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## **Football, Identity and Mass Populism in Spanish Society**

**Jim O'Brien**

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### **Abstract**

The study is divided into two parts: PART A examines the relationship between Football and Mass Populism in Spain and considers the first Case Study, the national team's victory over England in the Brazil World Cup, 1950 and it is forthcoming in the Proceedings of the Conference *Creativity, Imaginary, Language* held at the University of Craiova, Romania in May 2015.

PART B examines the implications of Case Studies 2 and 3, Spain's victories in the European Nations Cup of 1964 and the World Cup of 2010.

**Keywords:** football, identity, mass populism, world cup, iconography

**JEL classification:** Z10, O52, H10

## 1 Introduction

The following two case studies consider the relationship between Football and Mass Populism in Spanish Society through the lens of analysis of two iconic victories for the national team; the defeat of the Soviet Union in the final of the European Nations Cup in June 1964, and Spain's first World Cup success by overcoming the Netherlands in Johannesburg in July 2010.

### **Spain 2 Soviet Union 1, Madrid, 1964**

'In this quarter of a century there has never been displayed a greater popular enthusiasm for the state born out of victory over communism and its fellow travellers...Spain is a nation every day more orderly, mature and unified, and which is steadfastly marching down the path of economic development. It is a national adventure.' (ABC, June 22nd 1964)

In the 1960s, Spain opened up sufficiently to attract mass tourism for the first time. Under the slogan 'Spain is Different' (Balfour pp17-28) the decade witnessed a shift from the harsh austerity of much of the 1950s towards affluence, consumerism and economic growth (Junco and Shubert pp277-288). The authoritarian impulse of the regime became more muted, the Press Law of 1966 being indicative of a more tolerant and relaxed *modus operandi*. Spanish football also became more visible and prominent on the European stage through the profile and successes of Real Madrid, FC Barcelona, Atletico Madrid, Valencia and others (Burns; La Roja pp 220-221, p241). It also became increasingly significant as a means of securing social cohesion at a time of demographic change, as clubs became focal points for inclusion in the shift towards a mass urban society. Television exposure to domestic and international audiences meant that the game had become a seminal component as a reflection and definer of Mass Populism. Spain's hosting of a still embryonic European Nations Cup finals in June 1964 afforded the regime an opportunity to maximise football's potential to engender cohesion and consent for the political reality of the unitary Francoist Spanish state, in which cultural divergence had been homogenised to reflect heritage and continuity.( Quiroga pp52-59)). Whilst club football had proved critical in maintaining local and regional rivalries and diffusing overt political protest, the regime had found the manipulation and exploitation of the national team to be more problematic since the success of 1950. The boycott of the Soviet

Union in the first Nations Cup of 1960, when the team was refused visas to allow travel to Moscow (Burns; La Roja p188) and the failure of La Seleccion to progress beyond the group stage of the Chile World Cup in 1962, in spite of the squad being reinforced by the star presence of 'naturalised' Spaniards such as Puskas, Di Stefano and Santamaria (Ibid pp191-193). These political and sporting failures, which tended to confirm Franco's isolation, brought about a policy change in the shape of a ban on foreigners from playing in the Spanish league, with the objective of distilling a purified francoist Spain in the sporting arena. The ban was not formally lifted until 1973, in the protracted hiatus enshrouding the transfer of Johann Cruyff from Ajax Amsterdam to FC Barcelona. This became a key platform in the centralising and control of Sports Policy within the state apparatus.

With its style of play rooted in the traditions and nostalgic values of La Furia Espanola, the re- vindication and re-invention of the 'New Spain', composed entirely of Spanish players, was unveiled in the 1964 tournament to represent an optimistic, youthful and vibrant unified Spanish nation. The success of the team in beating the Soviet Union 2-1 at the Bernabeu in Madrid (Archive 2), with Franco and his ministers in attendance before a patriotic crowd was slavishly exploited by a censored, sycophantic media for propaganda purposes (Ball, pp 220 and 242). The achievement was portrayed as the ideological victory of fascism over communism, and fused coherently with the cold war rhetoric of the period. The synergy between football, mass populism and public relations reached its zenith in the regime's capacity to project state nationalism through the seductive appeal and mass entertainment value of sporting success. The fact that many of the players representing Franco's 'New Spain', including the team's talisman, Luis Suarez, came from the historic communities of Galicia, Catalonia and the Basque Country, underscored both the contradictions and complexities around the suppressed notions of contested ethnicities and identities beneath the surface of Franco's homogeneity. Nevertheless the political kudos of the victory, coming at a time when the footballing hegemony of Real Madrid on the European stage was on the wane, merged well with the dominant imagery of Francoist Spain in the mid- 1960s; educationally and technologically developed, increasingly prosperous, with political dissent pushed to the margins.

By the late 1960s and early 1970s, as El Caudillo's hold on power became subject to explicit and implicit threats and challenges, the high-water mark of the 1964 propaganda coup started to fade quite rapidly, as football became one of the key barometers in the vanguard of cultural and social change, particularly in

Catalonia (Santacana pp 147 -166)) and the Basque Country (Quiroga pp204-215). Marcelino's winning goal had shown the limits of state power in manipulating football to construct images and representations of a peaceful, stable, consensual Spanish society. Just a few years later, the game was a dynamic force in defining the resurgent regionalism based on language, ethnicity and culture in the Basque Country and Catalonia following the constitutional settlement of 1978.

### **Spain 1 The Netherlands 0, World Cup Final, Johannesburg, 2010**

'La Roja transformed the somewhat negative and destructive La Furia of old into something as vital as but more life giving than wine or even blood, transfused rather than spilled' ( Burns, *La Roja; A Journey through Spanish Football*, p 309)

The synthesis between football, the state and Spanish society as elucidated by the narrative underpinning the goals of Zarra in 1950 and Marcelino in 1964 remains rooted in the historic folklore of the Spanish game. In the mature democratic Spain of 2010, these images of the past had been replaced by seminal changes in the lexicon of football and its relationship with the Spanish cultural and political landscape. Nevertheless the game, in spite of its evolution into a globally mediated mass spectacle of commodity and consumption, had retained its capacity to act as a fulcrum in which the state could seek to frame and fashion national cohesion and identity (Quiroga pp137- 155)). Since the transition to democracy in the late 1970s, club football had become the custodian of regional resurgence and identity, underpinned by the game's historic localism. In addition, through the blending of the growth of regionally based media coverage and the emergence of technologically driven market based consumption during the 1990s, the game remained a focal point of national unity through the parameters of La Liga (Burns, *A People's Passion*, pp241- 278). However, the national team remained divisive, being associated in the public psyche with the dourness of La Furia and evoking memories of the centralism of the Franco era. From 2004 onwards La Seleccion became gradually reframed and reconstructed in the shift from La Furia to La Roja, in order to elicit more positive support for the national team and cast off the associations with Francoism (Quiroga pp139-146). This process culminated in the unprecedented success of La Roja in winning the European Championship in 2008 and 2012, alongside the World Cup of 2010. This rebranding and cultural repositioning of the team, after decades of

failure and underachievement, reached its climax with Iniesta's decisive goal in the 2010 World Cup Final in Johannesburg (Archive 3).

