Romanian school dates back to 1380, in Sibiu, followed by the school in Sighișoara (1522) and the one in Brașov (1541), culminating in the year 1657 with the first higher education school in the Romanian language in Făgăraș.

An anonymous French author also tells us about the level of education of the population in the Romanian principalities. In a sketch published in *Magasin Universel* (1836), he notes that in Bucharest, with the exception of a few young people who studied in Europe, the boyars are “not very learned, although they show natural aptitude for all kinds of studies.” Specifically, they are concerned with the study of languages, especially modern Greek, which was the court language and which they speak “in a purer form than most inhabitants of Greece...” (French anon. author, 2004, p. 157).

During the reign of Mihail Sturdza, an institute for girls was established in the capital of Moldavia in 1834, where they attended primary classes and also learned certain manual skills. This House of Schools was valued as being “always in a satisfactory state,” especially since, among other income, it also collected “a tenth of the salaries of civil servants and possessed a capital of almost half a million (Colson, 2004, p. 202)”. In Moldova at that time, there were also departmental schools where grammar, history, arithmetic, and geography were taught. These institutions provided society with scribes for chanceries or merchants. It was said about the young people who graduated from these schools that they “only came out half-formed, without practical knowledge, without national spirit.” These courses were usually attended by the children of lesser boyars, merchants, and workers, while distinguished boyars sent their children to universities in France and Germany. In 1839, there were 695

students enrolled in the county seats of Moldova, 60 of whom were being educated at the state's expense. In private homes for young people, 136 boys and 109 girls were receiving an education (Colson, 2004, p. 203).

Regarding Wallachia, it is mentioned that education truly began only in 1832. In Bucharest, there were three Lancasterian schools in operation (one for humanities, one supplementary, and one special). In Craiova, there was a Lancasterian school and a complementary school. There were sixteen Lancasterian schools in the counties. In total, there were 2,194 students in the country (Colson, 2004, p. 207). In addition to these state schools, in Wallachia there were 56 private schools with 3.564 pupils enrolled (Colson, 2004, p. 208).

An English traveler named John Simpson Palgrave describes a grim picture of Romanian schools in the mid-19th century. As he was passing through Orșova, he had noticed how in a room "sitting... on a large reed mat, (...) a funny group of little boys, engrossed in reading, five to a book, and all shouting very loudly...". This is what the Englishman envisioned as the "main educational institution in Orșova," although, according to him, there were "no teachers to supervise it (Palgrave, 2004, p. 381)".

According to a French traveler in Moldova, "It is rare among the common people... to find someone who knows how to write and read." He would have personally known several village mayors who were "no exception." At the same time, the government's efforts to improve the education situation are appreciated, as it "established schools in most villages..." although these are "little attended and rarely visited, as education is not compulsory" (Reiss, 2004, p.559).

Until the 19th century, education focused on writing, reading, basic mathematical operations, simple geographical concepts, or widely spoken foreign languages and took place in large cities or within monasteries or churches. Starting with the involvement of the political class in the 1848 Revolution, where we find teachers, historians, writers, poets, and philosophers, the importance and impact of "school" as a learning process became clear.

The pioneer of roads and educational opportunities in the Romanian space is Gheorghe Asachi, who in 1813 opened the first school for "land surveyors" in the Romanian language in Iași.

After the first half of the 19th century, Prince Alexandru Ioan Cuza laid the foundations of Romanian education in 1864, organized into cycles: primary, secondary, and higher. The modeling of Romanian education took place between the

late 19th and early 20th centuries, through the reforms of Minister Spiru Haret, when around 7,000 schools were built, established, and operational. By the mid-20th century, “liberal” education was replaced by “totalitarian” education, even though education was compulsory and free. The education reforms of 1948-1949, 1952, and 1972 have an “ideological” emphasis, although higher education institutions were established as follows: 1962 - University of Timișoara, 1971 - University of Brașov, and 1974 - University of Galați.

### **3. Romanian Education Under the Incidence of the Romanian Constitution of 1866**

According to data provided by historians, at the end of the 19th century and the beginning of the 20th century, especially during the period between 1878 and 1918, the Old Kingdom constituted “the center around which the creative forces from the Romanian provinces under foreign domination gravitated” (Manea & Teodorescu, 1996, p. 189).

