

INFORMATION ON EDUCATION IN THE PAGES OF *ARHIVELE OLTENIEI* MAGAZINE, OLD SERIES

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Abstract: Education has always had an important place in the Romanian society. In the pages of *Arhivele Olteniei* magazine, along with a series of topics on different subjects, there is information on the evolution of education in the area of historical Oltenia, as well as documents regarding the normative acts of the time. There are references to the beginnings of monastic education, taught in Slavonic, and subsequently to the emergence and development of the urban and village education in the Romanian language, as well as to the training of teachers and to their employment, after professional examinations. The first schools were those in the monastic system. It followed the initiative of some boyars and rulers who made available land and buildings. After the World War I, education gained solid foundations, unitarily regulated throughout the country.

Key words: education, *Arhivele Olteniei*, “năstavnic”, school, normative acts.

The Friends of Science Society in Craiova aimed, since its establishment, at having an important role in the cultural and scientific activity – but not only in the historical region of Oltenia. Under the aegis of Dr. Ch. Laugier – the director – and an editorial board made up of the teachers Șt. Ciuceanu, T. G. Bulat, Al. Bărcăcilă and the editorial secretary C.D. Fortunescu, was published, starting with 1922, the, *Arhivele Olteniei* quarterly magazine was published. Following the model of the first magazine published in Craiova, *Mozaicul*, *Arhivele Olteniei* would intend the recording of “all the current movements and would especially research and publish documentary material from the past of Oltenia”¹. Meritorious is the fact that, in the pages of this magazine, lasting for over two decades (the Old Series) innovative

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¹ Ch. Laugier, *Iată apelul nostru trimis numai câtorva persoane și de care rugăm pe toți cititorii a lua cunoștință*, in *Arhivele Olteniei*, year I, no. 1, January 1922, p. 3.

ideas on the cultural and scientific life were published, expecting it “to be the mirror of our present and past, both for the today people, and the ones that will come after us”².

Arhivele Olteniei, the quarterly publication “under the administration of Mr. Ch. Laugier”, inserting a diverse documentary material on the past of Oltenia, insisted on the spiritual and social life activities from Oltenia – school, education. In studies and articles of substance, issues regarding the emergence, the development and the future of this important chapter of our spirituality have been addressed.

For the Romanians, the development of the society was closely related to Church and School. At first, the Church exercised a major influence, although it did not represent a state power. Regardless the confession or rite, the Church was profoundly involved in the field that included culture, school, or the general concept of education. The Romanians have always proved interested in studying “and due to the fact that the church was a place where the scholars were present, it was understood that our first schools have existed next to the rich monasteries and often dwelt by great cultural personalities... Undoubtedly, besides his Court, the Ruler always had to have his school of transcribers, calligraphers for the princely chancelleries; nonetheless, the school that would provide the highest percent of scholars, in a society in which the boyars themselves did not know, most of them, how to sign their names, was the church”³.

The first beginnings regarding the education in historical Oltenia date back to ancient times. Nicolae Iorga mentions, in *The History of Romanian Education*, the forms of calligraphy and painting in Oltenia, for more than five and a half centuries. “At least in the Wallachian monastery of Tismana of the learned Nicodemus, from the beginning one of scribe monks..., it was a real school of manuscript calligraphy and painting, but at the same time, because the language of these books was foreign and had to be learned, of Slavonic language. In these hermitage schools, there were trained people..., who wrote, like Mircea the Calligrapher, who wrote a manuscript from Chilindariu, in 1462”⁴.

Until the 14th century one could not refer to, supported by documents, an organized type of education on the territory of Wallachia, although our ancestors could write in different languages and with different alphabets. “Since the Romanian state formation, the Slavonic language has become the language of chancellery, the language of diplomacy, of the services in the Church and for the writing of the old princely charters. Sofronie, the abbot of Cozia Monastery, is mentioned in a series of documents issued by Mircea the Old with the quality of “năstavnîc” – church

² *Ibidem*; also see *Cuvântul Libertății*, 3 March 2022, p. 5, art. Anca Ceaușescu, *Revista Arhivele Olteniei, serie veche – arc secular peste timp*.

