

PROFILE OF THE ROMANIAN UPPER SCHOOL DURING THE INTERWAR PERIOD

*Emilia GOGU**,
*Corina-Cristina BUZDUGAN***,
*Daniela NENCIU****

Abstract

According to historians during the interwar period the Romanians were drawn by theoretical education and not the practical one:

“The ratio of those attending the two types of learning was reversed as compared to Europe, a fact that shows a sort of inadequacy to the modern world; the majority intended to choose faculties, as faculties offered them the chance to get a job in state administration, to be office clerks. There were only a few wanted to attend practice studies, to become mechanics, plumbers etc., to get a job as those required by the modern world.

The Romanians wanted a state job and not so much financial security, namely to have a business of his own. The Romanians often invested money o their own in order to get a state job. Probably, that job brought about his recognition, herefrom the learning following the same pattern, that tried to offer jobs for the state. The State, thoughts policy, encouraged this direction, leaving modernity to other ethnicities, which chose jobs socially necessary”.

Keywords: *upper school, the interwar period, school policy statistics*

JEL Classification: [K0, K00, K10].

1. Introduction

In this article, we want to present a comparative analysis of the evolution regarding the formation and orientation of the higher school by domains.

After the Great Union, education on all levels was brought to the rank of state policies. The school has become a device to help a nation to be structured. Respect for education, for learned people, was obvious. 98% of the youths who went to study abroad came back after having completed their studies.

* Associated Professor PhD. - AES Bucharest.

** Associated Professor PhD. - Faculty of Law Cluj-Napoca, “Dimitrie Cantemir” Christian University.

*** Associated Professor PhD. - Faculty of Commercial and Turistic Management, Constanța, “Dimitrie Cantemir” Christian University.

During the interwar period (...) the state massively invested in education. The Ministry of Public Instruction and then the Ministry of Public Education had an annual budget of 12% to 16% a fact that seems fabulous today. But (...) it deserved it as education and culture were two components having the mission to strengthen the idea of „nation belonging to Great Romania.”

Among other things, „the state got the money to build 1000 schools, first in the countryside, to build new high schools, normal schools (current pedagogical high schools), to build new wings for universities in order to increase the number of students.

The preparation of teachers was accented (...) so that they might be ready to teach the children coherently and find accurate things for the requirements of the society. A particular care was shown to build proper university teachers.

In spite of all this, the educational policies of the Romanian interwar state became one lacking economic finalities. By getting the profile of the bureaucrat- intellectual, the social role of the Romanian university was kept unchanged. This is the reason that some people reached the conclusion that the Romanian state paid minor attention to the human capital investments, the literacy rate of 55,8% being proof of the „selfishness of elites.”

The fact that Romania had a rate of 1,3 students at 1000 inhabitants, transformed this report in an upsetting one for a society in which half of the people were illiterate.

In the interwar period, people spoke about „intellectual unemployment" that represented actually the poor relationship existing between the Romanian higher education and economy and the expectancies of the society.

The intellectual unemployment should be regarded as a symptom of economic changes that took place all over the world, after World War I, when the increasing role of the tertiary sector of service provision, as well as the development of the town, in the detriment of villages, imposed a finer division of labour and an accented specialisation of people.

In 1932, a conference is published entitled *Statistics and School Policy* by Iosif Gabrea. In it, the author criticized the education system built on the principles of professional orientation, namely on the lack of it, found in the university policy planning measures in Romania.

Gabrea disapproved with the viewpoint against the big number of students and blamed the students for a supposed „the pride of learning”. Counting the number of students in the four universities, corresponding to the academic year 1928/1929, Gabrea finds reasons to consider that the refrain „*there are too many students!* is completely unfair”. (Gabrea, 1932)

Even more, talking about graduates and PhD students promoted by universities yearly, there would be „2.564. That means 8,2% compared to the enrolled students and 1 graduate at 7020 inhabitants!" To say it differently, the

number of graduates is small, too small! But, what Gabrea correctly criticized was the misappropriation of youths in higher education jobs, “completely inappropriate with the structure of our social life and future needs.” (Gabrea, 1932)

The change of school policy was necessary into one based on realities, „based on the safety of statistic figures and not on fumbling dictated by subjective considerations.” (Gabrea, 1932)

George Banu, General Secretary of The Ministry of Labor, also analyzes the unemployment intellectual phenomenon a phenomenon which, as compared to manual unemployment remained behind the Western countries. It was rude and with a tendency of permanent ascending tendency (...)

