



ORIGINAL PAPER

The Romanian Presidents' Speech about Education

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Abstract:

For a quarter of a century “education” has become national “problem”. For over twenty years education is also normative a national priority. “Problem” is, because all the facts, acts, words, needs are “problems” in colloquially language. “National priority” never was and we think that will not soon become. In reality, very few understand the term and fewer have explained the term. But when education is on everyone's lips, we intend to look how was approached and how is approached the issue of education in Romanian presidents' speech. For this we will analyze the speeches of presidents Ion Iliescu, Emil Constantinescu Traian Băsescu, Klaus Johannis, during 1992-2016. We propose that after brief analysis and interpretation of political text to account all phrases, all structures that have defined education and all ideas about and for education. Thus we find redundancies, utopias and raves. Finally, we establish also the status of ideas (concretized, non concretized) and we formulate conclusions based on the information from two synthesizer tables and from more Venn diagrams. We observe the differences and similarities of speeches about education of the four presidents of Romania, of their programs, of their projects and of their reforms. We will be amazed by the similarities and the redundancies discovered.

Keywords: *education, presidents' speech, redundancies, utopias, raves*

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On Monday, 15th of February 2016 it was launched, the National debate concerning Education and scientifically Research from Romania during 2016-2017. The statement of Mr. President Klaus Iohannis concerning the project *educated Romania* had four pages. In those four pages we can find twenty- five derivatives of the verb „to educate” and articulated forms of the resulted nouns. The repeating of words such as *education, educated, of education, educational* (system). The repetition consists of repeating certain sounds, lexemes or constructions with expressive purposes. Thus, this repetition should confer expressivity to the text. But the statement is a political one, and its text has a non literary feature. So, it has none of the four conditions of literacy (mimicry, fiction, expressivity, useless) and we cannot find any expressivity in repeating the terms (on its radical). As a brief conclusion we can notice that, unfortunately, reiteration of words is neither repetition nor a way of putting emphasis upon an idea. The texts lead in this way to a lexical redundancy. Having as a starting point this statement, we reach the following probability- in all speeches of the Romanian presidents between 1992-2016 can be found those kind of redundancies; Moreover, these cannot only be observed on a lexical level but are also extended to an ideational one.

Thus, in this paper, we are going to analyze those speeches and we are going to observe how the concept of education was vehiculated in the speeches of presidents: Ion Iliescu, Emil Constantinescu, Traian Băsescu, Klaus Iohannis and what ideas concerning education and/or educating had each of those presidents. We are going to make a text analyzes in those cases where the way of exposing the idea or even the idea itself will impose, and eventually we will analyze the ideas and discover the redundancies; Ideas of recurrence or ideas of non recurrence (according to the dichotomy of metaphor in the concept of Max Blach and Peter Newmark), clichés or new things. Moreover, we are going to establish the status of idea as concerning its concretization - idea not materialized (for different reasons) and materialized idea.

Diachronically and chronologically we put under analysis all the existing documents that concerns the theme „Culture, school system, health system” of the search button from the Romanian President site, between 1992-2016 (as concerning the years/period 1990-1992 there are no documents), and we begin with messages, statements, speeches and press conferences of Mr. Ion Iliescu, during 1992-1996. In „the message of the Romanian President, Mr. Ion Iliescu, with the occasion of opening the university school year- 3rd of October, 1994” Ion Iliescu thinks that the Romanian school system is in „a turning point” (Iliescu, 1994: 1) and, in the same time, this „represents the main instrument of spiritual reconstruction” (Iliescu, 1994a: 1). So far, we meet two clichés- syntagmas, imponderable as meaning, because they are semantically empty, impossible as form, because, at most, they can represent the subjective description of an abstraction. In the same message we are told that „It is compulsory that the Romanian school system to enjoy the importance of a national priority, of a veritable strategic operation.