³ Ion Donat, *Câteva școli de sat în Oltenia, înainte de 1800*, in *Arhivele Olteniei*, X, no. 56–58, July–December 1931, p. 318.

⁴ Nicolae Iorga, *Istoria învățământului românesc*, Bucharest, Casa Școalelor Publishing House, 1928, p. 9.

administrator – as well⁵. The church administrator had, besides the administrative responsibilities, the attributions of a primary school teacher⁶.

Thus, in Oltenia, it is documented the first grammar school at the Cozia Monastery, where abbot Sofronie was the first teacher. He revealed his “disciples” the mysteries of the Cyrillic alphabet and the Slavic language⁷. A document from September 4, 1487, issued at Cozia Monastery as well, mentions Stan the grammar teacher⁸. In time, schools also functioned in other religious places in Oltenia, copying manuscripts and writing documents, at first in Slavonic, and later in Romanian⁹.

In the following period, the voivodes, inspired by the fashions of the West where they had travelled before their ruling, began to found princely schools. At the same time, the boyars sheltered the schools in the religious settlements founded by them.

The bishoprics in the historical Oltenia also had an important role. A school of printers established by Matei Basarab at Govora Monastery, in 1636. As far as the countryside is concerned, in the seventeenth century there was an increased interest in literacy among the inhabitants. The Slavonic language is used only in the princely, metropolitan and episcopal chancelleries and in the church, while the inhabitants of the cities and the villagers were interested in learning how to write in the Romanian language¹⁰. At the beginning of the eighteenth century, the Romanian language triumphed definitively over the Slavonic one, although there still were Greek schools and Greek prints.

Therefore, the first schools in the area of Oltenia functioned near the monasteries having, unquestionably, a religious content, but also one related to culture, preparing the background for the monasteries. In 1708, Damascene, a Slavonic teacher, bishop of Râmnic, gathered in Hurez the Father Superiors of the Oltenian monasteries, so that, among other things, to decide the founding of two schools, one Romanian, in Râmnic, and another Latin, in Craiova.

In 1776, under the reign of Alexandru Ipsilanti, a more thorough organization of schools was carried out. Thus, schools began to be established “with Romanian teachers” in all the county residences of Oltenia. In 1780, such schools were founded in Caracal, Târgu Jiu, Cerneți, and Craiova. The first organised school, linked to “Obedeanu monastery”. Founded on April 26, 1775 at the behest of

⁵ *Documenta Romaniae Historica*, B, I, Bucharest, Academia R.S.R. Publishing House, doc. no. 26, pp. 60–61.

⁶ Nastaviti = to guide, to settle, to teach, to lead.

⁷ See: Ștefan Bărsănescu, *Istoria pedagogiei*, Bucharest, Didactic and Pedagogical Publishing House, 1968, p. 54.

⁸ Nicolae Andrei, Gh. Pârnuță, *Istoria învățământului din Oltenia*, Craiova, Srisul Românesc Publishing House, 1977, p. 53.

⁹ The Bistrița Monastery (“Bistrița Olteană”) founded by the Craiovescu boyars at the end of the 15th century – was one of the Romanian centers of education and culture in the Middle Ages.

¹⁰ Constantin Mănescu, *Pagini din istoria învățământului vâlcean. Comuna Stoenesti, județul Vâlcea*, see: file:///C:/Users/n/Downloads/04_ACTA_TERRAE_FOGARASIENSIS_IV_2015_313.pdf, accessed on 19.05.2022.

Alexander Ipsilanti, at the proposal of Bishop Gerasie, it undoubtedly had the purpose of preparing candidates for priesthood. Around the same time, the secular schools were founded, led by teachers who came from the seminaries near the monasteries.

Oltenia, as Ion Donat notes, “was somewhat privileged in terms of school”, a conclusion based on the comparison between the amounts spent for this purpose by the Diocese of Oltenia and the other Bishoprics of Wallachia¹¹. In fact, “on addressing the cultural perspective, throughout this 18th century, Oltenia often found itself at the head of Wallachia ... in the monasteries here it had been formed, through the intense religious life, through the printing houses that gave religious prints to the whole Wallachia, a strong cultural current, which was felt not only over the Olt River, but also for a long time in the near region of Banat”¹².