This is why the intellectual unemployment soon reached the highest level like the Western developed countries."

The phenomenon could be explained by the influx of rural population toward towns, the democratization of culture and the „overlapping of culture with the claiming to exercise a profession."

The intellectual unemployment represented “a problem on whose solution depended on the very equilibrium of the state.” (Banu, 1933)

In January 1933, *The Confederation of Associations of Intellectual Professionals* was founded whose purpose was that of „ developing the solidarity among all intellectual professions as well as defending their interests." (Statute, 1933).

Among some measures taken in order to stop the intellectual unemployment and agreed by the Confederation was stopping the employment of foreigners in the industry and even the elimination of those having a non-Romanian nationality, both in industry and administration. The effect of the Confederation would be the adoption of the *law regarding the use of Romanian staff in enterprises*, published in the *Official Monitor* nb.161, July 16 1934. (Statute, 1933).

Even so, the Confederation expressed its disagreement concerning the implementing regulation of this law. In the law, it was said that the Romanian element should be at least 80% of the people employed in any industrial branch in Romania, both in manual, intellectual and leadership activities.

Petre Comarnescu is one of those who pays special attention to the concept „*campus*" (university citadel) as a „favourable background for education," by means of which the relationship between students and teachers is strengthened and, on the other hand, the students' life is organized, they work like a team and can stop the mechanisms of blurring of rivalries and personal frustrations. Based on his own experience as a student both in England and USA, Comarnescu presents models of university citadels, similar to those at Oxford or Harvard, whose activities intensify the activities of these universities.

In Universities with scattered faculties and laboratories, students remain strangers and come together at random.

On the contrary, in a University Citadel, the relationships among students are more intimate, permanent: the exchange of ideas and feelings is more serious, easier to be verified, more authentic. (...) *Scattered faculties may prepare good intellectuals but cannot create true personalities.* "The student of a university citadel possesses a strong social sense, he knows how to co-operate and understand others, also his will to display to the others his moral character and his physical and intellectual skills."

The founding of such universities in Romania not only increases the quality of everyday life but also ensures a better intellectual development and self-respect. These could be a solution against „anarchic individualism, so much developed with us,” but also makes easier the communication between the student in town and the student in the countryside.” (Comanescu, 1933)

In Romania, the Law on National Education, states, in article 1 that it provides the framework for exercising under the authority of the Romanian state the fundamental right to lifelong learning, right promoted as a main goal for adult vocational training (Roş, 2017).

In a town where the students are more and more and no longer could be controlled, becoming a kind of manoeuver mass at the disposal of radical political movements, the university citadel becomes a Panopticum.

The surveillance and discipline of the students had to become mechanisms of social control, like the limitation of the number of pretenders to higher education.

Although temporally it is admitted that the great economic crisis ended in 1933, economically, this year represents only the moment of revival.

That is to say, 1933 does not represent the level reached in 1929, but only the revival of the process of economic development. Among the ways of reconfiguration of the Romanian economy, the idea of an *economic nationalism* is heard more and more.

The proliferation of such ideas is the basis of an economic legislation more and more exclusive regarding the presence of foreigners in industry, for instance. But the economic revival had to be accompanied by a revival of education finalities.

At the moment, the state tries the implementation of some measures having the aspect of palliatives, such as the reinsertion of a duration of 8 years for secondary education, in 1935, the preparatory year for university studies, the merging of pharmaceutical higher education in Bucharest or the compulsory doctoral paper for law graduates as conditions for performing the profession of lawyer.

Constantin Kirişescu, now director of the Directorate for Higher Education within the Ministry of Public Instruction, deals more and more with „university overpopulation". The situation was displayed to the Interuniversity Council May 1935.