With the scientifically research the school system represents an important part in the social change and in the integration of Romania in the system of ideas and values of contemporary world (Iliescu, 1994b: 1). From this, we understand what the Romanian school system should be and what it represents (obviously in the concept of Ion Iliescu). Again, we are reading an entire descriptive passage for just one idea, school system-national priority. Next, Ion Iliescu gives shape to a static picture with the theme *School system today*: „today we are facing a forceful competition between societies for a better place under the light of the Sun. in this race, the greatest positions will be win by those

societies which invest in the spiritual education of people, in the process of instruction and education, a field which becomes a priority in the context of global policies. I do understand the multiple difficulties that the school system has, not only from a material point of view, but also from the matter concerning salaries of teachers (...)" (Iliescu, 1994c: 1). Which are the proposals? Which are the solutions? Which is the concrete route from idea to fact? Questions for which answers cannot be found in this *Message*... But maybe we will find out in the next speeches.

In other ten pages of Mr. Ion Iliescu, which composed, The statement of Mr. Ion Iliescu, the Romanian President at the symposium <<the Romanian society-present and perspective>>-Bucharest, 20th of October 1995- (transcription from the magnetic tape) "we are tasting with compulsoriness loquaciousness, in an euphemistic way, of the politician Ion Iliescu and we are trying to get away of the bitter taste of clichés, keeping in mind an action. An action addressed to the young pupils, taking into consideration at least four dimensions of education, four languages which are to be assimilated by all young people (...)" (Iliescu, 1995: 4). The first moment in the *deployment of the action* can be noticed in the following text: „Meeting with specialists from the school system, Culture, Computer Science and Economics with the purpose of preparing the launching of the National program concerning the education of the young generation according to the requests of the informational society“. The text is a written proof of the existence of a National program concerning the education (education or educating?!...) the young generation according to the informational society requests, a part of the National Strategy concerning the economic and social development and the integration of Romania in the European Union. A national program generically called the *multy language Project*. In a large meaning, the previous text and moment represented the *exposition* for this *story*, for this program. The *deployment of this action* begins with the launching of the program. The only difference is that the *climax* brought by the closure of the governance of the President Ion Iliescu ends, in a way or another, the program, *the action* and the *upshot* appears as an open ending...All those that will follow, will change the *story* (of the Romanian school system)...Because,, the capacity of intellectual creation represents the essential condition of contemporary progress" (Iliescu, 1995: 6).

And the *narrative thread* (the *story* is an action developed upon six narrative threads) between 1996-2000, is modified by Emil Constantinescu, the President of Romania from that period. Short exposures, lapidary stile, dull narration, truths in clichés, utopias, inappropriate associations of words. The statement of the President of Romania, Emil Constantinescu, with the occasion of launching the program *Educational Romania* (Bucharest, the Palace of Children, 19th of May, 1999) begins like this: „(...) It is a moment- I would dare to say- almost historical, of assuming the responsibility by all those who form this so important segment of the Romanian society. (...)" (Constantinescu, 1999: 1). Thus, the event is historical, crucial and education is the epicenter of every evolution. Moreover, everything is based upon values (without even naming a value) and upon solidarity. By invoking the poetic permit, there is nothing with more clichés and more utopias. And „education is and has to remain a national priority" (Constantinescu, 1999a: 2) and...a leitmotif in the political speeches. Before going on with the next text (text < lat. *textus* - fabric/netting; in this case a netting of words in which even the scarce ideas, as a paradox, are becoming clichés), we must read carefully the title/ the name of the national program- *Educational Romania*. What does really mean this association of words? Is it a concept? Is it a collocation? Is it a linguistic trace? The concept, the collocation and linguistic traces, they all have meaning. Instead, this

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association- Educational Romania- has no meaning. In literature, the title can be defined as a paratextual element with the purpose of anticipating the subject of the opera or with the purpose of summarizing the message of the text. Here, this „title” only resume the ignorance and does not anticipate non materialization.

From the „Speech of the President of Romania, Emil Constantinescu, at << the Fair- the Educational Offer>> (Bucharest, the Palace of Children, 9th of June 1990, transcription from the magnetic tape)” we are keeping in mind that the project the *Fair- the Educational Offer* is part of the program *Educational Romania*, that „, Romania has a budget which dissatisfies not only the teachers, students, parents, but also the representatives of Ministry” (Constantinescu, 1999: 1), and that it must be a solidarity between teachers, and that those teachers are full of qualities and that „,if we will not realize such a competitive system and especially one of self-regulation, we will succeed that instead of young people highly educated we will provide to society o highly educated bureaucracy.” (Constantinescu, 1999a: 1). In the end of the speech we find out the purpose of this project, this program: „,the education of the individual, of personality, of the young person who will have to live and work in the next century and millennium.” (Constantinescu, 1999b: 1).