Schools began to develop, starting with the end of the eighteenth century, also under the initiative of rulers and boyars with progressive preoccupations and ideas. Thus, Biv-Vel-Cupbearer Stan Jianul, after building a stone church in Preajba village, Dolj, founded, in 1783, a Romanian school near this place of worship. In 1792, in Tg. Jiu, the steward Dumitrache founded a school “necessary for the townspeople”. In the capital of Mehedinți County, Cerneți, out of “the generosity of the merchant boyar Iordache Hagiul, after 1804, a Romanian school was founded, with the help of a teacher who would teach the school subjects in Greek”. The same boyar established a Romanian school on his estate from Banovita.

Arhivele Olteniei included a series of articles and documents regarding the first half of the 19th century that contain the commandments of the rulers (Alexandru Constantin Moruzzi, Gheorghe Caragea, etc.), as well as requests and complaints regarding the schools in Craiova and not only¹³.

With the increasing number of the royal schools through the fairs, the foundations of public instruction also laid in the countryside where, after 1774, the schools became more and more frequent. But some of them, “generously offered by a ruler”, brought more income to their family, who actually received all these donations¹⁴.

At the beginning of the nineteenth century, the role of monasteries in the activity of promoting education gradually decreased, although the bishoprics and monasteries in the area still supported for a long time the teaching of the dwellers from Oltenia, and some schools established within them continued their activity. The researcher Ion Popescu Cilieni, quoting I. Donat, mentions that in Gârdești (Drăgășani) there was, in 1800, “a painting school of teacher Mincu”¹⁵.

¹¹ Ion Donat, *op. cit.*, p. 319.

¹² *Ibidem*, p. 82.

¹³ Mihai Popescu, *Documente privitoare la începuturile școlilor din Craiova*, in *Arhivele Olteniei*, Year X, no. 56–58, July–December 1931, pp. 347–365.

¹⁴ Ion Donat, *Câteva școli de sat în Oltenia, înainte de 1800 ...*, p. 320.

¹⁵ Ion Popescu Cilieni, *Biserici, târguri și sate din județul Vâlcea*, Craiova, 1941, p. 10.

In 1824, in Glogova, Mehedinți, N. Glogoveanu founded a school. The boyar Gheorghe Magheru from Gorj County asked, in 1838, for a consent for the establishment of a village school, finding, however, that “the staff were missing”. In this situation, he asked to take the children to Cojani. However, this request was rejected by the Board of Schools because “the children would be taken away from the family life”¹⁶.

From the pages of *Arhivele Olteniei* magazine, old series, we also find out that, in 1830, there were 22 schools in the country that functioned under the aegis of the Board, attended by 1830 students. Of these, 4 schools were functioning in Oltenia Region. After Tudor Vladimirescu’s revolution, both in Oltenia and Muntenia, the beneficial effect of it was also observed in the education programme. Thus, there can be noticed the disappearance of the Greek teachers who, until then, had been the main teachers with a leading role in the school and with a higher salary than the teachers of Romanian¹⁷.

After 1831, the *Schools Regulation*, which followed the *Organic Regulation*, records the fact that most schools became state institutions (public schools)¹⁸. In September 1831, the Râmnicu Vâlcea City Council decided that a school should be opened in the Episcopate building that functioned starting with March 1832. Most of the expenses went to the inhabitants of the city whose children were to attend the courses.

The magistrate’s report to the Board of Schools, dated November 27, 1831, inserted in *Arhivele Olteniei*, mentioned the measures taken “to start the courses”¹⁹ in the city of Craiova.

