THE FUNCTIONING OF ENTRY REQUIREMENTS
TO ROMANIAN HIGHER EDUCATION.
CASE STUDY: HISTORY STUDIES (1948-1989)

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Abstract: In the following, we analyze the admission requirements to higher education, specialization history, in the History Faculties of the Universities of Bucharest, Cluj and Iaşi. In the early 1950s, admission to higher education and especially history specialization was drastically controlled, given that this area was considered as one ideological. During this period, in most cases, the „file” of the would-be candidate was more important than his/her level of knowledge. In 1957, the Council of Ministers adopted the Decision no. 1003 of July 10, which provided an increased number of students coming from families of workers and poor peasants up to the percentage of 70-75% and. Thus, the aforementioned returns the study of the "file" in the admission exam for the candidates. Gradually, the importance of the candidate’s "file" decreased, being replaced entirely by knowledge examinations. Thus, in the mid and late 1960s degree graduates of technical secondary schools, with baccalaureate exam or its equivalent, could present to the admission exams for higher education. In the 1970s and 1980s, for the admission competition to higher education concerning extramural courses and evening courses could register candidates that "prove that are employed", besides the aforementioned conditions. Starting with the academic year 1977/78, the Education Ministry decided to replace history with a double specialization “history – philosophy”. This change was accompanied by the merger of the two faculties at the main universities of Romania (Bucharest, Cluj, Iaşi). This measure proved to be an uninspired decision, which pointed in a documentary made by the Ministry of Education in 1989.

Keywords: history, admission, students, social structure, gender.

During the communist period, the Romanian education system has undergone a series of transformations, as a result of which it was desired to implement the ideology and the communist state vision. This paper will hereinafter analyse the structure of the admissions in the higher education system, specialization history within the profile faculties, from Bucharest, Cluj and Iaşi universities. The research for this article was conducted with the Archive of the National Education Ministry, Archive of the University of Bucharest, Archive of the National Institute of Statistics and National History Central Archives, fund of the Central Committee of the Romanian Communist Party.

In 1948, after the higher education reform, Iaşi University was restructured, and thus the History-Geography Faculty emerged, and its specializations were: Romania’s history, Old general history, Medieval general history, Modern general

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history and history of Art. After only two years, the University was again restructured, and the Faculty of History was born, which was organized in two teaching departments, general history and Romanian history.

Starting with the university year 1951-1952, professors and students of Philosophy and Pedagogy-Psychology Faculties were transferred to the Faculty of History. From 1954, the faculty was called History-Philology, bringing together various specializations: history, philology, pedagogy, psychology, philosophy. The following year, the faculty was called, for a short period of time, Philology-History-Philosophy, thus becoming the largest faculty with Iași University. After only two years the faculty underwent new transformations, and thus the Faculties of Philology and History-Philosophy that will function under this combination, with some changes of the teaching departments and sections’ profile, until the year 1989.

During the same period, University of Bucharest underwent a series of changes regarding its structure, starting with the institution’s name, C. I. Parhon, until some faculties separated from it and a large number of professors were removed. Following the education system’s reform in 1948, the history department was reorganized which resulted in latter’s becoming attached to the Faculty of History-Geography. In 1950, the said faculty was split into two independent faculties, and thus the Faculty of History was born as an independent structure which would function under this form until 1977, when it was merged with the Faculty of Philosophy, and two double specializations were created: history-philosophy and philosophy-history. As regards the development of the institution, the Faculty of History went through several stages; in 1961-1962 this included the following teaching departments: Romanian history teaching department, history of the USSR and popular democracy countries, Antiquity universal history and archaeology teaching department, middle, modern and contemporary history teaching department, archival teaching department. In 1979, following the merger between the two faculties, two teaching departments of Romanian history and universal history appeared, and in 1989, after a decade of cuts and “shortages”,

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3 *Ibidem* p. 528.
4 *Ibidem*, p. 528.
5 *Ibidem*, p. 528-529.
6 *Ibidem*, p. 528.
7 See the case of the Faculty of Medicine.
9 *Ibidem*, p. 112.
10 *Ibidem*, p. 132.
there was only one teaching department, the one of Romanian history and universal history\textsuperscript{11}.