Although adopted before the 1866 Constitution, the Law of Education of 1864, this is the first comprehensive law on Romanian education, considered an “important premise for facilitating access to education,” according to which “primary education has become compulsory and free” (Manea & Teodorescu, 1996, p. 186). According to the law, education was public and private. Public education was provided at three levels: primary, secondary, and higher. Primary education was provided through rural and urban primary schools. Secondary education included high schools, gymnasiums, seminaries (theological), real schools, schools of “fine arts,” vocational schools, and secondary schools for girls. Higher education was provided at faculties of letters, mathematical and physical sciences, law, or medicine.

Primary education was compulsory for all children of both sexes from the age of eight to twelve. The responsibility for children’s schooling was imposed “under penalties” on parents, guardians, masters, teachers, and anyone who had children in their care. The law exempted those who could demonstrate that they were providing their children with education at home or in private institutions from the “obligation to send children to public school.”

Secondary education was provided in middle schools, which had four grades, and high schools with seven grades.

For the establishment of higher education, four types of faculties were envisioned: philosophy and letters, law, medicine, and physical, mathematical, and natural sciences.

The law also indicated the subjects that were to be taught at the respective faculties. For example, at the Faculty of Law (Article 251 of the Law), the following subjects were taught: Roman law, private Roman law, criminal law, private and criminal law procedure, commercial law, public law and administrative law, the law of nations, legal philosophy and natural law, political economy.

The provisions of the law (Article 330) that regulated the procedure for awarding scholarships for studies abroad are of interest. Thus, the state awards scholarships for studies abroad only in the national public interest, subject to the following conditions: applicants must have been Romanian citizens from birth and be recognized as “without their own means.”

In the draft of the Romanian Constitution of 1866, drawn up by the State Council (Article 18), the freedom of education was provided for, and any measure against this principle was prohibited, with the “repression of offenses” being “regulated only by law.” Education was intended to be free and compulsory for every Romanian “wherever state-established primary schools would be located” (Ionescu, 2016, pp. 426-435). The rapporteur of the committee of delegates from the sections responsible for examining the 1866 Constitution draft, Aristide Pascal, mentioned that this draft guaranteed the Romanian people “all the public freedoms enjoyed by the most liberal peoples in civilized Europe.” Among other rights and freedoms included in the draft was “freedom of education,” supported by “all the guaranties that human spirit could have foreseen until now,” with the committee intervening only with “editorial” modifications (Ionescu, 2016, p. 437). Free and compulsory public education, according to Aristide Pascal, is “the indispensable corollary of a liberal and egalitarian Constitution.” He was convinced that our “fathers and great-grandfathers were guided by this ‘noble idea’ when they founded the public schools, which they endowed with significant wealth.” This fact prompted the committee members to formulate an amendment to Article 18 of the draft Constitution, which requested that in the future, “assets already given or to be given to schools could no longer be diverted from their legitimate and sacred purpose” (Ionescu, 2016, p. 438). Although the draft revised by the committee of delegates of the sections submitted for debate by the Constituent Assembly includes a paragraph in Article 18 stating that “the assets or funds that are or will be given to schools cannot be diverted from their

intended purpose” (Ionescu, 2016, p. 447) it is visible that article 23 in the 1866 Constituion does not include this provision.

The 1866 Constitution, inspired by the Belgian model, established a constitutional monarchy headed by a hereditary ruler who held significant prerogatives within the system of governance. This was Romania’s first modern constitution and established the principle of separation of powers in the state, setting up a parliamentary regime in which the ruler exercised executive power, while legislative power was held by Parliament. The constitution also guarantyd certain fundamental rights and freedoms, but these were limited in practice by the elitist nature of the electoral system. Among the fundamental freedoms guarantyd by the 1866 Constitution is that of “investment,” alongside “freedom of conscience, freedom of the press, freedom of assembly,” regulated in Title II, Article 5.

Article 23 of the 1866 Constitution of Romania complements the provisions of Article 5 and stipulates the freedom of education, which is “guaranteed insofar as its exercise does not harm good morals or public order.”