Chronologically, the following is the speech of the Romanian president Emil Constantinescu, at the opening of the academic year 1999-2000 (Craiova, 1st of October 1999). Five pages of speech, in which the error is higher to cliché; Two are the ideas that are drawing attention in pages three and five. Those ideas can be found in the fragments: „, It is also appropriate to renounce to the idea according to which the state is the only responsible for the smooth operation of education” (Constantinescu, 1999:3) and, (...) we have shown to the president of the World Bank, Mr. Wolfenson, a project that aims to help to identify the Romanian elites from the United States of America and Canada and to support their return to our country in order to participate to the Romania's modernization.” (Constantinescu, 1999a: 3). We are saluting the second idea and we disapprove the main idea. If the state is not the responsible one for the smooth operation of education, then who is it? Each part of the system, each individual? The Aristotelian thesis education has to be an object of public surveillance, not private shows clearly the responsible. Without any other theses and antitheses. Other texts concerning education from Mr. Emil Constantinescu's presidential term cannot be found on the President of Romania's site. But, for the next period, 2000-2004, there are at least ten texts in which, Mr. Ion Iliescu speaks about the problem of education| of school system in Romania.

We are giving up to the separate analysis of each text and we are extracting from this research corpus only „,the new ideas”, meaning those that aren't appearing between 1992-1996. „, New things” in tens, hundreds of pages are the following: „,the vertically of the professional specialization is supported upon the horizontal of the general knowledge” (Consultative meeting upon urgencies of national culture, 2002: 1); „,(...) to activate an active mechanism of sponsorship and of patronage” (Consultative meeting upon urgencies of national culture, 2002a: 4); „, to bring into the national circuit works of art of some of them (of Romanians across the borders- n.n.)” (Consultative meeting upon urgencies of national culture, 2002b: 4); the moral duty of offering (the young ones) here, at home, the reason, motivation for a return” (Consultative meeting upon urgencies of national culture, 2002c: 4); to be more involved in the European cultural movement, to involve ourselves in elaborating works of synthesis, dictionaries, encyclopedias of large circulation” (Consultative meeting upon urgencies of national culture, 2002d: 4); „,making a public organism able to coordinate on a national level some cultural programs

(...). Possibly- Romanian (Cultural) Institute’’ (Consultative meeting upon urgencies of national culture, 2002c: 5); The National Alliance for a Sustainable Development’’ (Iliescu, 2003:1); it is a crisis concerning the need of a common set of values’’ (Iliescu, 2004:2); we also need a serious examination of those who are working in the school system and the research field ‘‘ (Ion Iliescu, 2004:3); Romania is facing a desperate need of a new generation of citizens highly educated and trained, honorable and sincere employees who want to live better by making things better’’ (Iliescu, 2004: 3); three values of the national education: founding and keeping the national unity of Romanians no matter their religion and social status; promoting the national interests; promoting the love for the country; founding some Excellency centers.