During the communist period, Cluj University underwent a series of transformations which were caused by the ideological and educational policy of the communist state. After the Second World War, Cluj University continued to function with its two entities, the Romanian one, receiving the name Victor Babeş and the Hungarian one. The Faculty of Letters and Philosophy, belonging to the University Victor Babeş, underwent a series of important changes, being organized in three distinct faculties: history, philology and philosophy\textsuperscript{12}. The Faculty of history would include two sections: Romanian history and universal history, “to which numerous support sciences were added: archaeology, ethnography, study of Byzantium, historiography, palaeography, history of arts”\textsuperscript{13}. Such faculty continued to operate with Bolyai University as well. In 1959, following the Communist Party’s policy of reinforcing its influence and the nationalist policy, measures were taken to unite the two universities into one entity. This process was presented as an action “tactfully and wisely lead by the party, to which participated both students and professors, ending with the unanimous decision of those interested to unify the two universities”\textsuperscript{14}. The newly created University takes the names of the two entities, namely Babeş-Bolyai.

Following this process, the organization structure of the University underwent a series of important changes. In most of the cases, the faculties with the same profile merged. In the newly created university, we find history with the Faculty of history-philosophy, which included four sections: Romanian history, universal history, philosophy and special phsycio-pedagogy\textsuperscript{15}. The faculty continued to exist under this form until 1989.

Starting with the university year 1977/1978, all faculties of history received the double specialization, history-philosophy\textsuperscript{16}, that will function under this form until 1989. Following this decision, in any Romanian higher education institution, history was no longer taught as a sole specialization.

\textbf{Admission conditions}

During the four decades being analysed, the admission conditions went through various stages, in accordance with the communist state’s necessities of specialists in this field. In the early 1950s, the admission to the higher education

\begin{itemize}
  \item \textsuperscript{11} \textit{Ibidem}, p. 132.
  \item \textsuperscript{12} Ştefan Pascu, \textit{Universitatea Babeş Bolyai din Cluj}, Cluj, Dacia Cluj Printing, 1972, p. 35.
  \item \textsuperscript{13} \textit{Ibidem}, p. 35.
  \item \textsuperscript{14} \textit{Ibidem}, p. 38.
  \item \textsuperscript{15} \textit{Ibidem}, p. 40.
  \item \textsuperscript{16} Measure deemed useless, please see below
\end{itemize}
and mostly in the history specialization was drastically controlled, taking into consideration that this field was an ideological one.

In 1948, after passing the new education law, the new admission conditions in the higher education were promoted:

“Art. 6. – In order to register with this admission exam, candidates will submit with the Secretariat of the institution in question a form accompanied by the following documents: baccalaureate diploma or graduation certificate, birth certificate, citizenship certificate, health certificate and radioscopic chart.

Art. 7. – In addition to the documents listed by Art. 6, sons of workers, sons of peasants and sons of civil or private servants, will present the following support documents:

Sons of workers: Factory Committee certificate, indicating the position and class of employment in the parent’s collective employment agreement (with the endorsement of the Accounting Department) or the evidence that, although he/she is a worker, he/she temporarily holds another position.

Sons of peasants: certificate signed by the mayor and by the notary, showing the land surface, the property of the parent or of the tutor, as well as their other incomes or the evidence that, although peasants, the parent temporarily holds another position. The certificate will be endorsed by the respective agricultural Union.

Sons of public employees, registered with unions: the evidence issued by the respective institution, including the parent or the tutor’s class of employment in the collective employment agreement or the civil servants Status and the endorsement of the factory Committee or of the union. [...]”

The Faculties of history and geography:

Written exam: Romanian history
Oral exam: Romanian history, geography of P.R.R., Romanian language and literature, Constitution of the P.R.R.”

As one notices from the presented requirements, along the diplomas certifying the graduation of a mandatory education cycle for registering for the admission exam for higher education, the file also had to mention data regarding the social and material status of the candidates’ parents. As such, the social environment from which they stemmed was significant for being granted the possibility of attending a faculty. At the same time, one may notice that the ideology of the time focused on three social categories from which the candidates could stem: sons of peasants, workers and public servers. During this regime, sons of intellectuals or sons of former free lancers no longer had the possibility of being granted access to high education. The History-Geography Faculty had two admission exams, a written one and an oral one, from the said subjects. The exam