It should be mentioned that the freedom of education, enshrined in the 1866 Constitution, was considered to be restricted “only by the limitations required by good morals and public order.” Romanian Academy member, Ion Nistor from Bukovina, was convinced that this strength of the Constitution was due to its creators, who at the time of its adoption were “inspired by the thot of complete freedom, which previous generations had yearned for so eagerly” (Nistor, 1990, p. 520). According to Article 23 of the Constitution, education in state schools “is provided free of charge.” According to Professor Constantin Dissescu (1915, p. 611), free education serves two fundamental purposes: ensuring a “cultural social order” and facilitating progress.

The 1866 Constitution declared education compulsory only for the primary level. The Constitution stated that this principle would be respected “wherever primary schools are established.” Based on this, Professor Constantin Dissescu (1915, p. 612) considers this provision insufficient because the application of the principle of compulsory education was left “entirely to the discretion of the government, and for a large number of rural communes where there are no schools, the constitutional obligation is completely platonic”.

The constitutional establishment of education laid the foundation for the “gradual” establishment of primary schools “in all” Romanian communes, and thus “primary education will be compulsory for young Romanians, wherever primary schools are

established.” Thus, the first constitutional regulation, that of 1866, recognizes “public attire,” which was implemented through special laws.

Following the adoption of the 1866 Constitution, in 1893, through the Primary and Normal Education Law. Restrictions and differences are established in education between urban and rural areas, specifically in terms of the duration of upper primary school, which is 5 years in urban areas compared to 4 years for lower primary school in rural areas. However, in 1896, a return was made to education governed by the 1866 law, which highlights its alignment with the constitutional path, being the first education law adopted in the European space (Stanciu, 1977, pp. 332-385).

In 1899 the Law of Professional Education is adopted, which ensures professional training at three levels: elementary, lower, and higher, and vocational schools are transferred under the authority of the Ministry of Education, as until then they were under the authority of the Ministry of Economy.

#### **4. Romanian Education Under the Incidence of the Romanian Constitution of 1923**

According to Dimitrie Gusti (1990, p. 19), one of the conditions that spurred the process of drafting and adopting a new Constitution was the necessity for “the new soul of Greater Romania... to be housed in a new state edifice, whose vault would be majestically supported by solid and imposing legal columns.” Without free education, the author believes, it is only accessible to those with means, and “the masses of the people remain uncultured”.

Thus, the Fundamental Law of Romania dedicates an entire title to the rights of Romanians, specifically Title II - “Regarding the Rights of Romanians.” Even the preposition “about” in the title indicates that, whether “tacit” or not, these rights of all Romanians were recognized.

We must take into account that until the unification of the country, public education in Bessarabia, Bukovina, Banat, and Transylvania was under three different regimes (Russian, Austrian, and Hungarian), and in each of these, “considerable restrictions were attested regarding the language of instruction and national freedoms” (Nistor, 1990, p. 518). According to contemporaries, the adoption of the Constitution was not only necessitated by the need to eliminate these “differences” in order to achieve a “unified school system,” but also for other “equally strong” reasons (Nistor, 1990, p. 519-520):



- the emergence of new problems, the most important of which were those related to confession and language, generated by the “expansion of the state within its ethnic borders” and which needed to find their “proper resolution”; - the impact of certain provisions of international law, which could not be “overlooked” in the process of regulating public education;
- the evolution of public law concepts, which necessitates a “serious and thorough” examination and revision of the constitutional provisions concerning education;
- the necessity for “well-nurtured” civic education to “cultivate and strengthen the sense of solidarity in the souls of new Romanian citizens, regardless of their language, race, or faith, and to awaken their feelings of trust and adherence toward the new homeland;
- the need to “indebt all people in positions of responsibility to guide the youth on the right path (...) so that they are protected from the temptations of anarchic and subversive ideas”.

Just like the 1866 Constitution of Romania, the 1923 Constitution of Romania, specifically in Article 5, stipulates “freedom of education,” alongside other freedoms and rights, namely “freedom of conscience, freedom of the press, freedom of assembly, freedom of association, and all freedoms and rights established by law.” These rights are enjoyed by “Romanians, without distinction as to ethnic origin, language, or religion.” Thus, the constitutional principle ensuring equality before the law is upheld, as well as the recognition and importance of the cultural, ethnic, and linguistic diversity that existed in Romanian society at the beginning of the 20th century.