The one that adopts the principle *aurea mediocritas* is Traian Bănescu. Texts between the years 2004-2014 are neither long, nor shorter, neither many nor less, neither dangerously sincere nor dangerously false. Those are the result of an attitude of a president which is responsible and aware of the perennality of his words. The motions of the president Traian Bănescu, for the school system in Romania and the opinions about this system, as they appear in the analyzed texts are: promoting the written book -paper version (president Traian Bănescu enjoys a book fair- Bookfest); „neglecting the education for sixteen years, explains why Romania is so far away of situating itself between the first 500 universities of the world’’ (Traian Bănescu, 2006: 1); a too late organizing on the three cycles (according to Bologna system) of the academic system from Romania. In the same time, in his speeches about education: he presents the three main conditions which our country must fulfil to have an advanced educational system (from his perspective): quality, competitively, equal opportunities; he considers that „a deficiency of quality of the Romanian academic system is the liberty of a limited choice of students as concerning the optional courses’’ (Bănescu, 2006a: 2), but also a lower level concerning the exigency of the teachers; he underlines „the necessity of state contribute in providing the quality in education (...)’’ (Bănescu, 2006b: 2); he believes that the resources distribution must be made upon the criterion of performance for each university; he says that „research, innovation are fundamental elements upon which the academic system from Romania must be based’’ (Bănescu, 2006c: 2); he notice the necessity of increasing the number of students without facing a drastically decrease in quality of the educational system and graduates; he draws attention upon the role of exigency („an increase of exigency gives the opportunity to each graduate to be employed’’ (Bănescu, 2006d: 4); he ascertains that educational performances were deprecated in the last years and that Romania is facing an explosion of teachers; he considers that „we are having the obligation to put the student in the centre of the academic system and the teacher, with decency, elegance and nobles specific to teachers, to understand that he is a person in the service of student’’ (Bănescu, 2006e: 4); he says that students must have a certain level of competences at the end of each cycle of study, that it has to exist a statute in which the rights of the education beneficiary to be regulated; he enumerates the lacks of the school system: departments occupied by substitute teachers, violence in school, school dropout; he is surprised by the fact that the money for schools repairs are not spend. As in a novel with a circular structure, we are coming back to the text considered as a starting point. The last one, chronologically speaking, the speech of the president of Romania, Mr. Klaus Iohannis, with the occasion of launching the National Debate concerning Education and Scientific Research from Romania for 2016-2017.

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Mr. president Klaus Iohannis suggests „an ambitious project” generically called *Educated Romania*, and as a first stage of this project, a National Debate concerning Education and Scientific Research, meaning that „the year 2016 to be entirely dedicated to an extensive consultation on national and regional level, concerning the strategic options of Romania regarding education and scientific research” (Iohannis, 2017: 1). A few features of text and subtext: education is seen as a national priority; Romania has a huge potential; the future of Romania is strongly bounded to education; a need of authentic debate („You have in mine an employed partner, but you all have the hardest mission- to debate, to harmonize, to decide and to apply” (Iohannis, 2017a: 2); the theme of education is crucial; in the year 2016 we can put for real education and scientific research on the public agenda” (Iohannis, 2017b: 2); in order to have a durable reform we need time but also: solidarity, the establish of some principle objectives, clear and based upon values („We will have to think, to reconfirm or to redefine the values upon which our school system is based but also the values with which we want our children to finish school after each learning cycle” (Iohannis, 2017c: 2); from those words we are understanding the huge confusion between *values* and *competences*; an education correlated with the work field (but definitely the president Klaus Iohannis refers to an intellectual category, a specialization, correlated with the work field...). As we have said at the beginning of this paper, after these brief analyses and interpretations of political text, we are now making a summarize of ideas and we discover the redundancies but we are also establishing „the statute” of idea from the materialization view point.

Table 1. Ideas, concepts about education vehiculated in the speeches of all those presidents

Ideas, concepts about education- Ion Iliescu	Ideas, concepts about education – Emil Constantinescu	Ideas, concepts about education - Traian Băsescu	Ideas, concepts about education – Klaus Iohannis	Ideas, concepts about education vehiculated in the speeches of all those presidents
education- in a crucial moment; school system-national priority; education-element of change; education-the key for tomorrow’s development; difficulties concerning finances; competition is won by the society which invests in the school system; the promoting of values; forming honest personalities, creatively harmonious;	education- in a historical moment; launching the program, a crucial event; education-national priority; education-the centre of evolution; the existence of a budget that displeases; competitiveness in society; promoting values; the individual’s education;	(education means) competitiveness; scientific research, innovation-fundamental elements; a synchronization with the international school system; increasing exigencies in the school system; equal chances for everybody; increasing	the theme of education is crucial; education-national priority; education-Romania’s future; substantiating upon values; ways of encouraging smart children; bringing into the national circuit the works of some known artists; Romania has a huge	education- in a crucial moment; school system-national priority; education-element of change; education-the key for tomorrow’s development; difficulties concerning finances; competition is won by the society which invests in the school system; promoting values; forming honest personalities, creatively harmonious; ways of encouraging smart children; founding Excellency centers; bringing into the national circuit the works of some artists; program for the returning of the young ones; conceiving some scientific papers in order to have a certain visibility in the international cultural field;