17 Decision No. 264.402/1948 on introducing the exam for entering the 1st year of universities and higher institutes in the Collection of laws, decrees and decisions, October 1948, pp. 964-969.
became ideological by introducing questions from the Constitution of the PRR, and in 1950, the Faculty of History with Bucharest University mentioned two tests: written test from the History of PRR and an oral test from the History of PRR and Universal History.\textsuperscript{18}

An information notice, drawn up by the Minister of Education, Mr Murgulescu, provided ways of improving the students’ social structure. In addition, it provided three social categories of possible candidates, who could proceed to the higher education:

“At the admission in middle technical schools and faculties, the skills and love for study of the pupils and students were taken into consideration, and the social origin was determined by the following categories:

1\textsuperscript{st} category:
- sons of industrial workers
- sons of agricultural workers, collectivist peasants, peasants with small and medium size households
- sons of enlisted men
- sons of engineers and technicians
- sons of public employees and pensioners
- sons of cooperative craftsmen

2\textsuperscript{nd} category:
- sons of small uncooperative craftsmen
- sons of freelancers
- sons of small merchants

3\textsuperscript{rd} category:
- sons of kulaks
- sons of merchants, industrialists and other exploiters

Sons of the war criminals, traitors, spies, saboteurs, etc., were not admitted in the medium schools and in the higher education. The Faculties of Philosophy, Pedagogy, Philology, History, General Economy, Law Sciences, “Maxim Gorki” Institute, Exterior Trade Institute, Faculty of Geology, only received candidates from the first category. […]

A good class composition in the first year was also realized by the Faculty of History with “Bolyai” University where workers’ sons accounted for up to 46%, as well as with the Faculty of Chemistry where workers’ sons accounted for up to 50%.”\textsuperscript{19}

From the communication made by the ministry of education we may draw the conclusion that the file continued to have a main role in the candidates being admitted thus disfavouring their actual knowledge. Many candidates declared admitted failed to meet the minimal requirements in particular the existence of a

\textsuperscript{18} Archive of the Rector’s Office with Bucharest University, fund Secretariat/Rector’s Office, registry No. 56/1956, No. 75267/1950 Norms for being admitted with high education institutions for the school year 1950/1951.

\textsuperscript{19} ANIC, PCM fund, file No. 651/1953, ff. 13-21.
baccalaureate diploma or an equivalent thereof. At the same time, there were clear indications to “improve” the social structure of the ones declared admitted, and their focus was on the ones that came from families of workers.

In 1956/1957, the Faculty of History, Bucharest University, a number of 3 students had applied and had been declared admitted, who enrolled for the seats of those who had a diploma and who were declared admitted without going through scientific discussions (graduates of a 10 years schooling program)\textsuperscript{20}. In the mid-1950s, these conditions became a little more relaxed, but this did not last for too long, due to the ideological effects imposed by the Hungarian Revolution, in 1956.

The involvement of the Hungarian students in this event caused the Romanian communist state to adopt measures through which the students’ movement, but also the students’ social structure, could be controlled. In 1957, the Decision of the Council of Ministers No. 1003 dated 10 July was passed; this decision provided the increase of the number of students coming from families of workers and poor peasants up to 70-75% and the “purification” based on political criteria of professors, considered guilty for the students’ few number from the previous year\textsuperscript{21}. As a consequence, they return to the study of candidates’ personal “file” for the admission exam. Thus, they introduced the scholarships of the People’s Councils and of the factories, granted to the sons of workers and peasants with a modest financial situation.

\begin{table}
\centering
\begin{tabular}{|c|c|c|c|c|}
\hline
Year & The type of admission & Sons of workers & Sons of peasants & Sons of Other \hline
1957\textsuperscript{22} & 49 enrolled in the seats of People’s Councils (total 63) & 31 & 17 & - & 14 \hline
1959 & In the seats of People’s Councils & 31 & 11 & 3 & 5 \hline
 & Admitted after the enrolment in the faculty & 20 & 5 & 14 & 1 \hline
\end{tabular}
\caption{The social category of the students declares admitted with the Faculty of History, University of Bucharest, depending on the type of the admission exam.}
\end{table}

As one may notice from the table above, the number of students declared admitted on the seats granted to the People’s Councils and factories represented a

\textsuperscript{20} Archive of the Ministry of Education, File No. 247.
\textsuperscript{22} Data collected from the student of the 1\textsuperscript{st} year of study, after the first session of exams. The data presented in the table are taken from the Archive of the Ministry of Education.
significant share. In 1957, the year when this system was implemented, the number of those declared admitted accounted for 77.7%; the same share reflects the number of students coming from families of workers and peasants.