Article 24 of the 1923 Constitution of Romania stipulates that “education is free under the conditions established by special laws” and “shall not be contrary to good morals and public order.” Any restriction on education, according to Professor Ion Nistor (1990, p. 521), is justified only “through state control and directive measures”.

The 1923 Constitution of Romania (Article 24) enshrines the compulsory nature of primary education. Although, in the opinion of Professor Ion Nistor (1990, p. 528), this is “undoubtedly a restriction of personal freedom,” it is necessary “wherever the number of illiterates is high”.

Article 24 contained an important social aspect. Thus, the education process stipulated that the State, counties, and communes “will provide aid and facilities to indigent students at all levels of education, to the extent and in the manner provided

by law.” Thus, by ensuring the means to participate in various educational levels, equal opportunities in education are recognized, which highlights the official awareness of the paramount importance of education among Romanians and society. The “measure” (...) and the “methods provided by law” regarding the “aids and facilities” granted to Romanians pursuing different “levels” of education reflect the anticipation of societal changes and the imposition of regulations adapted to societal needs, depending on economic, social, and educational developments.

In parallel, it is important to also consider other perspectives of the Romanian political class regarding the constitutional regulation of education. Thus, the draft constitution elaborated by the Peasant Party and made public in 1922 outlined a different conception of the educational system (Ionescu, 2016, pp. 589-625). Thus, Article 22 of this draft began with the right of any Romanian citizen to “establish and administer schools and educational institutions,” provided that this does not affect good morals and public order. According to the project, the state was to establish public schools “necessary for the education of all children, without distinction of class, religion, or ethnic origin.” The authors of the project wanted primary education to be free and compulsory. Furthermore, the state, provinces, counties, and communes were obliged to create “sufficient scholarships to facilitate secondary and higher education for poor children who demonstrated exceptional aptitude.” The project also included an innovative element for that stage, the so-called “continued, professional, and civic education, agricultural, industrial, or commercial,” which was intended to be compulsory until the age of 18 for all children who would not “attend a secondary school.” The project also included schools with instruction in minority languages, but with “compulsory teaching of the Romanian language”.

The provisions of Article 24 of the 1923 Constitution of Romania ensured real progress in education in all provinces of the united country. For example, if in Bessarabia in the 1920-1921 school year there were 1,747 schools with 2,746 teachers and 136,172 students, then in the 1932-1933 school year there were already 2,718 schools with 7,581 teachers and 346,747 students (Boldur, 1992, p. 508). By 1940, there were 17 boys’ high schools, 9 girls’ high schools, and 24 secondary schools and middle schools in Bessarabia. At the university level, the Romanian Government had established the Faculty of Theology and the Faculty of Agronomy (Boldur, 1992, p. 509).

## **5. Romanian Education Under the Incidence of the Romanian Constitution of 1938**

As mentioned in the specialized literature, the philosophy that guided King Charles II and his advisors regarding the concept of the new constitutional order involved combining a government that “would grant the sovereign increased powers in the state” with the maintenance of the parliamentary regime and “the preservation of the constitutional rights and freedoms enshrined in the 1923 Constitution” (Ionescu, 2023, p. 102).

The coup d'état and the change of government of 1938 (Berceanu, 2003, pp. 340-348) imposed the Romanian Constitution of 1938, which “meets the king's expression of will, countersigned by the entire Council of Ministers, popular approval, the act of promulgation, and publication in the Official Monitor” (Negulescu, 1938, p. 196).

In the 1938 Constitution of Romania, Chapter 2, titled “About the Rights of Romanians,” is part of Title II, titled “About the Duties and Rights of Romanians,” where we find regulations regarding education in Article 10 and Article 21.

According to Professor Barbu Berceanu, the provisions regarding the rights of Romanians “improved” the text of this Constitution through “simplification and summarization.” Another advantage of this Constitution, highlighted by the aforementioned author, is determined by a new conception of freedoms, which are no longer considered a “creation of the State” (Berceanu, 2003, p. 341). Romanians enjoying “all the freedoms that derive from rights, under the conditions established by law” (Article 10 of the Constitution).