The development of higher education appeared once more disproportionate to „real needs of the country". The need is at the basis of the intellectual proletariat – „black-dressed unemployed" – people withdrawn from productive careers, dissatisfied and rebellious (...); germs of turbulence and anarchy." (Kiritescu, 1935)

The opening of universities became for Kiriteşcu „a chapter of school policy", that had to be implemented as soon as possible by authorities. Among the important aspects of this program, there was the promoting of professional education and limitation of the number of tuitions in the theoretical secondary education, as well as more exigency at the baccalaureate exam.

Beginning with 1935, the technical exclusion became a political program for more and more political organizations, a good example being Alexandru Vaida-Voevod who, by founding the Romanian Front proposed as a social-economic target, numerous *valachicus*.

Trying to find a solution to the congested universities – intellectual unemployment, in 1935, the Interuniversity Council got implied in limiting the number of students. Thus, as a consequence of its decision, in the meeting June 11 1935 „regarding the necessity of reducing the number of students in all the country, in relation to the possibilities of outlets of the graduate and those of labour offered by various faculties," but also based on the decision of the Rectors' Council, the four universities and the two high commercial schools, which proposed the organisation of entrance competitions of I year students, the Ministry decided June 11 1935 the number of students, like that: University of Bucharest – 2.760; University of Iasi – 1.440, University of Cluj – 930, University of Cernăuți – 850, Polytechnic Bucharest – 200, Polytechnic Timisoara – 100, Academy of High Commercial Studies of Cluj – 150.

The number of enrolled students in all higher education institutions during the academic year 1935-1936 would have been 6.780 students.

According to the first Statistic Yearbooks, in 1900 in Romania, there were 8 faculties, and in 1937-1938 – 36 faculties in the 21 universities.

The existing higher education institutions, as well those that were founded are presented in Table 1.

Table 1. Year of the establishment of Romanian Higher Education Institutions

Higher Education Institute	Town	Year of Establishment / Re-Establishment
1. „Babeş-Bolyai” University	Cluj-Napoca	1581/1919/ 1945/1959
2. University of Bucharest	Bucharest	1694/1864
3. University Politehnica of Bucharest	Bucharest	1818/1864
4. University Of Agronomic Sciences and Veterinary Medicine of Bucharest	Bucharest	1852
5. „Carol Davila” Medicine and Pharmacy University	Bucharest	1857
6. „Alexandru Ioan Cuza” University	Iaşi	1860
7. „George Enescu” Arts University	Iaşi	1860
8. National University of Arts	Bucharest	1864
9. National University of Music	Bucharest	1864
10. University of Agronomic Sciences and Veterinary Medicine of Cluj-Napoca	Cluj-Napoca	1869
11. „Grigore T. Popa” Medicine and Pharmacy University	Iaşi	1879
12. „Ion Mincu” Architecture and Urbanism University	Bucharest	1897/1952
13. ASVM „Ion Ionescu de la Brad”	Iaşi	1912
14. Academy of High Commercial and Industrial Studies of Bucharest...	Bucharest	1913
15. „Gheorghe Dima” Academy of Music	Cluj-Napoca	1919
16. „Iuliu Haţieganu” Medicine and Pharmacy University	Cluj-Napoca	1919/1948
17. University Politehnica of Timișoara	Timișoara	1920
18. Technical University	Cluj-Napoca	1920/1948
19. Academy of Sport and Physical Education	Bucharest	1922/2002
20. Art and Design University	Cluj-Napoca	1925
21. „Gheorghe Asachi” Technical University	Iaşi	1937

Source: ARACIS Quality Barometer in the higher education system-2015 Petrescu I., Gogu E., Iucu Bumbu R., etc. 2015

For example, during the academic year 1937-1938, the High Economic School included two faculties of 39 existing ones: The Academy of High Commercial and Industrial Studies of Bucharest and The Academy of High Commercial and Industrial Studies of Cluj, where there were enrolled 11,2% out of all students. **Law Sciences (5 faculties): Law Faculty of Bucharest, Iasi, Cernăuți and Oradea, with 28,7%. The Letters and Philosophy Faculty 13,8%.**

It is obvious that the orientation can be motivated by the fact that during that period the administrative structures of the State were built and administrative staff was badly required (teachers, jurists, notaries, etc.).