In 1959, the share of those who benefited from this admission system continued to be above 50%, and in 1961, according to the education plan\textsuperscript{23}, 50 seats were granted to those registered with People’s Councils and factories and 50 seats to those who applied for the faculty. After the education’s reform from 1962, this system was no longer valid.

Gradually, the importance of the candidate’s “file” decreased, being totally replaced by the examination of one’s knowledge. Thus, in middle and at the end of the 60s, it was possible to participate at the admission in the higher education the “graduates” with a diploma from the middle technical schools, those with the baccalaureate exam or its equivalent, and in the extramural education working people who graduated from high school with baccalaureate diploma could apply\textsuperscript{24}.

In the 1970s and the 1980s, at the admission exam for the higher education with evening time courses and low frequency, candidates who, besides the above mentioned conditions, “provide evidence that they are employed” could apply. Thus, the role of the evening courses and extramural education was to educate employees who were active in the field of work, and this process combined with the tendency of the communist state, especially in the 1980s, to reduce the number of students enrolled with daytime courses, to the detriment of those employed and the evening courses and low frequency. Another condition imposed on the departments of Philosophy, History and Legal Sciences, daytime courses and low frequency, was the following: “candidates may register for the admission exam only based on a recommendation issued by the party organization or youth organization of which they are a member of”\textsuperscript{25}. Such requirement could not be compared to the candidate’s “file” in the 1950s, and it rather meant that candidates had to meet a requirement imposed by the fact that these specializations were deemed to have a high degree of ideology.

Throughout the 40 years under analysis, the said faculties granted students the possibility of becoming specialized in several sub-fields, such as Ancient History, Medieval History, Modern History, Contemporary History, Archive sciences, History of Art. Along these specializations, for which students opted for during faculty, there was a period in the 1960s in which the admission exam provided seats for the specialization Romanian History and Universal History\textsuperscript{26},

\textsuperscript{23} Archive of the National Education Ministry, File No. 441.
\textsuperscript{26} see below the table concerned with students at the daytime courses.
while for the extramural studies, the only specialization we came across in the 
forms reported by the faculties with the ministry was Romanian History\textsuperscript{27}.

Another particularity of this period is reflected by the double specialization. 
History-Romanian Language, department usually encountered with the Faculty of 
History with Babeş Bolyai University\textsuperscript{28}. Starting with the university year 
1977/78, the ministry passes a resolution which eliminates “history” from the 
subjects, and was replaced by the double specialization “history – philosophy”. 
This change brought along the merger of the two Faculties, under the protection 
of Bucharest University\textsuperscript{29}. Such measure proved to be unsubstantiated on the long 
term, which fact is even recorded in a documentary conducted by the Ministry of 
Education in 1989\textsuperscript{30}.

Starting with the university year 1977/1978, as per the said resolution, the 
professional schooling in the field of history and philosophy was achieved by 
way of the double specialization: history-philosophy, respectively philosophy-history. Following this process, the ministries officials have ascertained that 
applying such measure resulted in the following:

- “slightly reduced the opportunities of students becoming educated, both in 
the field of history and philosophy

- no graduate of the major of philosophy-history was allotted during these 
years a philosophy teaching department

- the significance of history in the major philosophy-history is subject to the 
requirements of schooling the graduates to teach Romanian history and universal 
history, and the major history-philosophy, the significance of philosophy and the 
other social sciences subjects was low as compared with the duties of teaching 
these subjects in high schools

- the possibilities of becoming specialized in matters of dialectic and 
historical materialism, contemporary philosophical thinking were reduced, and at 
the same time a number of fields traditional in our history were insufficiently 
studied”\textsuperscript{31}

Further to this analysis and taking into account the fact that history was a 
subject studied from the 4th grade until the higher education, the required number 
of history professors could not be ensured by a double specialization. Thus, the 
proposal was to separate these majors into independent fields, given the example 
of P.R. Bulgaria, USSR, P.R. Hungary\textsuperscript{32}. The separation of these two subjects is

\textsuperscript{27} Accounts given by departments at the beginning of the university years with the Archive of 
the National Education Ministry.

