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FACULTY OF HISTORY AND PHILOSOPHY

PHD THESIS

**FRONTIER GUARD'S SCHOOLS IN NĂSĂUD REGION
(1851-1918)**

SUMMARY

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KEY-WORDS:

1. Confessional school
2. School funds
3. Primary education
4. School evolution
5. Teachers
6. School Senate
7. School inspector
8. Syllabus
9. Cultural Association
10. Examination
11. Frontier guard

THESIS STRUCTURE

(Summary/ English version)

The evolution of the Romanian Educational System in Năsăud region during the second half of the 19th century followed generally the development of the Transylvanian School System of the time. Although the schools in Năsăud region had a privileged status in the Romanian

School System of that time, they weren't turned to the best account as an individualized system but as a part of the local history, in the process of reconstruction of the old frontier region. As a result of the militarization of the frontier, the schools got the „frontier guards' status”, as a defining element of development of these schools, not only through the existence of the frontier regiment, but mostly after its repealing/ elimination.

„The Frontier Guards' School in Năsăud Region” is a syntagm that defines the school system within the territory of the Romanian Frontier Guards' Second Regiment, having its station in Năsăud.

The local school system contained: ordinary schools, national primary schools in the 44 frontier guards' communal system, The Normal School, and The Secondary School in Năsăud, all the schools being dealt with in a way or another in different speciality papers so far.

In order to have a veridical view on the school evolution in the frontier guards' schools in Năsăud region, different components of this phenomenon need to be joined together in an integrating factual and compact dimension.

The reconstitution of the evolution of the educational system in this region through recovering its documentary and interpretative defining elements had the aim of improving the school system. The documentary sources catalogued from the local archive stocks were the bases of the research, especially the educational and confessional documents.

These fragments of local history were brought to the surface through many different documentary sources: form letters, statistics, private letters, memoirs, the variety of the research sources giving different possibilities of interpretation, especially those less-known in the historiography of the present theme: school evolution, school instruction, students' everyday life, etc.

An important contribution to the research was own by the central and local media and the newspapers and magazines that were dealing with the subject, throughout this period of time and later on.

Moreover, both general and specific works dealing with old and recent historiography enabled to set up the entire view on history, in general, and on the school system in the former frontier guard region, in particular.

Starting on the premise that history means knowledge through documents, the classical methods of research were used priority, the analyses and criticize of the documents, together with the new methods of historical research: the comparative method, both quantitative and qualitative (referring to demography aspects), longitude-examination, etc. These methods allowed the reconstruction of the real facts on the educational phenomenon on the whole.

In order to have a real image of the Romanian educational system in the frontier guard region we put together the different components of the school system, less used by the local and national historiography. In the first chapter, the there were restored the normative-legislative aspects of school life during the second half of the 19th century and the beginning of the 20th century, looking after the way they were really applied in the school system.

The school, Episcopal and office locum tenens documents were used in order to outline the way the Church responded to the State Politics, especially during the dualistic period of time, when the progress in the educational system was achieved concomitantly with the maintaining of the specificity and the personality within the confessional autonomy.

The exterior frame of the educational process was registered in the second chapter by presenting the administrative structure of the schools, mostly the inspection and monitoring practice in schools.

The third chapter aimed at the reconstruction of the educational development on the territory of the former regiment through new documentary sources from the local archive stock. The different category of the local statistics were identified, processed and interpreted with the help of the school indicators that enabled the description of the school phenomena regarding the school abandon and absenteeism in some outstanding schools in different periods of time. The study of these issues enabled the achievement of some case-studies with impacts on emphasizing the real situation in schools and the progress of these conditions in the context of social, economical, political and mental conditions.

One of the main components of the educational system was also the school instruction during that period of time. Therefore, the main characteristics of the educational system on different stages were restored, such as: the primary school, upper primary school (The Normal School) and the secondary school.

The fourth chapter consists of the main instruction coordinates, by delimitation of the set up forms of organizing the school system, by description of the syllabus and the didactic strategies in use at that time and the results of education upon the individual personality.

Being thought that the efficiency of education depends mostly on its „artisans’ work”, the teachers’ problems in the schools in Năsăud region, during the second half of the 19th century and the beginning of the 20th century were brought into our research, so that the 6th chapter reconstituted teachers’ professional life , both inside and outside school.

Related to the others elements that are involved in the educational process, the hypostasis of the teachers in society and the way they were seen in community were also emphasized in the present paper.

The teachers’ status was related to the legislative standards of the time, regarding the qualification, the payment of salaries and the mobility of teachers in different periods of time. The 7th chapter emphasizes school substructure, following the functioning of schools, other instruction spaces, the didactic teaching aids or school supplies. In this respect, the general and particular aspects upon quantitative and qualitative development of schools in the frontier guards’ region were given prominence.

In order to complete the picture of the educational system in the frontier guard region, there were also reconstructed some of the students’ out-of-school and everyday life aspects, especially of those students who were attending The Secondary School in Năsăud.

In the 8th chapter there were spotlighted some other aspects of students' out-of-school life by turning to good account the real historical events, giving a realistic picture of the schools in Năsăud during the second half of the 19th century.

On the whole, the picture of the school system in Năsăud region was outlined from a factual perspective, but it was also correlated to the succeeding events of the time (legislative, demographic, social, economical etc.).

The entire material that constituted the present thesis strengthen the belief that the school system in Năsăud region was an individualized process within the Transylvanian school system, both through quantitative and qualitative aspects, school system that was widely appreciated beyond the militarized region.

The privileged status of the schools in this region was based on the political context of militarization that encouraged the foundation of the first institutes in the region and generated significant changes in peoples' outlook.

Both frontier guards' status and peoples' outlook, together with the good financial status established the existential background of the historical development of the events not only during its existence, but also after the elimination of the frontier.

School was perceived as the most important way of social insertion and active participation of the youth to the social life of the local community and it had a defining role in the permanent life wealth improving process. Therefore, education got values, being considered an important link between the hereditary cultural inheritance and the specific identity of the individuals.

On these bases, the authorities in educational system of the time made permanent efforts in order to provide the best propitious external and internal circumstances for the development of the educational process on different hierarchical structures.

Primary school represented during all this time the corollary of the Romanian society, constantly promoted by the educational strategies of the school leading structures.

Primary school was completed later with new dimensions of knowledge, valued through the social and professional insertion of the people in community.

This was emphasized by different political contexts, following the legislative frame given by the particular characteristics of the different political regimes. These conditions imparted specific features that were found in the educational system: the general aim, general and specific objectives, the principles, the syllabus and the general themes in educational system.

The development of these goals imparted to the schools in Năsăud region specific individualizations throughout this period of time that appeared on each level of school instruction.

Therefore, the educational system maintained the cultural values that made of the frontier guards' schools the outstanding representatives of the Transylvanian school system of the time.