In the pages of the publication from Craiova, old series, there are included several articles that mention “the release of money for the repair of schools”, “Report on how much money they spend on the local school, from Craiova”, reports of teachers in Craiova to the Board of Schools complaining about various shortcomings (including the payment of the wages), “Reports on how many things Wilhelm the German did in the national school, here in Craiova”, teachers’ appointments, “The overwhelming list of teachings, the appointment and the shortcomings of teachers in the school from Craiova”, repair works at different schools, reports on the announcement of the departure of Turkish troops from the Central School of Craiova with mentioning the damage done to the school, data from the Old Archive of the Carol I High School from 1834–1860, etc.²⁰. At the same

¹⁶ *Ibidem*.

¹⁷ In 1832, there were 10 schools in the historical Oltenia area: in Craiova there were 3 schools, with 130; in Cerneți, 3 schools, with 86 pupils; in Tg. Jiu, 2 schools, with 70 pupils; in Caracal, 2 schools, with 75 pupils (*Ibidem*).

¹⁸ Regulation of schools written by Petrache Poenaru, from Vâlcea, who, after his studies in France, would become a teacher of physics and mathematics at St. Sava College in Bucharest, inspector and then director of the Board of Schools. (Ion Soare – ed. *Enciclopedia județului Vâlcea*, vol. I, Overview, Rm. Vâlcea, Fortuna Publishing House, 2010, pp. 382–383).

¹⁹ Mihai Popescu, *Documente privitoare la începuturile școalelor...*, p. 377.

²⁰ *Ibidem*, pp. 378, 384–402.

time, we find records about teachers Gavril Munteanu²¹, Stanciu Căpățâneanu²², communications regarding the private teacher from Severin, from 1851, etc.

If before 1838 the village education was given relatively reduced attention, the concerns in this direction later increased. At the insistence of Petrache Poenaru, important provisions regarding the village school begin to be implemented. For example, in 1838–1843 most of the villages in the smaller administrative units (*plaiuri* and *plăși*) from Vâlcea County were provided with teachers and the schools began to function, although many of them carried out their activity in improvised premises. In Horezu and Olteț, the 34 schools were built, in 1839–1840²³.

One of the problems that affected the education in Oltenia was the lack of buildings, as well as the difficulties for the construction of new school places. For example, in February 1840, the villagers of Oteteliș village were addressing the Great Magistrature informing that “according to the commandments given to build a school in our village, not being able and not having any necessary materials, they prayed to the master of the estate to help them”²⁴. He provided them with the necessary land and “a building that he had previously done”²⁵.

In 1847, through the Princely Decree no. 32 regarding the reorganization of education, the organization of schools will be ordered in each village with over 50 families.

The school would have an important contribution to the development of the Romanians’ conscience, influencing the participants in the revolution of 1848, when many of the school workers were involved in propaganda against feudal obligations. In the years after the Revolution, the school institution contributed to the development of the inhabitants’ sense of belonging to the geographical area of Oltenia, to the needs of the material and spiritual development amongst the communities in this geographical area.

In 1848, in the five *plăși* of Gorj County there were 10,300 young people of school age, of which only 3,704 went to school. They attended 150 schools, where 147 teachers were employed²⁶.

²¹ C.N. Mateescu, *Însemnări referitoare la profesorul Gavriil Munteanu*, in *Arhivele Olteniei*, Year VI, no. 31, May–June, 1927, p. 212.

²² C.N. Mateescu, *Însemnări despre profesorul craiovean Stanciu Căpățâneanu*, in *Arhivele Olteniei*, year IV, no. 21–22, September–December, 1925, p. 490; *În legătură cu dascălul Stanciu Căpățâneanu*, in *Arhivele Olteniei*, year XI, no. 63–64, September–December, 1932, pp. 364–365.

²³ In 1840, in Vâlcea County, the numerical situation of schools and students was as follows: plasa Cernii – 19 schools, with 453 pupils; plasa Oltețului – 31 schools, with 1,008 pupils; plasa Olt – 24 schools, with 722 pupils; plasa Râmicului – 14 schools, with 287 pupils; plaiul Cozia – 16 schools, with 345 pupils; plaiul Horezului – 21 schools, with 519 pupils; plasa Otăsău – 12 schools, with 233 pupils, etc. (DJVAN, PJV, dos. 1/1840, f. 358).