On the other hand, through our own nature, the world of business is not a characteristic of the Romanians. We are closer to the world of artists,¹ craftsmen, writers, etc.

Table 2. Teaching staff according to faculties and special schools in faculties in 1933-1937

Faculty/ Specialization	Number of Faculties	1933/34	1934/35	1937/38	Share 1937/38 %
Medicine Faculty	3	405	391	417	21,4
Veterinary Medicine Faculty	1	45	44	48	2,5
Pharmacy Faculty	2	167	179	174	8,9
Sciences Faculty	4	423	439	417	21,4
Law Faculty	5	115	109	130	6,7
Letters and Philosophy Faculty	4	206	132	227	11,7
Theology Faculty	3	37	38	45	2,3
Academy of High Commercial and Industrial Studies	2	89	80	77	4,0
Academy of High Agricultural Sciences	3	88	106	127	6,5
Architecture Academy	1	23	21	19	1,0
Academy of Music and Dramatic Arts	4	101	87	99	5,1
Academy of Beaux Arts	3	37	31	27	1,4
Polytechnic School	2	221	223	232	11,9
School of Architecture and Design	1	23	21	19	1,0
High Institute of Physical Education	1	22	22	31	1,6
Total	39	1842	1783	1945	100,0

Source: Data according to Statistic Yearbooks in 1935-1940

The share of the teaching staff at the *Academy of High Commercial and Industrial Studies* of Bucharest and the *Academy of High Commercial and Industrial Studies* of Bucharest, Cluj as an average was only 4,0% as compared to the *Sciences Faculty* 21,4% (the same as *Medicine Faculty*), *Polytechnic School* – 11,9%.

¹ As they say "The Romanian was born actor".

As a consequence, there was a great loss of teaching staff, economic experts. Besides, The High Economic School had lost even more teaching staff after 1937, as a result of the persecution of Jews in Romania.

Table 3. Students enrolled in faculties and special schools covering all faculties in 1933-1937

Faculty/Specialisation	1933/34	1934/35	1937/38	Share 1937/38 %
Medicine Faculty	2763	2690	2844	9,2
Veterinary Medicine Faculty	432	402	374	1,2
Pharmacy Faculty	1294	1347	559	1,8
Sciences Faculty	4686	4507	2642	8,6
Law Faculty	14998	13945	8836	28,7
Letters and Philosophy Faculty	5467	5582	4250	13,8
Theology Faculty	2561	2558	2480	8,1
Academy of High Commercial and Industrial Studies	4260	4695	3447	11,2
Academy of High Agricultural Sciences	759	1156	978	3,2
Architecture Academy	302	292	217	0,7
Academy of Music and Dramatic Arts	1480	1289	1280	4,2
Academy of Beaux Arts	476	438	381	1,2
Polytechnic School	1146	2119	2335	7,6
School of Architecture and Design	78	85	0	0,0
High Institute of Physical Education	201	202	148	0,5
Total	40903	41307	30771	100,0