The global platform for Spain's success impacted upon the interlocking themes of patriotism, nationhood, ethnicity and identity in contemporary Spanish society, tapping into the historic predilections of Mass Populism in the process. The World Cup victory took place at a time when the Spanish state was going through a period of crisis and uncertainty due to economic recession and meltdown, allied to the potential political fragmentation threatened by the rise of separatist movements, particularly in Catalonia. (Lluis pp 13-18)). The homecoming of the victorious squad was witnessed by huge Spanish flag waving crowds in Madrid, Valencia and Barcelona and seemed to constitute a brief moment of national harmony and unity to distract from the political and cultural cleavages in Spanish society ( Burns: *La Roja* pp 350/351 ). The struggling Zapatero government attempted to exploit the success of *La Roja* to manufacture the notion of a unified Spain, though the team's coach Del Bosque was careful to downplay any wider cultural or political kudos being derived from the victory ( *ibid*). Indeed the symbols and images emanating from *La Roja* reflected many of the key ambivalences permeating the political and cultural associations of contemporary Spanish football.

The slick advertising and public relations campaign in advance of the tournament, financed by Adidas and promoted by the slogan 'Nace de Dentro' (Born from Within) both attempted to manufacture support, particularly from the younger generation and within the historic regions to foster a feeling of national identity for 'La Seleccion'. It reflected the key shift from the traditional state nationalism of Franco's Spain and signposted the significance of corporate nationalism in the framing of national identity within the compass of global sporting mega-spectacles. The tiki-taka style of *La Roja*, in which the technical excellence of Guardiola's FC Barcelona was fused with the approach adopted by the national side, marked a striking contrast from the traditions of *La Furia*. As a consequence, the hybrid synthesis of a globalisation of the Catalan identity at the core of the team's composition was manifested.

Long after scoring his goal, Iniesta was lauded everywhere in Spain that he played, suggesting that a complex interplay of symbols and values surrounded *La Roja*, from the concept of Dual Identity ( Quiroga, pp165- 170) to the Mass Populism of Banal Nationalism ( Billig, p 30 -55). The historic and contemporary rivalry between FC Barcelona and Real Madrid, illustrated by hyperbolic media coverage of the enmity between Guardiola and Mourinho, was diffused by Del

Bosque in La Seleccion, the friendship between Real Madrid's Casillas and FC Barcelona's Xavi projecting a striking contrast to the Centre – Region tensions at the core of the Real Madrid– FC Barcelona axis, and suggesting the hybrid and fluid dichotomy of the contemporary idiom of the Spanish football lexicon. The juxtaposition of the global mediatisation of the potent influence of the game's historic folklore and rivalries, together with its political populism in the rising tide of alternative nationalist sentiments in Catalonia and the Basque Country resonates closely with the national and global projection of the social, cultural and political capital of the Spanish game. As a consequence, the contemporary mosaic of Spanish football embellishes a post-modern pastiche of hyperbole, local and global fandom, the commodification of galacticos, media saturation and excess, in which the game's local and regional heritage is frequently masked.

The three case studies in the two sections of this paper are snapshots in time and place. They emphasize the highly politicised nature of Spanish football's iconography and define Spain as a contested territorial space of cultural and political divergence in which the state has perennially attempted the game's position as national sport to express and engender Mass Populism in order to legitimise and buttress the power and prestige of central governmental cohesion and control. Within the context of the centralising grip of Franco's dictatorship, the control was ostensibly more direct and explicit, whereas within the domain of competitive party politics and a more open media at the crux of Spain's democracy, state influence has been more subtle and indirect, though still reflecting a reluctance to relinquish the tradition of the interlocking relationship between football, politics and government.

## **Archive Material**

The footage in the links below is taken from contemporary archive sources of these matches.

1 July 2, 1950 Spain 1 England 0 (World Cup) mpg

<https://www.youtube.com/watch?v=cROIn48ptd4>

2 June 21, 1964 Spain 2 Soviet Union 1 (EC Final) avi-You Tube

<https://www.youtube.com/watch?y=1cVERk1wIw0>

3 July 11, 2010 Spain 1 Netherlands 0 INIESTA GOAL 2010 World Cup HQ

<https://www.youtube.com/watch?y=Qw/ADgt3dBE>

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## **The extended meanings of medical terms. Difficulties in the practice of translation**

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### **Abstract**

Taking into account that the structure of a specialized field is never homogeneous, in order to interpret or translate a term, we should define and know its different possible “semantic manifestations” (Martin, 1972: 125). In order to facilitate understanding and to ensure translation accuracy, we analyze - from the perspective of an internal polysemy - the terms of the medical lexicon which constitute a specific and restrictive use of the common language lexicon. Through the study of a selection of terms extracted from a specialized dictionary (*Dicționar Medical*, Rusu V. 2010), this communication illustrates the restrictions and the extensions of meaning in a double translation: the terms taken from the common language with a restrictive meaning in the specialized field; the terms belonging to related disciplines and various fields adopting a specific meaning in the medical area. All these directions of change of meaning are thus envisaged to facilitate the practice of translation which raises both general and specific difficulties.

**Keywords:** medical lexicon, change of meaning, common language, specialized field.

**JEL classification:** A10, H69, Z10

## 1 Introduction

Theoretically, every scientific or technical field has its own terminology, but in practice, it sometimes proves to be difficult to establish real borders between the terminology of the various related disciplines, as between terminology and common lexicon (Cabr e 1998: 148). The use of “specialized denominations” (Lerat 1995: 21) is one of the elements that differentiates common language and specialized language.

In the medical field, the development of specific terminological system is a process in continuous evolution and change, closely related to the dynamics of research, the constant scientific discovery, the progress and the changes of current society. Starting from the premise that many words exist simultaneously in the common language and in the terminology of one or more specialized languages, in this work we propose to highlight the “semantic manifestations” (Martin, 1972 : 125) induced by polysemy within the lexicon of the medical field, very rich to explore and whose structure is not homogenous.

In order to contribute to improve the practice of translation in the circumstances of changing meanings of the terms belonging to a specific area of activity, in this study we will analyze the medical lexicon through terms that come either from the general language or from the related disciplines. We will thus highlight a terminology subject to high evolutionary dynamics. Related disciplines include a multidisciplinary lexicon bringing together terms used in various specialty areas such as: sports, botany, mechanical engineering, construction, wood industry, computer science, geography, chemistry, advertising, information science, pharmacology, physics etc.

Taking as support the 2010 edition of a specialized medical dictionary - MD (*Dic ionar Medical*, Rusu V.), we analyzed a corpus of selected terms extracted from this work, illustrating the interference of specialized meanings with the meaning of the terms in the general language, which represents a difficulty during the accurate decoding of terminological units. In order to clarify the meaning of the terms submitted for analysis and to ensure translation accuracy, we have also consulted numerous bibliographic sources and multiple general and specialty dictionaries, Romanian and French, namely *Dictionnaire abr eg  des termes de m edecine* (Delamare, 2012), *Dic ionarul ortografic, ortoepic  i morfologic al limbii rom ne* (Edi ia a II-a, 2010) and *Grand Dictionnaire*

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*The extended meanings of medical terms. Difficulties in the practice of translation Terminologique* in electronic format, so that the study becomes more accurate.