²⁴ *Enciclopedia județului Vâlcea ...*, p. 386.

²⁵ *Ibidem*.

²⁶ See more Gheorghe Gămăneci, Vasile Arimia, Petre Rădulea, *Școala gorjeană în contextul dezvoltării învățământului românesc*, vol. I, Târgu Jiu, Măiastra Publishing House, 2007, pp. 95–105.

The reopening of the schools was done through the Princely Decree in October 1850, following the elaboration of the Programmes on Public Teachings, which provided that the education should be carried out in three distinct stages: primary, secondary and higher or scientific (“special”), and the subjects be taught only in the national language – Romanian.

In parallel, private education also developed. An important role in the education in the Oltenia area was played by the private schools in Horezu, Ocele Mari, Drăgășani, Râmnic, etc.

In the years before the Union, in Wallachia there was a revival in the “school movement”, after the stagnation between 1848 and 1851 of the school life in Oltenia and beyond it. Thus, through a “new curriculum of teachings” created by a commission consisting of Petrache Poenaru, Simion Marcovici and C. N. Brăiloiu, strengthened by the princely “Decree” of October 17 1850, it was stipulated the opening of schools from the 1st of January 1851, respectively only the 2 lower-secondary and primary schools in the cities. There were no mentions of the village schools in this Princely Decree.

In Craiova, the Lazaro-Otetelișeanu girls’ school, founded in 1837²⁷, would be organized following the Board Report of the 31st of December 1852, according to the model of the Princely Boarding School from Bucharest, opened on the 18th of May 1843 at the initiative of Elisabeta Știrbei. In 1846, a school for girls was founded in Slatina, from the incomes of Ionașcu School and Church, which functioned uninterruptedly until World War I.

Following Stefan Romanescu’s will, in Craiova as well, a school for girls was founded in 1858 “to support the parents with poor subsistence means who live far away from the city center” and for which the Board of Schools expressed gratitude to the donors. With the funds of the Brâncoveanu settlements, at the end of 1859, such schools were also opened in the capital, and, at the beginning of June 1860 two more schools for girls were opened in Craiova, then, from the same funds, in Caracal and Tg. Jiu.

The Union of the Principalities, in 1859, as well as the reforms during the ruling of A.I. Cuza, stimulated the social, political, economic, and cultural evolution of the country. The central commission of the Principalities was also tasked with studying the laws drawn up before the year of the Union, in order to be able to propose new laws. In the meeting on the 4th of September 1859, it was proposed that the primary education be free and compulsory for each Romanian. It was proposed the establishment of primary schools in all the communes.

After the reorganization of the education by the law of 1864, the number of schools increased, the teaching spreading, although, quite slowly, in the countryside as well. Starting with the Education Reform of 1864, the central school

²⁷ For information on the Lazaro-Otetelișeanu Institute of Girls in Craiova, see: Ioan C. Filitti, *Scrisori inedite ale lui Petrache Poenaru privitoare mai ales la Institutul Lazaro-Otetelișeanu din Craiova*, in *Arhivele Olteniei*, year XIII, no. 74–76, July–December 1934, pp. 266–276, 355–422.

for girls went “in administration of the state”, and between 1883 and 1898 the teaching establishment served as pedagogical institute for the training of the teachers.

The Law of Public Instruction on the 25th of November 1864 represented a visible progress for the development of education, for the first time being established the principle of mandatory and free education. Moreover, according to this law, a rural primary school had to be founded in each commune, and, in the cities, there could be established separate primary schools for boys and girls.

Under the rule of A.I. Cuza, a series of schools were built, and others would be either repaired or refurbished. An important role in improving the work of schools was played by the official decision for the establishment of their School Committees. Despite the poverty, the lack of funds, and the conservatism of some decision-makers, the application of the Education Law had important consequences for the development of schools, at all levels, in Oltenia. Along with the establishment of secondary schools in the county capitals, an important role was played by the vocational and technical schools. Of these, for example, a training school for miners and for lathe craftsmen, blacksmiths and carpenters was founded in Ocnele Mari.