This time, Article 10 clearly stipulates that “Romanians enjoy freedom of conscience, freedom of labor, freedom of education, freedom of the press, freedom of assembly, freedom of association, and all the freedoms from which rights derive under the conditions established by law.” The evolution of society has necessitated a change in the enumeration of freedoms and their separate regulation. For example, by analyzing the constitutional texts from 1923 and 1938, it can be observed that the order is maintained, but in 1938, “freedom of labor” was added as the second freedom of Romanians, an aspect that highlights the scope and economic dimension of society. It is observed that “freedom of education” is positioned in the aforementioned enumeration in the middle, which is understood in light of the fact that if we have consciousness, if we work, and if we learn, we are guaranteed freedoms such as freedom of the press, freedom of assembly, and the right to

associate. Here's how education, not by chance, is placed in the middle of the enumeration of constitutional regulations concerning the freedoms of Romanians, as everything converges toward the education and educational level of a society.

And in the 1938 Constitution of Romania, Article 21 recognizes that "education is free," a freedom imposed "by special laws" and "shall not be contrary to good morals, public order, and the interests of the State." Mandatory education insurance is for the "primary" level in "State schools" and is "free." The constitutional establishment of free primary education in state schools underscores the Romanian state's strategy to have a literate society and to ensure the educational base of the future.

## **6. Romanian Education Under the Incidence of the Romanian Constitution of 1948**

The geopolitical changes in the European area in the post-World War II period also necessitated changes in Romanian education, through a continuous fight against illiteracy, which began as early as the 1923 Constitution, and thus, a stage of culturalization of Romanian society.

In Title III of the 1948 Constitution of Romania, entitled "Fundamental Rights and Duties of Citizens," Article 22 recognizes that "In the Romanian People's Republic, all citizens have the right to education." It is observed that, unlike previous fundamental laws, where rights and freedoms were granted to "Romanians," in the current Fundamental Law, we find that rights are for "all Romanians," an aspect that highlights the significance for the Romanian state of establishing citizenship over belonging to the Romanian state.

The right of Romanian citizens to education is ensured, as stated in Constitutional Article No. 22, through the "organization and development of primary education" and "vocational and technical education".

The constitutional hierarchy of educational levels reflects the placement of state education in the interest of the state regarding common literacy, professionalization, and specialization of those attending these forms of education. through these regulations, the state is not limited to merely listing the forms of education that can be pursued, but also to their "organization and development," which indicates the policy regarding education and the development of the education system. The 1948 Constitution maintained the free and compulsory nature of primary education and established "State scholarships" for deserving pupils and students. through this

regulation, the state intervenes and financially supports those with outstanding achievements, thus ensuring that it increases access to professionalization for the entire educational system, regardless of the economic and social situation of students. Supporting academic merit shows an interest in obtaining a qualified workforce and ensuring equality, although, in fact, loyalty to the political regime was pursued. Supporting academic merit shows an interest in obtaining a qualified workforce and ensuring equality, although, in fact, loyalty to the political regime was pursued.

For the first time in a Romanian constitutional regulation, Article 23 recognizes the encouragement and support for the development of “science and art,” as well as the fact that the state “organizes research institutes, libraries, publishing houses, theaters, museums, conservatories.” It is observed that through this regulation, the aim is to broaden the cultural and educational dimension, specifically: for specific research and development activities that strengthen scientific skills, for the preservation and conservation of the book fund and collections and access to libraries, for the publication and editing of books and periodicals, for the presentation of performances, for products and services of historical, scientific, artistic, etc. interest, and for conservatories.

Article 24 of the 1948 Fundamental Law guarantees “cohabiting nationalities” “the right to use their mother tongue and to organize education at all levels in their mother tongue,” but “the teaching of the Romanian language and literature is compulsory in schools of all levels.” This regulation recognizes the supremacy of the Romanian language in all forms of education within the Romanian-speaking area.

Another constitutional novelty in the field of education is the regulation in Article 27, which ensures the “training of religious personnel under State control” “only in special schools” and prohibits “any religious denomination, congregation, or community from opening or maintaining general education institutions.”