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<p>ways of encouraging smart children; Excellency centers; bringing into the national circuit the works of some artists; program for the returning of the young ones; conceiving some scientific papers in order to have a certain visibility in the international cultural field; founding the Romanian Cultural Institute; an examination of those who are working in the school system and the research field; an active mechanism of sponsorship and patronage; the amplification of the extraordinary capital that Romania has; a call for solidarity; national project for education (the multi-language Project)</p>	<p>highly educated young people; founding some Excellency centers; a program for the returning of Romanians elites; the existence of a special intellectual capital; a call for solidarity; removing the hard competition to the entrance examination of faculty; - the state is not the only responsible for the smooth operation of education; national program for education-<i>educational Romania</i></p>	<p>the quality of education; promoting the written book (paper version); the students must have a certain standard of competence s; the necessity of state's contribution to the insurance of quality in education; the decrease of violence in schools; the decrease of school dropout; the need of a status to regulate the rights of the education's beneficiary</p>	<p>potential; a call for solidarity; a need for an authentic debate (national); education and scientific research on public agenda; sustainable reform; -clear objectives; equality of chances for all students; values, with the meaning of competences-n.n, that students must have; an education actually an intellectual preparation-n.n.) correlated with the work field; national project for education-<i>Educated Romania</i></p>	<p>founding the Romanian Cultural Institute; an examination of those who are working in the school system and the research field; an active mechanism of sponsorship and patronage; the amplification of the extraordinary capital that Romania has; a call for solidarity; national project for education; competitive in society; the individual's education; removing the hard competition to the entrance examination of faculty; the state is not the only responsible for the smooth operation of education; scientific research, innovation- fundamental elements; a synchronization with the international school system; equality of chances for all students; promoting the written book (paper version); the students must have a certain standard of competences; the necessity of state's contribution to the insurance of quality in education; the decrease of violence in schools; the decrease of school dropout; a need for an authentic debate (national); education and scientific research on public agenda; sustainable reform; clear objectives; an education (actually an intellectual preparation-n.n.) correlated with the work field</p>
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Table 2. Ideas of recurrence\clichés\stereotypes\impossible of being concretized and weighted and ideas of non-recurrence (materialized but also not materialized); idea and the person who initiated it

Ideas of recurrence\clichés\stereotypes\impossible of being concretized and weighted	Ideas of non-recurrence (materialized but also not materialized); idea and the person who initiated it
<p>education- in a crucial moment; school system- national priority; education-element of change; education-the key for tomorrow's development; difficulties concerning finances; competition is won by the society which invests in the school system; promoting values; forming honest personalities, creatively harmonious; ways of encouraging smart children; founding Excellency centers;</p> <p>bringing into the national circuit the works of some artists; the amplification of the extraordinary capital that Romania has; a call for solidarity; national project for education; the competitiveness in society; the individual's education; the state is not the only responsible for the smooth operation of education; scientific research, innovation- fundamental elements; a synchronization with the international school system; equality of chances for all students; promoting the written book (paper version); the students must have a certain standard of competences; the necessity of state's contribution to the insurance of quality in education; the decrease of school dropout; a need for an authentic debate (national); education and scientific research on public agenda; sustainable reform; clear objectives; an education (actually an intellectual preparation-n.n.) correlated with the work field;</p>	<p>program for the returning of the young ones tinerilor (Ion Iliescu, Emil Constantinescu); conceiving some scientific papers in order to have a certain visibility in the international cultural field (Ion Iliescu); founding the Romanian Cultural Institute (Ion Iliescu); an examination of those who are working in the school system and the research field (Ion Iliescu); an active mechanism of sponsorship and patronage (Ion Iliescu);</p> <p>-removing the hard competition to the entrance examination of faculty (Emil Constantinescu); promoting the written book (paper version) Traian Băsescu); the decrease of violence in schools (Traian Băsescu); the need of a status to regulate the rights of the education's beneficiary (Traian Băsescu);</p>

These two tables are the mirror of the following realities: all Romanian presidents have spoken very much about education/school system (most of them Ion Iliescu) and all of them made little things. Their speeches show, almost every time, the lack of content, of fond. Most of the times, the speeches represents pages drained by real and valid ideas, but full of endless associations of words, collocations which contains the verb to educate or derivatives of it (the proof is the last column of the table).