Source: Data according to Statistic Yearbooks in 1935-1940

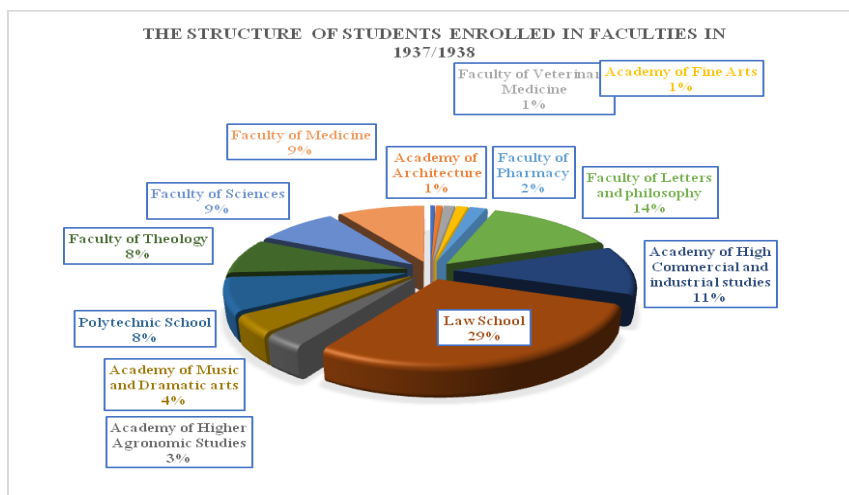


Figure 1. A share of students enrolled in specializations in 1937/1938

Were we to analyze and compare the share of registered students and that of graduates in the 15 specialisations, one may see that the efficiency of the school of economics is bigger, the share of students being 15,5% as compared with that of enrollment 12,2%, therefore the ratio of students' graduation AISCII is bigger than other specialisations.

Table 4. Graduates (Doctors, University Licentiates and Diplomats, as well as special schools) covering all faculties in 1933-1937.

Faculty/ Specialisation	1933/34	1934/35	1937/38	Share 1937/38 %
1. Medicine Faculty	426	270	288	4,3
2. Veterinary Medicine Faculty	59	61	54	0,8
3. Pharmacy Faculty	245	386	118	1,8
4. Sciences Faculty	447	450	282	4,2
5. Law Faculty	1648	1055	1306	19,5
6. Letters and Philosophy Faculty	744	208	279	4,2
7. Theology Faculty	209	367	1030	15,4
8. Academy of High Commercial and Industrial Studies from which:	480	428	1039	15,5
9. Academy of High Agricultural Sciences	57	99	247	3,7
10. Architecture Academy		29	24	0,4
11. Academy of Music and Dramatic Arts	112	128	103	1,5
12. Academy of Beaux Arts	93	46	79	1,2
13. Polytechnic School	138	92	193	2,9
14. School of Architecture and Design				0,0
15. High Institute of Physical Education	54	46	41	0,6
Total	4712	3665	6709	100,0

Source: Data according to Statistical Yearbooks in 1935-1940

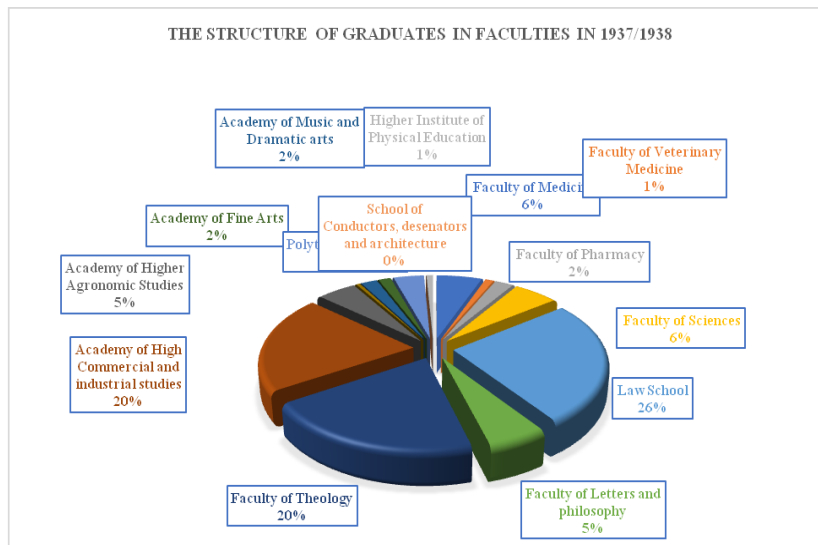


Figure 2. A share of graduates in specializations in 1937/1938

Table 5. Teaching Staff and Registered Students according to Institutions in 1933-1937