We will first illustrate some parameters allowing differentiation between terminology and common lexicon and then we will present a perspective on the terms that move from the common language in medical lexicon in order to envisage the interferences and the displacements of the meaning, proving the lexicalization and assimilation process of the terms that were analyzed in the medical specialized language.

## 2 Terminology and common lexicon

Terminology and common lexicon represent two completely different approaches, distinguished through five factors: function, domain, users, communication situations and types of speech (Cabré 1998: 192).

The term is a component of a terminology or a specialized language and represents the denomination of concepts in scientific and technical fields. It is distinguished of the words of common lexicon by completing a fundamentally referential function. The science uses such a unit to accurately represent the real and especially to analyze the referred concepts. Thus, as Guilbert asserted, “the meaning of the term is its reference to the object or to the being designated” (Guilbert 1981: 189).

The definition of a term through extension corresponds to a definition by reference. Most of the definitions of specialized literature emphasize the relation between terminological and linguistic aspects of the word. As terminological unit, the term can be expressed by a word of common language used with a specialized meaning, a syntagm forming a unit of meaning, a name, an abbreviation, an acronym or a scientific name in Latin or Greek. It is a monosemic use of a lexical unit in a particular specialty area compared to the word which designates a polysemic use of a lexical unit, admitting varied meaning (Țenescu 2014: 386).

A major difference between lexicology and terminology is that the first focuses on the words and their meanings (we started from the word towards the concept) while the terminology describes the concepts and their names (we start from the concept towards the term).

The fundamental distinction between the word and the term is closely related to the reference field. Based on the idea that every term is necessarily a lexical unit taken from the general vocabulary and any word can acquire the term status within of a referential field narrowly defined, depending on extra-linguistic

notional criteria, we propose to highlight the medical terms coming from common language and emphasize interferences and displacements of meaning, evidencing lexicalization and assimilation process of analyzed terms in the medical specialized language.

### 3 Classification of medical terms originating from the common language

Taking into account that specialized languages are “introduced” by the intermediary of the common language (Klaus 1978: 48), their basic concepts are defined using the words of that language and the formulas that are later deduced derived from these basic concepts using the logic. In the specialized literature, the researchers also noted the existence of multiple interferences, since it was found that the two categories have in common a considerable number of “abstract terms that are used either for the expression of logical thinking, or used to describe the real”.<sup>1</sup>

The specialized terms are frequently words borrowed from general lexicon and redefined in order to be used in any particular area, which is explained by the practice of designation by analogy (*the teeth of a wheel / teeth of a gear; the right of a car wing*, etc.) Conversely, there are also cases where specialized lexicons provide to the current language many words (processes of determinologisation), whose particularity is decreasing.

Specific medical lexicon includes a wide range of terminological units with a high degree of specialization, nominal specialized syntagms, neologisms, abbreviations, loans, which allow its identification and its differentiation from other specialized lexicons.

In order to highlight the existence of the interference between general lexicon of the language (common vocabulary) and medical specialized lexicon, we have analyzed the corpus of the terms selected from the medical dictionary (Rusu V., 2010) and then we studied the definition of the entries in the explanatory dictionary (DEX<sup>2</sup>), view to

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<sup>1</sup> Verbs such as: *constituer* < *to create*, *forme* < *to forme*, *presenter* < *to present*, *varier* < *to vary*, etc.; adverbs as like: *généralement* < *usually*, *respectivement* < *respectively* etc.; names as like: *aspect* < *aspects*, *cause* < *cause*, *méthode* < *method*, *nombre* < *number*, *résultat* < *result*, *structure* < *structure*, *système* < *system*, *théorie* < *theory*, etc.

<sup>2</sup> DEX - Explanatory Dictionary of the Romanian language (III edition, 2009, revised and enlarged); <http://dexonline.ro/>

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*The extended meanings of medical terms. Difficulties in the practice of translation* clarifying the meaning in the common language. We also consulted the GDT<sup>3</sup> to illustrate the typology of the source areas of migratory terms.

Through the comparison of the definitions of the terms chosen, we found a specialized meaning in the medical field for a total of 272 terminological units, used to accomplish a specific linguistic operation in the specialized field. We have differentiated 118 simple terms coming from the lexicon of common language and 154 complex terms (terminological syntagms) which have in their structure at least one word belonging to the common lexicon.

The simple term refers to the lexical units composed of only one graphical entity. This group includes the terms formed of a single base (A), as well as derivatives, namely the terms containing a radical and one or more derivational morphemes (B).

Examples (A):

*agrafă < fr. agrafe < engl. staple*  
*bloc < fr. bloc < engl. block*  
*colier < fr. collier < engl. collar*  
*fantă < fr. fente < engl. slot/slit*  
*manevră < fr. manœuvre < engl. manoeuvre /operation*  
*mesager < fr. messenger < engl. messenger*  
*mulaj < fr. moulage < engl. molding*  
*navetă < fr. navette < engl. shuttle*  
*pavilion < fr. pavillon < engl. pavilion ; etc.*

Examples (B):

*avivare < fr. avivement < engl. avivement*  
*bibloc < fr. bibloc < engl. biblock*  
*reactivare < fr. réactivation < engl. reactivation*  
*termocuplu s.n. < fr. Thermocouple < engl. thermocouple*

The complex term refers to the terms formed of several graphical entities of which one, at least, belongs to the common lexicon. This situation is more common in terminology than in common language and it gives rise to terminological syntagms:

Examples:

*barieră alveolocapilară < fr. barrière alvéolo-capillaire < engl. alveolar-capillary barrier*

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<sup>3</sup> GDT - *Grand Dictionnaire Terminologique (Great Dictionary of Terminology)*;  
<http://gdt.oqlf.gouv.qc.ca/index.aspx> (last consultation, May 5, 2014)

*barieră hematoencefalică* < fr. *barrière hémato-encéphalique* < engl. *blood-brain barrier*

*bloc neuromuscular* < fr. *bloc neuromusculaire* < engl. *neuromuscular block*  
*dom pleural* < fr. *dôme pleural* < engl. *pleural dome*

*epurare extrarenală* < fr. *épuration extrarénale* < engl. *extrarenal clearance*

*franje sinoviale* < fr. *franges synoviales* < engl. *synovial fringes*

*matitate cardiacă* < fr. *matité cardiaque* < engl. *cardiac mattness*

*mesaj hormonal* < fr. *message hormonal* < engl. *hormonal messages*

MD contains 154 terminological syntagms, a relatively high number compared to the simple terms, in agreement with the specialty literature data supporting that these categories of terms represent the largest part of the entries in the specialized dictionaries (L'Homme, 2004: 59).

It is also necessary to distinguish between simple terminological units and polylexical one side/firstly (stable terminological syntagms, but with a non-idiomatic function, one of the terms being univocally determined) and simple and complex phraseological units, on the other side. Phraseological units represent the series of constructions halfway between syntagmatic terms and completely free combinations (Cabré, 1998 : 162).

Compared to phraseological units, the polylexical terminological units such as:

*barieră placentară* < fr. *barrière placentaire* < engl. *placental barrier*;

*filtrare glomerulară* < fr. *filtration glomérulaire* < engl. *glomerular filtration*; *epurare extrarenală* < fr. *épuration extrarénale* < engl. *extrarenal clearance*,

are composed of two or more lexemes, of which one is a strictly specialized term and the others are easily substituted by third parties. The components of the polylexical terminological units are univocally associated and one or few of the terms does not have any combinatorial restrictions.