Moreover, with the help of this two tables, we can see a repetition of ideas\conceptions/words associations from a term to another, from a president to another, with one exception. According to the first table, Ion Iliescu propose and says the most ideas (grosso modo). Naturally, taking into consideration the long period in which he was president. Emil Constantinescu repeats, most of ideas of Mr. Ion Iliescu, Traian Băsescu is the only one who come up with new ideas and the one who concertize those ideas, and Klaus Iohannis, according to the two tables, reiterates ideas shown before (at least until now, but its term is at the beginning...). If we would make some Venn diagrams, the situation will be the following. In the first diagram the circle containing the ideas of Mr. Ion Iliescu would intersect with the circle containing the ideas of Emil Constantinescu. Ideas that were enunciated only by Ion Iliescu are: conceiving some scientific papers in order to have a certain visibility in the international cultural field; founding the Romanian Cultural Institute; an examination of those who are working in the school system and the research field; an active mechanism of sponsorship and patronage.

Ideas that were enunciated only by Emil Constantinescu are: removing the hard competition to the entrance examination of faculty; the state is not the only responsible for the smooth operation of education. Common ideas\concepts\ proposals\ thoughts about education are: education- in a crucial moment; school system- national priority; education- element of change; education-the key for tomorrow's development; difficulties concerning finances; competition is won by the society which invests in the school system; competitive in society; promoting values; forming honest personalities, creatively harmonious; ways of encouraging smart children; founding Excellency centers; bringing into the national circuit the works of some artists; program for the returning of the young ones; the amplification of the extraordinary capital that Romania has; a call for solidarity; national project for education (*Multi-language Project and Educational Romania*).

Into the second diagram the circle with Ion Iliescu's ideas is intersecting with the circle of ideas proposed by Traian Băsescu. Thus, Ion Iliescu proposes everything we said before and Traian Băsescu wants: competitiveness; scientific research; innovation; a synchronization with the international school system; exigency in the school system; equal chances for everybody; quality of education; promoting the written book (paper version); a standard of competences; state's contribution to the insurance of quality in education; the decrease of violence in schools; a status to regulate the rights of the education's beneficiary; the decrease of school dropout. They both have just a common idea: education means competitiveness. Into the third diagram, the middle between the circle with Ion Iliescu's ideas and that with Klaus Iohannis's ideas is ample and includes the following: the theme of education is crucial; education is a national priority; education is Romania's future; promoting values; ways of encouraging smart children; founding Excellency centers; bringing into the national circuit the works of some known artists; Romania has a huge (intellectual) potential; a call for solidarity; a need for an authentic debate (national); education and scientific research on public agenda; sustainable reform; national project for education.

From the last diagram which we would like o imagine, that between the circle with all the proposals of presidents Ion Iliescu, Emil Constantinescu, Traian Băsescu and the circle with the ideas of president Klaus Iohannis, we discover that, unfortunately, all the ideas of Mr. president Klaus Iohannis were already mentioned by the previous presidents, and his proposals do not bring anything new, which wasn't said before. Thus, the conclusions can be inferred by each of us, and the last enounced, is, maybe, the most serious.

As concerning the second table, we are counting twenty-eight (and the treating is not an exhaustive one!) of ideas\concepts\associations of words\collocations concepts about education of new recurrence and nine ideas\concepts\associations of words\collocations concepts of lack of recurrence which, in part, were materialized (founding the Romanian Cultural Institute,

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removing the hard competition to the entrance examination of faculty- unfortunately, promoting the written book (paper version)-through Book fest and not only, the decrease of violence in schools, the need of a status to regulate the rights of the education's beneficiary- through nomenclature of violence acts from the *Regulation of organization and operation of school education units*. All speeches about education (direct or indirect about education| school system) forms together a vicious circle of ideas, because almost everything remains on an ideative level; almost everything is resumed on an on, in a huge clock-wise direction which measures an irreversible national time. And it is already late....But not too late!

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