

REZUMAT TEZĂ DE DOCTORAT (limba engleză)

School Inspection in Moldova at the Beginnings of Public Education: Institutional Genealogy, Practices, Protagonists

The present approach seeks to reconstruct the activity and process of school inspection during the first half of the 19th century, in a period of intense transformations in the modern sense of the Romanian state. We started with the hypothesis that the appearance, evolution, and the joints of the school inspection institution in Moldova in the first half of the 19th century were synchronized with the phenomenon, already in full swing, in the Center and West of Europe. We aimed to show that the educational system in Moldova closely followed the advanced European models, from which it took over and adapted those norms, procedures, strategies, and actions considered more appropriate to the domestic political and socio-economic realities. At the same time, we started from the premise that the evolution of the roles and functions of the Moldovan school inspection body was closely related not only to the transformations of the public education system in the 19th century, but also to the evolution of social, political, economic, and cultural life. Therefore, together with the development of public education in Moldova at that time, the culture of the school inspection was also formed, the need to adapt some of its functions was felt, and the articulation of new roles in close connection with its new missions and the predicted future of education, as it was all formulated by the decision-makers of that period.

The study is structured in four chapters. In the first chapter (*Theories, Principles, Models. School Inspection in Modern Europe*) we focused on the beginnings of public education in Europe at that time, to better understand the dimensions, meanings, and directions of the scholastic milieu in Moldova in the first half of the 19th century. I chose to first gear this approach towards the investigation of the principles and theories about man, school, and society, enunciated by the great modern thinkers. In the second part of the chapter, we try to decipher the mechanisms on which the education systems in Europe were based. The second chapter (*Institutional Course and Legislative Context*) reconstructs the chronicle of legislative milestones with an impact on the historical evolution of the school inspection, as an institution and a relevant process for the school life in Moldova. We dedicated the third chapter (*Actors of the System*) to those who ensured the smooth running of this institution. The last chapter of our research (*Practices, Behaviours,*

Mechanisms. An Analysis of School Inspection) aims to delve into the activity of school inspection, focusing on the functionality, roles, contexts, and language surrounding this process.

Conclusions and personal contribution

The system of public instruction in the Principality of Moldavia seems to be the composite result of the theories and influences of the German, French, Belgian and Piedmonts' educational systems. The beginnings of the school inspection are also closely related to the Age of Enlightenment and the direct contribution of the state to the development of education. The actions of the Phanariot rulers of Moldova, to develop the schools and attract the youth to education, coincided with the concern for the establishment and permanent revitalization of the institution in charge of school inspection. With the adoption of the Organic Regulation, the school inspection acquired a permanent character, but also legitimacy, the institution being represented by the *referendar* of public education. The defining role in the progress of Moldovan schools was played by the people of the system. The contribution of the Referendar Gheorghe Asachi, the inspectors general, Gheorghe Săulescu, August Treboniu Laurian and Teodor Veisa, as well as the deputies of the inspector general, Iosif Patriciu and Simion Bărnuțiu, is undeniable. They faced constant challenges, but each of them left their mark on the institution they represented.

The present approach comes before the informed public with elements of novelty that distinguish it from recent contributions. First, we identified the European principles, concepts and theories that shaped the educational system in Moldova. Secondly, we talk about the particularities of the European educational systems and the possible connections with public education, implicitly with the school inspection in Moldova. I have thoroughly researched and analyzed unusual topics whose investigation involved direct contact with primary sources (remuneration of inspectors, communication through school circulars, management of school inspection, drafting of inspection reports, activity of national inspection committees and investigation of complaints).

Prospects for more in-depth analysis remain undoubtedly open, whether we refer to the extension of the time limits, or to aspects that would contribute to a complete picture of the topic at hand.

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