Using the same phonetic system and the same grammar as the common language, the medical field includes a variety of terms necessary to name or to describe the specific concepts, an aspect that explains the frequent cases of interference between common language and specialized languages. That is the case where the words acquire new meanings in the scientific and technical language, and vice versa, certain terms penetrate into the common language with

#### 4 Dynamics of the meanings of migratory terms in the medical lexicon and the source-areas

The specific knowledge in medical sciences field are transmitted, understood and acquired through the scientific language, using specialized terms specific to the given field, but also terms from the general language. To illustrate this aspect we performed an inventory of terms that have migrated from the common language in medical vocabulary where they have been integrated with a specialized basic meaning.

We have also identified several simple and complex terms (terminological syntagms) which have undergone the phenomenon of migration from the common language to other specialty areas, related to several fields of knowledge. The analysis is illustrated with examples from the letters A and B (table 1 and table 2).

Table 1

<i>Simple migratory term</i>	<i>Source areas of migratory term</i>
1. <i>agrafă</i> < fr. <i>agrafe</i> < engl. <i>staple</i>	Clothing industry; printing; mechanical engineering; Construction / Building.
2. <i>amorsă s.f.</i> < fr. <i>amorce</i> < engl. <i>primer</i>	Biology; sport; information technology.
3. <i>baleiaj s.n.</i> < fr. <i>balayage</i> < engl. <i>scanning</i>	Sport; information technology; electronics; telecommunications; military; television; linguistics.
4. <i>balon s.m.</i> < fr. <i>ballon</i> < engl. <i>balloon / ball</i>	Sport; aeronautics; navy seal; chemistry; finance; electricity; industry (oil and natural gas; leather)
5. <i>balotare s.f.</i> < fr. <i>ballotement</i> < engl. <i>sloshing</i>	Astronautics; mechanical engineering; aeronautics.
6. <i>bandaj s.n.</i> < fr. <i>bandage</i> < engl. <i>bandage</i>	Automotive industry; sport; botany; mechanical engineering; building; timber industry.

7. <i>bandă s.f. &lt; fr. bande &lt; engl. strip</i>	Industry (automotive, leather); sport; mechanical engineering; sociology; biology; information technology; military; navy seal; metallurgy
8. <i>bloc s.n. &lt; fr. bloc &lt; engl. block</i>	Information technology; mechanical engineering; geography; chemistry; building; advertising; information science; statistics; aeronautics; economy; timber industry; metallurgy; art.
9. <i>blocaj s.n. &lt; fr. blocage &lt; engl. blocking</i>	Sport; finance; telecommunication; mechanical engineering; building; printing; electronics; information technology; pharmacology.
10. <i>bujie s.f &lt; fr. bougie</i>	Pharmacologie; physique; telecommunication; psychologie; art; métallurgie; industrie automobile; génie mécanique.
11. <i>burjeon s.n. &lt; fr. bourgeon &lt; engl. bud</i>	Agriculture; botany; biology.
12. <i>buton s.n. &lt; fr. bouton &lt; engl. button</i>	Industry (clothing, paper); sport; information technology; mechanical engineering; food; pharmacology; electricity; navy seal; metallurgy; botany; telecommunication; art.

Table 2

<i>Terminological syntagms</i>	<i>Migratory term</i>	<i>Source areas of migratory term</i>
1. <i>atitudine Kirmisson &lt; fr. attitude de Kirmisson &lt; engl. Kirmisson attitude</i>	<i>attitude</i>	Psychology; commerce; sport.
2. <i>arierare mentală &lt; fr. arriération mentale &lt; engl. mental retardation</i>	<i>retardation</i>	Psychology
3. <i>bandeletă reactivă &lt; fr. bandelette réactive &lt; engl. reagent strip</i>	<i>strip</i>	Photography; chemistry; timber industry.

4. <i>balotare fetală</i> < fr. <i>ballottement fœtal</i> < engl. <i>fetal sloshing</i>	<i>sloshing</i>	Astronautics; mechanical engineering.
5. <i>barieră alveolocapilară</i> < fr. <i>barrière alvéolo-capillaire</i> < engl. <i>alveolocapillary barrier</i>	<i>barrier</i>	Transport; sport; building; security; chemistry; electricity; geography; aeronautics.
6. <i>barieră hematoencefalică</i> < fr. <i>barrière hémato-encéphalique</i> < engl. <i>hematoencephalic barrier</i>		
7. <i>barieră placentară</i> < fr. <i>barrière placentaire</i> <i>encéphalique</i> < engl. <i>placental barrier</i>		
8. <i>barieră reproductivă</i> < fr. <i>barrière reproductive</i> < engl. <i>reproductive barrier</i>		
10. <i>blocaj articular</i> < fr. <i>blocage articulaire</i> < engl. <i>articular blocking</i>	<i>blocking</i>	Handling and storage; sport; finance; mechanical engineering; telecommunications; metallurgy; forestry; oil and natural gas; printing; electronics; information technology; pharmacology.
11. <i>bordură în perie</i> < fr. <i>bordure en brosse</i> < engl. <i>brush border</i>	<i>border</i>	Art; navy seal; agriculture; sport; furniture; building; printing; audiovisual; garment industry.
	<i>brush</i>	Automotive industry; tooling; sport; painting; botany; jewelry store; agriculture; ecology; leather industry; printing.
12. <i>bulion de cultură</i> < fr. <i>bouillon de culture</i> < engl. <i>culture broth</i>	<i>broth</i>	Food; sugar industry; sport; printing; glass; journalism; finance.

	<i>culture</i>	Food; agriculture; environmental protection; psychology; biology; philosophy; education; pharmacology.
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## 5 Conclusions

Motivated by the difficulty of “not recognizing in the lexical units belonging to the usual language the use of real terms falling within a special language” (Durieux 1997: 100), this study highlights a dynamic terminology and provides a clear understanding of the term and its use both by specialists and all those who, for various purposes, are interested in specialized lexical units.

We emphasize the fact that a significant proportion of the common lexicon words play an essential role in the scientific expression and within specialized lexicons. The words that come from the common lexicon can be found not in one specialty area, but in a large number of specialties.

The passage of the words of common language into the medical lexicon reveals interferences and displacements of meaning and certifies lexicalization and assimilation process of analyzed terms in the medical specialized language (Lungu Ştefan 2012: 80). The examples discussed also confirm the projection of the medical lexicon in other specialized areas where the meanings multiply, thus satisfying various terminological needs.

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## **Work of grief over infancy in street adolescents in Cameroon**

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### **Abstract**

Adolescence is a period that is marked by an identity crisis which is itself a consequence of the balance-unsettling puberty transformations following the earlier resolution of the oedipal complex. Balance will be once again activated after the latency period. These transformations trigger others on the affective level (emotional, bonds to earlier objects). A crisis in the social bond can also be observed through this questioning of norms along with family and social values. These different crises contributing to identity construction are “developmental tasks” typical in subjects who actually go through this period; hence they constitute an important process of maturation. The subject can however face difficulties fulfilling those tasks. The article engages this challenge of *grieving the passing infancy* with its particular symbols as experienced by some adolescents in their responsibility to work out new symbols. In fact, every developmental crisis should, according to Wallon (1963), mediate the passing to the next stage. It is therefore manageable. In the special case of adolescents in the street, the persistence of the crisis characterized by anti-social behaviors specific to this population is nothing else but the difficulty in *letting go* of the symbols of infancy. This argument about the ‘grieving over infancy’ or mourning of infancy draws on works such as Nasio (2004); Delvenne Nicolis (2007); Marteaux (2008) and Franceschini (2012). The results collected through interviews and observations show the persistence in ‘street adolescents’ of behaviors unfavorable to the realization and reorganization of identity.