Institute	Teaching Saff	Registered Students		
		1933/34	1937/38	1933/34
1. Medicine Faculty of Bucharest	108	116	1030	1215
2. Medicine Faculty of Iasi	136	125	685	734
3. Medicine Faculty of Cluj	161	176	1048	895
4. Veterinary Medicine Faculty of Bucharest	45	48	432	374
5. Pharmacy Faculty of Bucharest	31	49	835	540
6. Pharmacy Faculty of Iași **	136	125	459	19
7. Sciences Faculty of Bucharest	179	182	2650	1579
8. Sciences Faculty of Iași	107	102	997	530
9. Sciences Faculty of Cluj	91	87	554	357
10. Sciences Faculty of Cernăuți	46	46	485	176
11. Law Faculty of Bucharest	46	61	8858	5075
12. Law Faculty of Iași	19	27	2883	1504
13. Law Faculty of Cluj	17	27	1779	1321
14. Law Faculty of Cernăuți	18	15	885	936
15. Law Faculty of Oradea	15	-	593	-
16. Letters and Philosophy Faculty of Bucharest	76	83	3521	3035
17. Letters and Philosophy Faculty of Iași	43	48	701	359
18. Letters and Philosophy Faculty of Cluj	58	65	691	582
19. Letters and Philosophy Faculty of	29	31	554	274

Cernăuți				
20. Theology Faculty of Bucharest	13	17	911	847
21. Theology Faculty of Cernăuți	7	10	1200	1217
22. Theology Faculty of Chișinău	17	18	450	416
23. Academy of High Commercial and Industrial Studies of Bucharest	63	49	3631	2612
24. Academy of High Commercial and Industrial Studies of Cluj	26	28	629	835
25. Academy of High Agricultural Sciences of Bucharest	46	51	428	384
26. Academy of High Agricultural Sciences of Cluj	42	41	331	324
27. Agricultural Sciences Faculty of Chișinău	-	35	-	270
28. Architecture Academy of Bucharest	23	19	302	217
29. Academy of Music and Dramatic Arts of Bucharest	42	47	567	643
30. Academy of Music and Dramatic Arts of Iași	22	23	468	412
31. Academy of Music and Dramatic Arts of Cluj	24	29	226	225
32. Music Conservatory and Dramatic Arts of Cernăuți	13		219	0
33. Academy of Beaux Arts of Bucharest	20	12	294	235
34. I Academy of Beaux Arts of Iași	8	8	121	99
35. School of Beaux Arts of Timișoara	9	7	61	47
36. Polytechnic School of Bucharest	157	165	718	1938
37. Polytechnic School of Timișoara	64	67	428	397
38. School of Architecture and Design of Bucharest*	23	19	78	0
39. High Institute of Physical Education ^{a)}	22	31	201	148
Total	1842	1945	40903	30771

Source: National Institute of Statistics, the Statistical Yearbooks of Romania in 1934, 1936 și 1936, 1939-1940 chapter Institutions.

*) The same teaching staff at the Academy of Architecture

**) The same teaching staff as at Medicine Faculty

-) Missing Data

^{a)} In 1937/38 named National Academy of Physical Education

Table 6. The Graduates According to Institutions between 1933-1937

Institute	Graduates ²		
	1933/34	1934/35	1937/38
1. Medicine Faculty of Bucharest	235	141	148
2. Medicine Faculty of Iași	94	39	99
3. Medicine Faculty of Cluj	97	90	134
4. Veterinary Medicine Faculty of Bucharest	59	61	65
5. Pharmacy Faculty of Bucharest	141	386	358
6. Pharmacy Faculty of Iași **	67	0	183
7. Pharmacy Faculty of Cluj	37	0	157
8. Sciences Faculty of Bucharest	190	138	83
9. Sciences Faculty of Iași	134	149	56
10. Sciences Faculty of Cluj	91	99	782
11. Sciences Faculty of Cernăuți	32	64	299
12. Law Faculty of Bucharest	946	450	327
13. Law Faculty of Iași	219	219	110
14. Law Faculty of Cluj	187	232	492
15. Law Faculty of Cernăuți	133	154	112
16. Law Faculty of Oradea	163		0
17. Letters and Philosophy Faculty of Bucharest	504		110
18. Letters and Philosophy Faculty of Iași	95	74	53
19. Letters and Philosophy Faculty of Cluj	87	103	83
20. Letters and Philosophy Faculty of Cernăuți	58	31	302
21. Theology Faculty of Bucharest	105	144	99
22. Theology Faculty of Cernăuți	104	151	931
23. Theology Faculty of Chișinău		72	
24. Academy of High Commercial and Industrial Studies of Bucharest	341	386	931
25. Academy of High Commercial and Industrial Studies of Cluj	139	42	108
26. Academy of High Agricultural Sciences of Bucharest	31	36	54
27. Academy of High Agricultural Sciences of Cluj	26	35	57
28. Agricultural Sciences Faculty of Chișinău	0	28	136
29. Architecture Academy of Bucharest		29	24
30. Academy of Music and Dramatic Arts of Bucharest	40	61	57
31. Academy of Music and Dramatic Arts of Iași-Chișinău	25	44	23
32. Academy of Music and Dramatic Arts of Cluj	25	23	23
33. Music Conservatory and Dramatic Arts of Cernăuți	22	-	0
34. Academy of Beaux Arts of Bucharest	63	31	56
35. Academy of Beaux Arts of Iași	22	8	12
36. School of Beaux Arts of Timișoara	8	7	11