## **7. Romanian Education Under the Incidence of the Romanian Constitution of 1952**

In the period before and immediately after the adoption of the 1952 Constitution of Romania, education in the Romanian space was an instrument for controlling teaching staff, a fact that was established in Chapter 2, entitled “State Organization,” and which, through Article 17, letter h, stipulates that “The Romanian People’s

Democratic Republic - a unitary, sovereign, and independent state (...) directs public education at all levels”.

An important constitutional aspect regarding the representation of Romanian education at the highest level is found in Chapter 4, titled “State Administration Bodies of the Romanian People’s Republic,” which in Article 43 regulates the composition of the Council of Ministers, which includes the President of the Committee for Higher Education, and through Article 40, which establishes the appointment of the Minister of Public Education.

Chapter 7 of the 1952 Constitution of Romania, titled “Fundamental Rights and Duties of Citizens,” in Article 80, recognizes the right to and ensures education for citizens of the Romanian People’s Republic. The compulsory and free nature of education, especially at the elementary level, led to a promotion of education, the eradication of illiteracy, the construction of schools and classrooms, and their rigorous equipping as required by the emerging modern education system, as well as the professionalization of teaching staff. Free education is also available “for those who work” and are attending the newly established vocational schools.

Ensuring the right to education is constitutionally protected by the provisions of Article 80 regarding the “state scholarship system awarded to meritorious students and pupils.”

The hierarchy of Romanian education is established in the Constitution as follows: there are schools of “higher, secondary, and primary” education, which are complemented by “vocational education,” organized “alongside industrial enterprises, state agricultural holdings, machine and tractor stations, and collective agricultural holdings”.

Another concern for forms of education is found stipulated in the constitutional provision of Article 80, through which the state “cares for the development of science, literature, and arts.”

For national minorities, Article 82 of the 1952 Constitution of Romania ensures the free use of their mother tongue at all levels of education.

A fundamental right based on the principle of equality is constitutionally regulated in Article 83, which states that “Women have equal rights with men in employment, salary, rest, social security, and education.”

Through the constitutional provisions of Article 84, a separation of school from church is established, and it is explicitly stated that “School is separate from the

church.” Religious denominations, congregations, or communities can open “special schools for the training of clergy” but “cannot open or maintain general educational institutions.”

## **8. Romanian Education Under the Incidence of the Romanian Constitution of 1965**

The changes in the political-administrative system in the Romanian space also led to changes in Romanian education. Thus, in Title I, entitled “The Socialist Republic of Romania,” of the 1965 Constitution of Romania, Article 13 stipulates that “The entire activity of the Socialist Republic of Romania is aimed at the development of the socialist system and the flourishing of the socialist nation, the continuous increase of the material and cultural well-being of the people, the safeguarding of human freedom and dignity, and the multilateral affirmation of human personality.” To this end, the Romanian socialist state (...) develops education at all levels, ensures the conditions for the development of science, art, and culture, and implements healthcare protection.

The right to education for “citizens of the Socialist Republic of Romania,” as a fundamental right, is regulated in Article 21 of the 1965 Constitution of Romania and is ensured through “state education,” (...) through “compulsory general education,” but also “through free education at all levels.” The state’s interest in ensuring the professionalization of education at all levels is evident, thus guaranteeing free education and a reward system through “state scholarships.”

As in other constitutions, the 1965 Constitution of Romania “ensures” cohabiting nationalities “the free use of their mother tongue, as well as books, newspapers, magazines, theaters, and education at all levels, in their own language.” Also, through Article 30, the regulation regarding the separation of school and church is maintained, as well as the fact that “no religious denomination, congregation, or community may open or maintain educational institutions other than special schools for the training of religious personnel.”

## **9. Conclusions**

Cuza’s reform regarding the mandatory first 4 grades, which was rare in the European space at that time, was the first step toward the official education of the Romanian people and was continued by Spiru Haret through the modernization of

Romanian education. The Great Union of Romanians left its mark on national education and schooling in the Romanian space. The specific characteristics of the regions also imposed particularities on education, even tho constitutionally the necessary framework for the development of a unified system was ensured.

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