The reorganization of secondary education, carried out in 1864 in the Romanian Principalities, provided 4 secondary schools with 7 classes: St. Sava College and Matei Basarab High School in Bucharest, Craiova High School (formerly Central School since 1826) and Iași High School.

In 1869, the Normal School of Primary-School Teachers was founded in Craiova, which played an important role in training of teachers for the whole of Oltenia.

The involvement of the cultural societies from the counties of Oltenia boosted the establishment of industrial and agricultural schools. In the localities of Horezu, Drăgășani, Gănești-Zătreni there were, at the end of the 19th century, well-organized vocational schools. The Law on Secondary and Higher Education (1898) and the Law on Vocational Education (1899) were elaborated by Spiru Haret, the great reformer of the Romanian education.

The Law on Secondary and Higher Education established eight-grade secondary education, which was divided into the lower and upper cycle. The upper one was oriented in three sections: classic, modern and real. This structure remained in force until 1928.

Starting with the first decade of the 20th century, the education in Oltenia region had an ascending direction. Nonetheless, in many instances, the schools were unsuitable for carrying out their activity. Dr. Charles Laugier, the chief physician of Dolj County, described the situation from the educational system at the beginning of the 20th century: “In 1910 there were 230 schools in Dolj County”, functioning in their own buildings, “apart from 40 which functioned in rented buildings. 169 schools had a single classroom, 45 were with 2 classrooms and only

18 with more classrooms. Out of the total number of schools in the aforementioned county, 42 premises were unhygienic, being small old buildings that, insufficiently lit, and 32 schools were overcrowded²⁸.

Leonida Colescu, in the work *Știtorii de carte în România în 1912 (The literate people in Romania in 1912)* stated that the number of primary schools, although it had multiplied in the last two decades, “do not correspond today, they are far from the needs of our population”. Moreover, a newspaper from Craiova entitled *The Social Revolt* reported that the school premises from Bucovăț commune looked “like a barn”, which facilitated “the diseases that haunt the villages”.

In the first decades of the 20th century, in the historical Oltenia, the village and city education (elementary, professional and gymnasium) was nonetheless stimulated by the laws elaborated by Spiru Haret, as well as by the control, supervision and guidance of this founder of the modern Romanian education.

After 1918, all-grade education experienced a significant quantitative and qualitative development, which was also mentioned in the *Arhivele Olteniei* periodical from Craiova. Articles on intellectual debates, the general process of society democratization, the restoration of the infrastructure of the zonal education, the achievements of the parent or local official committees, the ministers of Public Instruction, etc., on the provision of funds from the budget and the private sector, articles on competitions for teachers’ employment, prizes for meritorious students, the nomenclature of the taught subjects etc. were inserted in this journal²⁹.

After the School Census of 1909, the number of school-age children was of 51,326, of whom 27,253 were boys and 24,073 were girls. The children who attended school regularly, however, numbered only 22,273. The attendance of schools by the children was hindered by both the lack of premises with adequate space and by the distance that separated the hamlets from the village of residence, where the school was located.

A statistic for the 1918–1919 school year, regarding the activity carried out in the education sector in Vâlcea County, signalled the existence of 181 schools, with 10,064 students.

A series of documents inserted in *Arhivele Olteniei* also speak of those teachers participating in the great events of our national history: Tudor Vladimirescu’s revolution – the case of Petrache Poenaru, that of the music teacher Anton Pann who directed the national anthem *Deșteaptă-te române – Wake up, Romanian!*. The intellectuals of the villages were also involved in the Uprising of 1907, or in the World War I, etc. The teachers and the primary-school teachers were mobilized, many of them making the ultimate sacrifice on the battlefields. The

²⁸ Charles Laugier, *Sănătatea în Dolj*, Craiova, 1910.