\textsuperscript{28} see below the table concerned with students at the daytime courses. There are other study 
programs in which history is the second specialization, but this paper is not concerned with these.

\textsuperscript{29} see above the profile faculties with Cluj and Iaşi Universities where such an entity existed in 
the 50s and 60s.

\textsuperscript{30} ANIC, CC Fund, Division Riots and propaganda, File No. 132/1989, f. 3-4.

\textsuperscript{31} \textit{Ibidem}, f. 3-4.

\textsuperscript{32} \textit{Ibidem}, f. 3-4.
also reinforced by the case of Western countries. Approving such measure has proved to be a failure, and one of the most important arguments put forth even by the minister himself is that no graduate of this double specialization was allotted a philosophy teaching department in the pre-university education system. This proposal along the documentary conducted by the minister also appears in a note aimed at proposing an improvement of the list of majors.

From the point of view of the features of the schooling form, throughout this entire period we encounter daytime courses, in all these three university centres. The extramural courses encountered in the period 1957-1977, and it was later abolished and it appeared again in 1982, only at Bucharest University, with the Faculty of History-Philosophy. From the point of view of the duration of becoming specialized, the following case is applicable: until 1967 the duration was 5 years, and starting with 1968 this was lowered to 4 years, and this process was seen as a measure of becoming aligned with the European standards; this measure also had a financial feature, by reducing the expenses related to the year of study, which fact allowed the increase of the number of students.

**Number of students**

As regards the number of students, for the period concerned, we were unable to obtain the numbers for the years 1948-1955. For this period, as regards the Faculty of History with University of Bucharest, we are in possession of the number of students at the level of the entire faculty, as follows:

**Table 2**

Number of students from the Faculty of History-Geography/History, University of Bucharest – 1948-1956

<table>
<thead>
<tr>
<th>Major</th>
<th>48/49</th>
<th>49/50</th>
<th>50/51</th>
<th>51/52</th>
<th>52/53</th>
<th>53/54</th>
<th>54/55</th>
<th>55/56</th>
<th>56/57</th>
</tr>
</thead>
<tbody>
<tr>
<td>History-geography</td>
<td>927</td>
<td>395</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>History</td>
<td>-</td>
<td>-</td>
<td>396</td>
<td>571</td>
<td>527</td>
<td>655</td>
<td>615</td>
<td>684</td>
<td>609</td>
</tr>
</tbody>
</table>

As one may notice from the table above, there is a growing trend as regards the number of students, starting with 1950, and this trend is maintained in 1955, and in the following period one notices an overall decrease, not only for the subject at hand.

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33 ANIC, CC Fund, Division Riots and propaganda, File No. 131, f. 10.
34 The numbers were taken from the files of the Ministry of Education and there is possibility that prior to 1957 there were students enrolled in such form.
Tables containing students admitted in the 1\textsuperscript{st} year, daytime courses\textsuperscript{36}

Chart 1: Number of students admitted in the 1\textsuperscript{st} year of study, majors of history 1957-1976, Faculty of History, Bucharest University

The chart above indicates that the decrease of the number of students continued until 1958, and in 1959 the number of seats allotted to the history major increased. This trend is specific to the entire system, and was supported for several years. In the early 60s there was a decrease in the number of seats, i.e. 68-80 until 1971. In the following period we notice a decrease in the number of admitted students, and thus the highest number is not higher than 60 admitted students. The significant decrease of seats in the 70s as compared with the period 1959-1962 may be explained by the fact that in the mentioned period there was a need of history teachers in the system, and gradually a stock of qualified personnel was achieved and the decision was taken to reduce their number. Furthermore, the stock of required personnel also improved due to the high number of students admitted in the law frequency education system, as one may conclude from the information below.

\textsuperscript{36} This was conducted based on the information found in the annual reports of the departments of high education institutions put into discussion, available with the Archive of the Ministry of National Education and the Archive of the National Statistics Institute.
Chart 2: Number of students admitted in the 1st year of study in the History and Philosophy Faculties with Cluj and Iaşi Universities in the period 1957-1976