² Doctori, Licențiați și diplomați universitari și a școlilor (Gabrea, 1932) speciale repartizați după facultăți și instituțiuni.

37. Polytechnic School of Bucharest	138	92	141
38. Polytechnic School of Timișoara	-	-	52
39. School of Architecture and Design of Bucharest*	-	-	0
40. High Institute of Physical Education ^{a)}	54	46	41
Total	4122	3665	6709

Source: National Institute of Statistics, the Statistical Yearbooks of Romania in 1934, 1936 și 1936, 1939-1940 chapter Institutions.

-) Missing Data

^{a)} In 1937/38 named National Academy of Physical Education

From 40 faculties/schools of high education that existed during the interwar period, the authors attempted at showing the history and evolution of the Law Faculty of Cluj.

The beginning of law studies as a higher form of education in Cluj goes back as far as 18th. Century. In 1774, the Law Faculty is founded within the Academic University College. This was a teaching form having the level of university and was founded by Empress Maria Tereza in the base of the former Jesuit Academy.

At the end of World War I, after Transylvania was unified with the rest of Romania and Great Romania was created, under Decree nb.4.090/12 Septembre 1919, signed by King Ferdinand, the official existence of the Romanian University was *sanctified, beginning with Octobre 1, 1919.* (<https://www.ubbcluj.ro/ro/despre/misiune/istoric>, 2012)

Between January 31 and February 2, 1920, official festivities of opening the Romanian University of Cluj were organized, in the presence of King Ferdinand I, Queen Maria, as well as many scientific and political Romanian and foreign personalities.

The new Academic Institution included four faculties: Law, Medicine, Sciences, Letters and Philosophy.

The first decade in the life of the new University in Cluj was led by the effort to build an accurate teaching and scientific staff that always kept in mind the Transylvanian context. Until 1932, the functioning principles of the staff and of university authorities were slightly different from those used in Bucharest and Iasi. Cluj enjoyed more liberty and flexibility. Scientifically and didactically, the period 1919-1932 is characterized by the diversification of branches, the creation of many institutes, laboratories, departments and seminars.

They all contributed to the development of the new Romanian University.

In October 1927, as a token of homage, the University of Cluj would officially take the name of the first King of Romania, thus becoming Ferdinand I University, a name it would have till 1948. In 1934, the Law Faculty of Oradea moved and got united with that of Cluj.

During 1932-1940 the administrative standardization of the universities all over Romania is noticed. The University of Cluj was organized like those of Bucharest and Iasi. On the other hand, the period of the so-called great rectorate of the psychologist Florian-Ștefănescu Goangă took place, during which the University underwent many positive changes.

According to statistic data, during the first registered year 1921/22, there were 13 teachers teaching 1200 students, out of which 5 were foreigners. As time passed the ratio of registered students and teaching staff was variable, between 49 (1937/380 AND 107 (1932/33).

The ratio of graduation was rather small. This was due to the poor economic situation in the country, but especially because of the teachers' exigency.