**Keywords:** adolescent in the street-grieving over infancy-crisis-development-identity.

**JEL classification:** O55, H69, Z10

## 1 Introduction

Adolescence denotes a period of life during which the rearrangements of relations to adulthood which are parents and educators, the rearrangements of relations to childhood, in the body are disrupted. The outside world is scary, we rub and even shy away from it through depression, we face it through anti-social behaviours (Delvenne & Nicolis, 2007). The question of grief is essential in adolescence: grief for parental idealized images, bisexuality grief, grief for childhood and its omnipotence, and of absolute power. Individual members who make up the family must develop alongside the adolescent in order to accompany in the process in which he or she is engaged. According to Marteaux (2008), adolescence is marked by the grief of childhood.

The process in which the subject is engaged will lead him to the realization of the specific developmental tasks of the period. He must accept his new body which is still not the one he used to dream of, also open up to the outside world to make new contacts other than those established within the family. With biological maturity, he or she progressively engages into sexual intimacy. He is free from parental control and the ability to make future choices in life is the result to reach the adult stage, in full autonomy. To achieve this, the developmental context of the subject is still required. The one in which the subjects in our current study develop is atypical, with the absence of the first libidinal objects which serve as support or bolster. To this we would rightly ask ourselves the question *how does the work of grief in childhood develop in street adolescents in Cameroon?*

We aim to review and analyze the grieving process in these subjects. As a follow-up, we present the life lived on the streets, the theory that enables us to explain the problem and then the methodology.

## 2 Life lived by street adolescents

The urban phenomenon of the 21<sup>st</sup> century has made the streets a place of residence by "street children", "street adolescents" and also "street adults" (Amana, 2012). In turn, the street has become a developmental context to be considered by psychologists, sociologists, anthropologists, etc. This is an environment that

conditions a specific mode of living. Its presentation will be structured around the description of this living space, its culinary and sartorial codes.

The street, open space for the movement of goods and people was privatized by its inhabitants, and therefore, it has become a place of residence. No housing code is taken into account as market sheds, abandoned cars and houses or those under construction, verandas of trading areas are the habitats of the street population. Cartons may in this case serve as a bed.

The street has always been characterized as dangerous in unanimity by authors. It is a place of violence, jungle where only the fittest have citizenship. The use of white weapons for self-defence, the consumption of psychoactive substances in all forms by all the inhabitants of the street, are all aspects of their culture that rank them on the side of criminology.

The dress code does not follow that of any culture in Cameroon. These are subjects that are characterized by the absence of clothing and personal hygiene, the consequence of a lack of stable and developed toilet space.

The culinary code equally is of cultural marginalization insofar as Cameroonian meals obey every local specificity and is a ritual that brings together members of a family, strengthening ties and affection, that which does not fit into the habits of street inhabitants. Everyone takes it to his convenience and according to his income to the street vendors who sell cooked food. Beverage sales areas attract this population whom alcoholism lays as one of their characteristic.

This open space, transformed into habitat with its characteristics thus described has consequences both for the subject, the family and the society at large. At the individual level, their health is threatened and remains an issue of much concern. At the family level, there is disaffiliation and weakening of the family unit. On the side of the society, it demands huge expenses to direct this street population coupled with insecurity, an issue to whom may be attributed responsibility. Although this description is bleak for the street milieu, the fact remains that not only as a developmental context, it also remains a bolster/support environment for street adolescents.

### **3 The street: a support environment for adolescents**

Adolescence in general is characterized by the weakening of first links with libidinal objects which are family members, and establishing new links in this context, between "street adolescent", the "street parental substitutes", the police, etc. Unlike Brazil, Madagascar and China to name a few cases, where the

population of the street consists of both sexes, that of Cameroon remain exclusively male. Within the group, values such as solidarity, endurance are developed.

The activities performed, although described as devaluing the human person (Amana, 2012), questionably the specificity of childhood, are adaptive. They have as a whole for finality the search for income, a condition for survival in this environment. Street adolescents clean cars, carry on small ambulant trades, recover scrap metal from trash for sale, and are also sack-carriers in the markets. The money they earn takes an emotional value and remains a prerequisite for survival in the street.

Thus having presented the life lived in the street, a review of theoretical works and their integration into the grief work are necessary.

#### **4 Literature review and theoretical integration**

Nasio (2004: 70) defines grief as "a long and gradual learning of a new way to love." The intrusion of death into life is an event and an essentially important stage of development in the individual. The death of childhood is in turn an important step in the life of every individual. Grief is also defined as a state of loss of a loved one accompanied by distress and mental suffering, which can cause a real depressive reaction that will require intrapsychic work, called "work of grief" (Freud, 1915) to overcome it. It is the reaction to the loss of a person or an abstraction put in its place, any libidinal object. It is necessary to divest the subject and be able to desire another. In the case of this study, childhood and all its features must be divested. This process is a progressive detachment, without breaking or tearing that requires relaxation of the fantasy envelope and its re-adaptation.

According to psychoanalytic analysis, there is already an early grief in children reactivated during each grief experience. From the beginning of life, the ego introjects the good and bad objects. This is the case of the mother's breast which is good when it gives pleasure and its deprivation; its lack makes it bad. (Winnicott, 2006). This cleavage of images leads to the constitution of an inner world where the loved object that is lacking becomes a persecutor and every object or experience of loss will come back to re-actualize it. Every grief re-actualizes the unbearable of the lack of the other, its imperfection. Adolescence is equally a time of grief. According to Nasio (2004) Delvenne and Nicolis (2007), Marteaux

(2008) and Franceschini (2012), this is the period of childhood grief and psychological reorganization to approach adult age, one where specific roles for independent living are provided by the subject. "The adolescent must detach and separate oneself from its objects and delights of childhood, the only bond of love to his parents, to choose from elsewhere an object of love in his generation" (Ferrari et al, 2001). It is a period of elaborating separation, from where it is necessary to take into account all the psychological development of the young. The difficulties of developing the grief work process can register itself very early in the mother-child relationships and family relationships. These are reactivated in adolescence, with more or less violence and development capacity.

Although each aspect of grief is peculiar, the clinical course always goes through the same steps as described by Franceschini (2012). The first phase is marked by a reaction of shock coupled with denial. This raises questions about the relationship of the adolescent to his new body, lived painfully, causing anxiety, and self-abuse, depression that marks the entrance into the second phase.

The author describes the symptoms in adolescents as thus: suicide attempts, elation crisis that is to say violent agitative crisis and object breakage, running away from home, severe anorexia. Accompaniment is required for the acceptance of his new status as an adolescent, and a growing awareness of personal problems with anxiety to promote adaptation.