The chart above presents the status of students admitted in the 1st year of study with the Faculty of History – Philosophy, Cluj and Iaşi Universities. Except for 1957-1959 and 1969-1970, where the numbers are only concerned with the students admitted to the major of history. As one may note, the number of students admitted in the first year of study with Cluj University as compared to Iaşi University is higher throughout the entire period under analysis, with an average number of 20-30 seats. Moreover, if we are to take into account the numbers a weighted average of 50% were allocated to the major history, and we may notice that the seats of the two faculties in Cluj and Iasi were below the number of seats allocate to the faculty in Bucharest. In addition, the previously presented increasing and decreasing trends for the Bucharest Faculty of History are also valid for the other faculties, however with a smaller decrease of seats as concerns Cluj faculty.
Chart 3: Number of students admitted in the 1st year of study in the History and Philosophy Faculties with Bucharest, Cluj and Iasi Universities in the period 1977-1989

For the period 1977-1989 we may conduct a comparison between the numbers of students enrolled with the Faculty of History-Philosophy with the three universities. As it may be noticed and browsing through the schooling plans, for the 1980s, the number allotted for the major of history did not exceed at national level 80-90 seats. In the case of the Bucharest Faculty of History and Philosophy we notice a significant decrease in the seats allotted to

37 Archive of the Ministry of National Education.

Source: Archive of the Ministry of National Education and Archive of the National Statistics Institute.
the 1st year of study as of 1982, and in the following years the numbers would remain unchanged. As concerns Cluj, we notice an even more serious decrease in particular the number of admitted students was half, even a third of the numbers presented for the previous years.

The analysis of the number of students found in the previous charts comprises several sections. A first section is dedicated to the development of the number of students in the period 1956-1989. As it may noticed, the decrease of the number of admitted students in the middle 1950s was maintained until 1958, and in 1959 the increase was a significant one. This increase did not only regard history, but it represented an increase in the entire education system, trend announced ever since 1958. This increase stabilized in the early 1960s when it reached an average of 150 students enrolled in the 1st year with daytime courses. At the same time, during this period, as compared against the number of students provided in the annual plan, passed by Decision of the Council of Ministers, there is a positive difference, as usually passed by decision of the ministry.

The middle 1970s brought a new change in the number of students, which recorded a decrease in the major history, reaching an average of 100 seats annually allocated. The early 1980s, along with the change of the major (history-philosophy), also triggered a decrease in the number of students. These years may be described as years in which the entire system underwent a decrease, and this decision was taken in consideration of the fact that expenditures in the entire Romanian economy decreased. If until that moment, there were some additional seats had been approved, this was no longer possible and there were even cases in which the number was adjusted in the negative.

Another section of this analysis consists of the level of competition with the admission exam for the major history. Although we do not hold sufficient data for conducting an in depth analysis, we may say that there is a high competition, estimated at a number of 4-5 persons per seat.

As regards the representation of sexes among the students admitted with the Faculty of History, University of Bucharest, we notice a higher average of male students in the 1950s, starting with the 1960s the average became more balanced, and in the late 1960s over 50% of the admitted students were female, as may be concluded from the chart. The high average of male students in the 1950s may also be explained by the fact that boys had higher access to education than girls. The change in this average led to the number of admitted girls to increase. At the same time, the fact that once graduating faculty one became a teacher drew more girls, as compared to industrial fields where the male average was the majority.

38 Învățământul superior, Archive of the Ministry of Education, File No. 231.
The chart below presents the distribution of the number of students with the major history (history-philosophy for the period 1982-1989) at extramural courses with Bucharest University\textsuperscript{39}. As one may notice, this form of courses was a real success in the 1960s, and in the 70s the number of students admitted for this major decreased, and in the period 1978-1981 no seats were put up for the admission exam. This form of schooling was again introduced in 1982, in the context of the number of students in Romanian higher education enrolled with daytime courses decreased constantly. In exchange, the extramural and evening courses became more important. As regards the share of sexes of the admitted students, we may notice that male students outnumbered female

\textsuperscript{39} The presented data start with 1962. For the previous period, we were unable to obtain such data. In addition, no records were found for 1965.
students. Thus, we may claim that the extramural courses attracted a larger number of students, as compared to daytime courses, where female students were more numerous.