Table 7. Law Faculty of Cluj during 1921-1938

Year	Teaching Staff			Registered Students			Ratio Stud/Teaching Staff	Graduates
	Definitely and Aggregates	Locum Tenens, Readers, Doctenti and Assistants	Total Teaching Staff	Romanian Citizens		Total students		
				Students (boys)	Students (girls)			
1921/22	13	-	13	1191	4	1200	92	
1922/23	13	-	13	1256	4	1265	97	
1923/24	13	-	13	960	-	960	74	
1924/25	12	-	12	913	7	923	77	
1925/26	12	-	12	1041	32	1073	89	
1926/27	12	-	12	1158	28	1186	99	119
1927/28	12	-	12	1119	28	1147	96	96
1928/29	12	5	17	1051	32	1083	64	-
1929/30	13	4	17	1479	40	1519	89	-
1930/31	12	5	17	1611	103	1714	101	-
1931/32	12	5	17	1578	113	1691	99	-
1932/33	12	5	17	1742	71	1813	107	-
1933/34	12	5	17	1655	124	1779	105	187
1934/35	24	-	24	2050	134	2184	91	232
1937/38	21	6	27	1235	86	1321	49	327

Source: National Institute of Statistics, Statistical Yearbooks, the Statistical Yearbooks of Romania in 1912, 1922-1926, 1928, 1930, 1934, 1936 and 1936, 1939-1940 chapter: Public Institutions.

- Missing Data

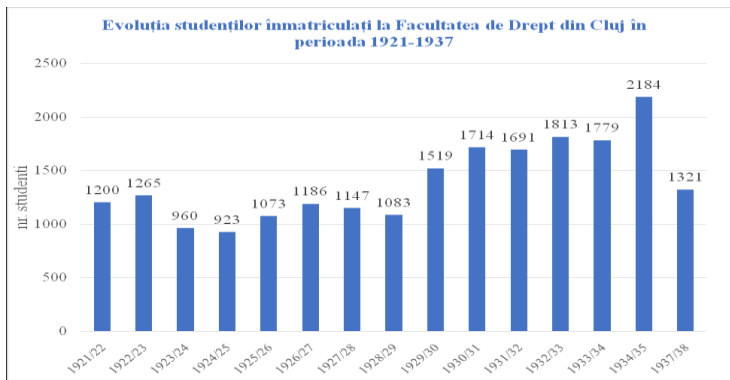


Figure 3. Evolution of Enrolled Students at the Law Faculty of Cluj During 1921-1937

Conclusions

The analysis made in this article is meant to present the evolution, training and orientation of the Romanian higher education field by domains. Of those 40 faculties existing during the interwar period, the authors focused their attention on the history of the evolution of the Law Faculty in Cluj-Napoca.

Bibliography

1. Banu, G., (1933), *Intellectual Unemployment in Romania*. Bucharest: s.n.
2. Buruiană, O., n.d., <http://ziarullumina.ro/pe-holurile-scolii-interbelice-48295.html>. [Accesat 05 May 2018].
3. Comanescu, P., (1933), *The Campus (University Citadel)*, in *Archive for Science and Social Reform*. s.l.:s.n.
4. Gabrea, I., (1932), *Statistics and school policy*. Bucharest: Romanian Pedagogic Institute.
5. Kiritescu, C., (1935), *General Education Newspaper*. University Overpopulation: s.n.
6. Statute, T., (1933), *Newsletter of the Confederation of Intellectual Experts in Romania*. s.l.:s.n.

Data sources:

1. Anuarele Statistice ale României din anii: 1912, 1922-1926, 1928, 1930, 1934, 1936 și 1936, 1939-1940 capitolul Instituțiuni publice. Institutul Național de Statistică
2. <http://ziarullumina.ro/pe-holurile-scolii-interbelice-48295.html>
3. <http://www.contributors.ro/administratie/educatie/invatamantul-romanesc-de-la-miracolul-anilor-1860-1940-la-criza-de-dupa-1948/>
4. https://ro.wikipedia.org/wiki/Istoria_educatiei_in_Romania#Educația_între_1918-1944
5. http://www.aracis.ro/fileadmin/ARACIS/Publicatii_Aracis/2017/Prezentare/Oferta_sistemului_de_invatamant_superior_romanesc.pdf
6. <https://www.ubbcluj.ro/ro/despre/misiune/istoric>