

Abstract

The given paper aims to observe the way in which the history discipline has been organized and performed in terms of concepts, content and objectives in the new academic context of the 1860-1948 period, when, due to the communist regime the educational system at its complete scale and history, in particular, was subject of major changes. We will try to identify the previously ignored premises of this process by taking as a basis the fact that, from the early beginnings history was studied especially through its “innovation” and very little through its failures.

We will follow the main stages that influenced the course of the discipline by providing an accurate reconstruction of the bare facts and a new methodological perspective. The traditional approach to consider the subject was based on the academical activity of the university teachers, assuming that their scientific papers were of paramount importance in reflecting it. Although, the relationship between scientific research of the past and historical knowledge transfer through documents cannot be ignored, the excessive attention paid to academic works generates an incomplete picture of the development of the discipline within the scientific environment.

The changes that occurred in the theoretical historiography throughout this period, when history schools replaced each other, were reflected in the manner the discipline was conceived and practiced within the academic field. In the line of these events, certain changes in historiography, initially disregarded, were imposed precisely thanks to the promoters of these historiographical schools. By virtue of this relationship, the first chapter follows precisely these historiographical developments in order to highlight the content and impact on the study of history as an academical discipline..

The second chapter is dedicated to the development of history as a discipline in the universities of Western Europe, considering that throughout the period under review there was an uninterrupted *peregrinatio academica* of Romanian students towards the West, where they were formed as intellectuals.

Chapter three provides at the same time a reconstruction and an analysis of the laborious process of institutionalization of historical studies at the University of Iași. The given chapter has in view the evolution of various departments, seminars, as well as specialized libraries, magazines, museums and institutes.

The last chapter is dedicated to the personalities, masterpieces and historiographical theories that imposed historical studies at the University of Iași