²⁹ It was coined the medal called the Work Reward for School Constructions, awarded to those who distinguished themselves in this field (Romanian Academy, *Istoria românilor*, vol. VIII, Bucharest, Enciclopedic Publishing House, 2016, p. 661).

monuments of the Heroes of the War of 1916–1918 in the localities of Oltenia, the boards of honour in the halls of Alexandru Lahovari, Carol I, etc. High Schools, or the numerous documents that speak of the return of the teachers and their re-employment in education, as well as the efforts to remove the damages made by the occupants of the school premises, are approached in a series of articles inserted in *Arhivele Olteniei*.

The new internal and external conditions that appeared after the Great Union of the 1st of December 1918 proved that the old legislation was outdated, that education had to adapt to the requirements of organizing a unitary school throughout The Great Romania. Lower-secondary schools, girl board schools began to be established and the lower-secondary schools turned into high schools. *The law drafted by C. Angelescu (1924)*, the minister of public instruction, provided for the extension of the duration of the primary school by another three classes, from 4 classes to 7 compulsory classes, as well as the extension of the duration of the training of teachers from 6 to 7 years. A series of laws regarding the university autonomy, the organization of theoretical education, primary and Romanian primary-normal education have boosted important sectors and areas of education. More and more attention was paid to preschool education, being founded kindergartens in Râmnicu Valcea, Craiova, Târgu Jiu.

In order to prepare for specialized training, substitute or tenured teachers begin to participate in general conferences, cultural group meetings, courses for completing their education, organized in addition to normal schools, etc. A series of norms regulate the guidance and the control of education, through revisers and primary inspectors. The law of 1924, which provided for improvements to the curriculum for primary grades, emphasized the practical activity of the students carried out in school workshops, on agricultural land, depending on the specifics of the school area of residence³⁰.

Through the Law on the Secondary Education of 1928, which underwent successive changes in the following years, the three sections (classical, modern and real) were abandoned in some high school education institutions, creating a unique school in which the humanities predominated. Secondary education experienced, in the interwar period, a progressive development. Some of the secondary schools were converted into high schools, following some norms. At the same time, in the years of the great conflagration, other school institutions in the country relocated to the counties of Oltenia. For example, for a short period of time, the Institute of Education was established in Ocnele Mari, evacuated from Cernăuți.

A remarkable activity can be found within the seminaries of priests from Râmnicu Vâlcea and Craiova. Furthermore, the elementary schools of crafts from Drăgășani, Horezu, Zătreni, Râmnicu Vâlcea amplified their activity on the sections of carpentry, wheelwright work, weaving, blacksmithing, etc. Growing importance was given to the secondary and the vocational education for girls.

³⁰ N. Andrei, Gh. Pârnuță, *op. cit.*, p. 261.

Between 1939 and 1940, at the Bistrița Monastery there was a monastic high school for girls, and normal schools for girls functioned in Râmnicu Vâlcea, Craiova and Târgu Jiu.

During the war of 1941–1944, it was held in Râmnicu Valcea, in the festive hall of the “Al. Lahovari” High School, the Congress of the Teaching Staff, attended by leaders of the Ministry of Instruction and other personalities (the Minister Petrovici, the Metropolitan of Oltenia Nifon Criveanu, the Secretary General Napoleon Cretu, etc.). The greeting speech for the teachers was delivered by Nicu Angelescu, renowned teacher of Lahovari High School³¹.

In the years of the great conflagration, despite the economic difficulties, the Romanian education of all degrees continued to develop, obtaining notable results. The solidity of the educational institutions was confirmed by the continuity of the activity in most schools, both urban and rural.

Thus, the references to the field of education are not few in *Arhivele Olteniei* magazine, and we can even find punctual, detailed and eloquent expressions on the state and evolution of the education in Oltenia. The ecclesiastical, then boyar and, finally, statehood involvement made the beginning of the school, done in an organized system, evolve towards a well-defined structure, with an adequate professionalization scheme, with an addressability to the majority of young people. After all, it was a concordance in keeping the pace with the historical step in the development and the transformations that also determined the Romanian society in its entirety. As a natural foundation of the analysis on the evolution of education, we can conclude that it is an intrinsic need for natural progress and anticipation of social developments on a historical scale.

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³¹ Ion Soare (cord.), *Enciclopedia județului Vâlcea ...*, p. 399.

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