Cornos (2000 a;b) adolescent psychiatrist, talks of alexithymia that is characterized by the inability to express oneself verbally. According to the author, in the absence of childhood grief, the subject finds in an addictive solution of eating behavior disorder the avoidance of state of depression and grief work is not attained.

Psychoanalytic and psychiatric theories describe three types of grief: normal, complicated and pathological (Bacqué & Hanus, 2000). The first is rapidly disposed of through the following three phases: Phase of distress, of depression and coping as a result of divestment process, internalization and identification with the lost object, guilt and final detachment. The second is characterized by a blockage of work with extension of the depressive phase, stress reactions marked by the possibility of serious psychosomatic manifestations and the passage to particularly frequent suicidal act. The latter leads to mental illness and is characterized by a delay of affliction, an extension of its evolution beyond two years, with a real threat on mental / emotional health. It could be a question of a real melancholic or manic psychosis or obsessional grief or hysteric grief. Complicated and pathological forms require support at a very early state from

psychoanalytic inspired therapies with social and emotional rehabilitation measures. The current study addresses the loss of the object which is his childhood

According to psychoanalytic theory of crossing the bridge of adolescence presented by Nasio (2004), this developmental period is that of a noisy crisis reflecting the brutal shock between wild impulses that burst in and the desperate repression of an ego still too young to manage. The author precises such that we can also explain the passage this period using a different model, that of work grief in past childhood. This is not only a visible and spectacular crisis, but also a direct and silent process that will end with the conquest of maturity, symbolizing lost childhood.

He adds that adolescence is not only a process of grief, but of creation: behind the flashy appearance of a young person in crisis hides a slow underground work of renunciations and substitutions. A craftsman ego is built step by step in the meticulous exercise of renouncing childhood and replacing it with symbols. The young must simultaneously leave childhood and open up to new desires, develop new thoughts, change his behavior and install new links. Losing your childhood means losing two idealized illusions: his and that of his parents. It is also losing the fantasy of the infant king he believed to be, the all powerful child, the phallus child and also lose the desired parental Oedipal fantasies. However, infantile fantasies are indestructible, but remodeled, transformed. This period of grief and creation is a painful adjustment process of the infantile fantasies to the solicitations of the new body and to the conditions of new emotional encounters.

Grief is therefore a long and gradual learning of a new way of loving. The teenager used to love as a child, now having grown up, he must learn to love in his new body as an adult. As much as the disappearance of the loved object triggers grief, so too the disappearance of the infantile body has to be overcome and work of grief is the same: to adapt to the new fantasies lived, that of much full impulse generated pubic awakening

The work of grief is a dynamic process. Indeed, one does not leave childhood in the painful tearing of a day. It takes time and from time to time, we bring back, we live it and regression promotes the growth of the young to adulthood. It is a progressive detachment, without breaking or pulling where the need of easing the fantasy envelope and its re-adaptation: symbolic appropriation of his new body and his new feelings, and confirmation of his sexual identity. This is a step towards the assumption of being oneself, capable of accepting oneself

among others within the society.

According to the author, being an adult is an unattainable ideal, but two attitudes come close and are signs that attest to the end of juvenile crisis: "not to be ashamed to play as a child, which does not threaten the strength of the ego; not to be afraid to depend on whatsoever authority" (Nasio 2004: 71). To be an adult, is to live without fear of appearing puerile and unashamed to admit dependent. The impact of breaks and object loss hinders the child from acquiring a feeling of continuity and therefore, self-esteem; fluctuating psychic state difficulty of social and relational orders; inability to project into the future.

In the case of this study, street adolescents are the subjects which the taking of psychoactive substances promotes the fluctuation of the psychic state, with relationship difficulties that are a consequence of instability and the multitude of items of attachment.

## **5 Methodology**

In this part, we specify at first the question that guides our study, then the categories to analyze and finally the method used.

### **5.1. Research Question and Categories**

The experiences of work of grief emerge early in individuals and will vary during the developmental process. During adolescence, doing the work of grief of his childhood remains a task to realize and described by authors. The street adolescent evolving in an atypical developmental context, we thus posed the question that guided the study.

### **Research Question**

The question around which this present study articulates is formulated thus: *how does the work of grief in childhood develop in street adolescents in Cameroon?*

To find some answers, categories of grief and their characteristics will be objects of identification and analysis.

## **Categories of grief and indices**

The three categories of grief described by psychoanalytic and psychiatric theories (Bacqué and Hanus, 2000) are: *normal grief* which disposes rapidly through the successive phases of distress, depression and coping; *complicated grief* where there is a blockage of work, an extension of the depressive phase, stress reactions marked by the possibility of serious psychosomatic manifestation and the passage to particularly frequent suicidal act; and *pathological grief* that leads to mental illness is characterized by a delay of affliction, an extension of its evolution beyond two years, with a real threat on mental / emotional health.

### *5.2. Research Method*

The study uses the qualitative method of descriptive and explanatory type according to the model of Deslauriers (1988; 1991). Descriptions of different categories of grief by theorists leads us to the hypothetico-deductive approach. Data collection techniques are the focus group with adolescents from the street, interviews with social workers and educators, and observations of the study subjects. To achieve this, focus group and interview guides, observation checklists were developed.

The study took place in social centers in charge of this category of subjects. We had our participants through the "snowball" and "rational choice" methods. We thus had a sample of six teenagers from the street; two social workers and two educators as resource persons. The content analysis technique was used through the use of the analytical checklist developed on the basis of the categories of grief and their characteristics. The results of this technique are the subject of the following.

## **6 Presentation and analysis of results**

Anamnestic data of the study subject, the identification of categories of grief in these subjects constitute the quintessence of this part.

### **6.1. Anamnestic data of subjects**

The presentation of the cases under study focuses on their origin, age and background.

*Work of grief over infancy in street adolescents in Cameroon*

The case of Belo: Originates from the Adamawa Region. He is 16 years old, from a polygamous family; he ranks fifth in the sibling of 8 children from his mother. Without schooling, he led a childhood without conflict within his family. But him leaving his region of origin to the capital is justified by his desire for change and especially to explore the city. To this effect he says, "I have come to Yaoundé to explore the beautiful city I've always seen through television." He has a duration of two years on the street.

The case of Ayissi: He hails from the Centre Region, 17 years old and eldest of five siblings. Coming from a single parent family, he attended school up till Form three. Economic difficulties did not allow his family support him in his schooling and as such he decided to put on in petty trade within the street in order to take care of himself. Recidivist because he benefited from family reintegration. He has had two years of life in the street and declares no conflict between him and his family.

The case of Leo: Originates from the North West Region, is the eldest of a family of six children. His retired father had left the city to her village. He is 19 years old with three spent in the street. Born into an extended family, the presence of a new member in his nuclear family trigger conflicts that which has led him to the choice of the street as living environment.

The case of Keby: He is from the North Region and 19 years old, with four passed in the street. With lack of education, the desire to explore the capital is the reason for the abandonment of his family. Recidivist, he comes from a polygamous family where he ranks sixth in a sibling of 11. The subject says he does not have conflict with his family.