Chart 5: Comparison of the total number and the distribution of sexes of the students admitted with the extramural study program with the Faculty of History, University of Bucharest

The evolution of the number of students in the higher education of extramural with Cluj and Iași Universities faced a significant increase in the 1960s, the number of students admitted to this type of schooling exceeded the number of students at daytime courses. The 1970s brought along a decrease in this number, until such schooling was eliminated in 1976;
### Extramural Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Cluj-Napoca</th>
<th>Total</th>
<th>F</th>
<th>Iaşi</th>
<th>Total</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1962</td>
<td>22</td>
<td>5</td>
<td>35</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1963</td>
<td>30</td>
<td>7</td>
<td>32</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1964</td>
<td>30</td>
<td>3</td>
<td>32</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1965</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1966</td>
<td>86</td>
<td>41</td>
<td>85</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1967</td>
<td>82</td>
<td>34</td>
<td>85</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1968</td>
<td>85</td>
<td>23</td>
<td>105</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1969</td>
<td>66</td>
<td>17</td>
<td>70</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td>37</td>
<td>23</td>
<td>48</td>
<td>15</td>
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<tr>
<td>1971</td>
<td>31</td>
<td>14</td>
<td>34</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1972</td>
<td>112</td>
<td>30</td>
<td>107</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1973&lt;sup&gt;41&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1974</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1975</td>
<td>94</td>
<td>25</td>
<td>71</td>
<td>26</td>
<td></td>
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</tr>
<tr>
<td>1976</td>
<td>113</td>
<td>31</td>
<td>70</td>
<td>22</td>
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<td>1977</td>
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</tbody>
</table>

### Social structure

We will hereinafter review the social representation and the origins of the students admitted in the 1<sup>st</sup> year of study with the major history, daytime courses. In order to meet this target, we have chosen to conduct a case study with Bucharest University. The period chosen has taken into account the numbers we held at the time this study was conducted.

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<sup>40</sup> This was conducted based on the information found in the annual reports of the departments of the high education institutions in question with the Archives of the Ministry of National Education.

<sup>41</sup> For 1973 we have found a number of 165 students admitted to the two universities and in 1974 a number of 213 students. Archive of the National Statistics Institute.
Table 4
Social Structure and the origins of the students admitted in the 1st year of study
with the Faculty of History, University of Bucharest – daytime courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Gender</th>
<th>Origins</th>
<th>Sons of workers</th>
<th>Social group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sons of peasants</td>
<td>Intellectuals Public employees</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Socialist Sector</td>
<td>Individual Households</td>
</tr>
<tr>
<td>57(^{43})</td>
<td>M 31</td>
<td>F 17</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>59</td>
<td>M 51</td>
<td>F 17</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>60</td>
<td>M 33</td>
<td>F 21</td>
<td>42</td>
<td>12</td>
</tr>
<tr>
<td>63</td>
<td>M 23</td>
<td>F 37</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>64</td>
<td>M 36</td>
<td>F 23</td>
<td>19</td>
<td>6</td>
</tr>
</tbody>
</table>
| 66   | M 36 | F 8 | 1 | 31 | - | 1 | - | 1 
| 74\(^{44}\) | M 22 | F 4 | - | 20 | 6 | - | 1 | - |

One may notice from the table above that the social distribution of the admitted students had a different development, depending on the temporary reported period. In the 1950s, taking into account the resolution that stipulated the possibility of registering with the People’s Councils and factory councils, the number of sons of peasants and workers is the largest share from the social structure. At the same time, in the same period the special forms reported by departments, the category intellectuals does not exist, but was assimilated to the category of servants. Gradually the share of these categories was evened out.

At the same time, between the category of sons of workers and sons of peasants, irrespective of the type of chosen schooling, there is a significant difference in favour of the first category. As concerns the distribution of the origin, the majority of the admitted students came from cities.

The admission requirements for the major history during the communist period have undergone a series of changes depending on the regulatory changes imposed by the communist state rule. If at the beginning of the communist regime, a significant role in the registration and admission was played by the candidate’s file, gradually, starting with the 1960s things followed a regular path, in which the

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\(^{43}\) For 1974 the group Intellectuals public employees – is divided into 2 subgroups: 1. Engineers and Technicians 2. Persons majors of didactics, medical and sanitary, legal etc.

\(^{44}\) A number of 15 students come from other social structures.

\(^{44}\) There is no data for the years 1967-1973.
selection of candidates was made based on the admission exam, testing the candidate’s knowledge. As concerns the number of students that attended this major, one may notice from the previously presented charts that there were various periods of increase and decrease, many of them in line with the trends of the education system during the communist period. The decreases imposed by the regime in the 1980s have not left this major unaffected.