The case of Zibi: He is from the Centre Region, 16 years old, including a year spent in the street. He comes from a nuclear family of five children, in which he is the youngest. He attended school until the Form two and leaving home is justified by the use of his mother dues for he said: "I was given the money to go and give to the meeting and I ate it, I was afraid of being punished, I left. "

The case of Bibi: He hails from the West Region, 17 years old, including two passed on the street. Born into an extended family, he ranks eighth in a family of 12. He attended school until the Form three and the economic difficulties of his family led him to trade in the street to help his parents, later he subsequently decided to manage his income, hence leaving home for the street.

## **6.2. Presentation and analysis of the categories of childhood work of grief in the cases under study**

Data from the speeches of the participants of the study, two forms of childhood grief does not emerge: the normal and the pathological grief.

The first case is justified by the fact that the subjects live in a developmental context of psycho-emotional insecurity without stable object of attachment necessary to the accompaniment of the crisis they are facing; psycho-cognitive insecurity because of lack of schooling, etc. That which does not allow them to do the work of grief in childhood passing through the three phases of distress, depression and coping due to the process of childhood disinvestment, internalization of the new developmental task specific to adolescence and the identification with the lost object which is the childhood body, guilt and then final detachment. Their life situation is not conducive to their stable autonomy and conveyed values are not those of the reference group, that is the society.

The second case, be it pathological grief of childhood does not also emerge because we have not observed a symptomatology leading to mental illness. Moreover, the reactions inducing a delay of the affliction and a real threat to mental / psychic health like a real melancholic psychosis, manic, obsessive grief or hysteric have not been observed. In short, there is no observation of signs that mark the break with reality because street adolescents have adaptive activities.

On the other hand, complicated grief from childhood is the one that emerges in street adolescents. It is characterized by a blockage of work with extension of the depressive phase, stress reactions with the possibility of serious psychosomatic manifestations and the passage to suicidal act particularly common from a real and fantasmatical point of view. Domiciliation in the street, dangerous activities carried out in this environment, the culinary code that does not match any cultural specificity, lack of ritual promoting stability and strength of attachment to group meals, violence and a jungle-like kind of life in the street are arguments for this category of childhood grief in street adolescents. Thus, after shock and denial which have as incidence the abandonment of the family in these cases of study, although activities in the street are a form of support, there is no identical realization manifesting by the departure from the street, a family reintegration and choices for the future life, for an independent and mature life. Recidivist behaviours obstacles to the achievement of specific tasks in this developmental period and which are the elaboration of body relations, relation to others and relation with self.

## **7 Interpretation of results**

Just like the transition to any developmental period, that of childhood to adolescence inaugurates a work of grief to enable the achievement of specific tasks during this period. According Gaonac'h and Golder (1995), the first task concerns the relationship to the body and has traits to specific changes at puberty: to adopt a gender identity, build a sexual body image, gradually engage in sexual intimacy. The periods of installation in the street in a majority of the case study correspond to the stage of these transformations. That which may justify a sudden shock experienced by these subjects. The second task concerns the relationship with others and the relationship to others as well as the social life: getting rid of the dependency links with parents, engage in close relationships with peers. The total disaffiliation from family and the instability of attachment in this context does not make possible the ability to perform this task. The final developmental task refers to the relationship with the self. It is characterized by the construction of identity: to be situated and structured through critical stakes which are professional perspectives, interpersonal relationships, relationships with the opposite sex, values and beliefs, life plans. The activities performed in the street doesn't open to any possibility of professional integration. Also the developmental context without identifiable marks, no symbol of authority does not provide the possibilities to carry out this task.

## **8 Conclusion**

The work of grief is a process that every individual lives regularly during ontogeny. For theorists, adolescence is also a period of childhood grief (Nasio, 2004; Marteaux, 2005; Delvenne & Nicolis, 2007 Franceschini, 2012). The article presents an approach for those who have made home the street, a developmental context different from the family. The forms of grief according to Bacquéet Hanus (2000) are the normal grief, complicated grief and pathological grief.

The qualitative method of descriptive and explanatory type was used. A sample of six teenagers from the street took part in the study, next to two social workers and two educators. Interviews and observations with them through the interview guides and observation checklist, a content analysis was made. It appears that the normal and complicated grief in childhood are not characteristic of street

adolescents. On the other hand, their behaviour are characteristics of complicated grief from childhood in these subjects.

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## **Conjugal violence**

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### **Abstract**

Scientific knowledge of different aspects related to conjugal violence is highly important for people directly involved, such as researchers, practitioners and the entire society. In this respect, globally, specialised studies continue to advance, offer correct definitions, clear descriptions, convincing assessments to certain issues, encouraging thus long-term research, since some specialists have managed to overcome restrictive or ideological methods and explanations. Moreover, in practice, debates reach almost all social, political and legal dimensions regarding appropriate and efficient forms of preventing conjugal violence. Unfortunately, in Romania there are fewer research and prevention approaches of this social problem. In general, attention is directed to domestic violence and conjugal violence is dealt with only implicitly. Considering the given context, the aim of the paper is to outline, by analysing specialised literature, a new research direction and implicitly, social intervention. I specify that this article represents a stage in the ongoing postdoctoral research project, entitled “Conjugal homicide. Aggressors and victims”.

**Keywords:** conjugal violence, research, social intervention.

**JEL classification:** A10, H10, O10

## 1 Introduction

Conjugal violence has many faces and arises in countless ways. This social problem is cumulative and affects all mankind at a certain level, even if we do not realise, feel or hear pain in another part of the world. Discovering people's experience with marital violence can be extremely disturbing. Even more, it is possible that each and every one of us finds oneself in certain situations, as victims, aggressors, children, parents, friends, neighbours or colleagues. Life stories of people involved in violent conjugal relationships complete statistics with human dimensions help us understand the reality and can even change family, cultural and institutional models. Of course, under this premise, it is important to recognise emotional, physical or spiritual wounds, try to avoid them and at the same time understand our purpose in violent manifestations around us.

The opinions presented in this article do not aim at outlining an unwanted image of couple love but to suggest collaboration in fighting against an issue that requires huge efforts in order to be reduced. Given the fact that society tolerates violence in couple relationships, we can say that to a large extent it contributes to its perpetuation, however, I consider that we had better not focus on the society, but on us, the people. Violent couple relationships are often hidden behind personal life and are frequent enough at society level, that they are considered familiar or even natural.

In the given context, it is important to realise what is truly happening and if it can contribute to a small extent to the evolution of our own conscience, self-knowledge and understanding of our conjugal relationship, it is enough to create a wave of change. Although these observations emphasise the importance of knowing and understanding the approached subject, specialised research in Romania is in contrast with the higher literature assessing rates, forms of manifestations, effects and dynamics of conjugal violence.

## **2 Conjugal relationships**

Conjugal relationships involve endless interactions, responsibilities and compromises that evolve in time, by means of energetic, emotional and spiritual resources. It is important to give and receive without losing ourselves and without trying to change the person next to us. Involvement and further existence as a partner in a marital relationship is a permanent process by means of which the story takes a life shape, an entity and develops its own history. Allowing time and space needed, happy marital relationships re-adapt themselves at any time, stabilise themselves and continue in a normal and healthy environment for both partners. They represent a deepening of the soul, the mind and the self, and thus, they can make life more meaningful.

Yet, there are also relationships that change and transform themselves in traumatising experiences. “In such situations, partners can often blame each other for the failure of the relationship and thus, they become aggressor and victim and act as *guilty*” (Brown Miller, 2007, p. 78). If they do not accept the notion of renunciation, many people spend their entire lives in difficult, extremely abusive emotional, physical, spiritual and thus, dangerous marital relationships, lacking sensitivity or love. “Anguish and suffering eventually become a way of life and it can sometimes transfer to children, parents and friends. After a while, partners tend to believe that they have adapted themselves and feel the pain in a more profound way” (Brown Miller, 2007, p. 124). Starting with such a pattern, the spirit, the will, confidence and self-esteem are practically killed, before the fatal fact that life itself is lost.

## **3 A brief statistical outline**

Conjugal violence and conjugal homicide have been recognised as elements of human rights and public health that require special attention, since it arises all over the world and in all social, economic, religious cultural groups (Corradi and Stöckl, 2014, p. 601). In the beginning, it is worth mentioning that there is a considerable difference between the number of males and females who are victims of conjugal violence and conjugal homicide. World Report on Violence and Health cites marital violence as a major cause of death and disability for women between the age of 16 and 44 years old. “Results of researches conducted in several countries point out the fact that violence exercised by partners is the source of an important number of female deaths. Studies conducted in Australia, Canada, Israel, South Africa and the United States of

America show that between 40% and 70% of female murder victims were killed by their male partners, in the context of a violent relationship” (Krug *et al.*, 2002, p. 103).

In terms of statistical assessment, it is important to consider the socio-historical contexts of the states included in the sample, cultural differences between regions, development pathways that have influenced violence levels, gender dynamics, and the status of women in society, political and economic order and stability.

#### **4 Violent manifestations in marital relationships**

Knowing and understanding our own behaviour and that of the people around us, we can reach a high level of consciousness, as social beings. Based on this premise, it is important to make the first and biggest step towards recognising negative or even dangerous aspects of conjugal relationships, indicative of perpetuating traumatising feelings and situations requiring change.

Broadly speaking, the main forms of conjugal violence manifestations are:

*„Physical violence:* Occurs when a person who is in a position of power vis-à-vis another person inflicts or attempts to inflict intentional harm through the use of physical force or some type of weapon, which may or may not induce external injuries, internal injuries, or both, or may be injurious to the person’s self-esteem. Repeated punishment, even if not severe, is also considered physical violence.

*Sexual violence:* Every act in which a person in a position of power, by means of physical force, coercion, or psychological intimidation, compels another person to engage in a sexual act against her/his will or to participate in sexual interactions that lead to her/his victimization and from which the perpetrator attempts to obtain gratification is considered sexual violence. Sexual violence occurs in a variety of situations, including marital rape, sexual abuse of children, incest, sexual harassment, and date rape and encompasses, among other acts, undesired touching; sexualized emotional relationships; oral, anal, or vaginal penetration with the penis or a foreign object; forced exposure to pornographic material; and exhibitionism.

*Psychological violence:* Any act or omission that injures or attempts to damage another person’s self-esteem, identity, or development. It includes constant insults, negligence, humiliation, refusal to recognize

accomplishments, blackmail, degradation, isolation from friends and family, ridicule, rejection, manipulation, threats, exploitation, negative comparisons and others.

*Economic violence*: This category includes all measures taken by the aggressor or omissions that jeopardize the survival of women and their children, or the dispossession or destruction of her personal property or the joint property of the couple. This includes the loss of housing or shelter, household effects and domestic appliances, land, other property or real estate, as well as the personal belongings of the affected woman or her children. It also includes refusal to pay child support or cover basic expenses for family survival” (Shrader and Sagot, 2000, pp. 10-11).

Conjugal violence implies different legal and statutory definitions, generally reported to la temporal, geographical and cultural elements. This is but natural since what is normative and socially accepted or even allowed in certain cultures, can be rejected or even punished in another region of the world. However, even within the same society, behaviours which were accepted at a certain time, in different contexts or periods, can be considered undesirable or even illegal. It is often the case when formal laws do not reflect these socio-cultural and psychological aspects, and for this reason the defining elements of conjugal violence should extend beyond legal standards.

## **5 Causes of marital violence**

Different academic fields render explanations on conjugal violence and therefore, these must be taken into consideration in a large spectrum, from sociology, to psychology, medicine, biology, etc. Irrespective of the scientific perspective approached, it is important to take into account that conjugal violence risk factors are not equally dispersed in all segments of society and furthermore, whereas some can be similar to those of violence committed in non-intimate contexts, others are unique in terms of intimate partner violence.

Loeber, Farrington and Petechuk elaborated a theory that integrates several risk factors, presenting a process built on several stages which can lead to violence in general and also conjugal violence:

1. Energizing stage - is characterized by the desire of material gain, holding a high social status and the desire for emotional feelings. These factors, which in the long term can lead to manifestations of antisocial behaviour, are determined according to the author by boredom, frustration, anger and alcohol consumption.

The desire for emotion arises especially in individuals coming from disadvantaged backgrounds, who feel that their life is more boring than that of others or “are not that able to delay immediate gratification for long-term goals (which can relate to the cultural importance of lower classes towards the concrete and the present, as opposed to the abstract and the future)” (Loeber *et al.*, 2003, p. 680).

2. Directing stage - refers to the choices that individuals make in achieving their goals. For instance, if those coming from disadvantaged backgrounds do not have the possibility to obtain material goods, social status and emotion by using legal methods, they can choose to adopt criminal behaviour in order to achieve their goals. We must stress the similarity of this presumption to social adaptation based on *innovation*, as described by Merton in his theory concerning social anomy.

3. Inhibition stage - empathy, as a result of affection from family members and observing legal norms is important in rejecting criminal activity. On the other hand, delinquent behaviour of family, friends and neighbours can make the individual commit various crimes and murders. “In the inhibition stage, antisocial tendencies can be inhibited through internalized beliefs and attitudes which have developed in a process of social learning as a result of a history of reward and punishment” (Loeber *et al.*, 2003, p. 681).

4. Decision making stage - “implies the interaction between the individual and the environment, whether a person with a certain antisocial tendency commits an antisocial act in a certain situation depends on the perceived possibilities, costs and benefits, and the subjective probabilities of different results” (*Ibidem*). Although in general people have the tendency to act rationally, those who are impulsive or familiar with certain delinquent behaviours can choose to take a risk and steal, for instance, for the sake of material gain, ignoring the risk to answer legally for this.

We notice that the authors built their theory starting with the existence of certain predisposing or inhibiting factors of delinquency which *compete* in the process of development. In the given context, the typology of these factors is important, as they are structured by the author in terms of socialising instances: *factors related to the individual, family, kin, school and community* and which arise in different stages of child development (see Table 1).

**Table 1. Approximate Developmental Ordering of Risk Factors Associated With Disruptive and Violent Behavior**

Risk Factors Emerging During Pregnancy and From Infancy Onward	
<i>Child</i>	<i>Family</i>
Pregnancy and delivery complications; Neurological insult; Exposure to neurotoxins after birth; Difficult temperament; Hyperactivity/impulsivity/attention problems; Low intelligence; Male gender.	Maternal smoking/alcohol consumption/drug use during pregnancy; Teenage mother; High turnover of caretakers; Poorly educated parent; Maternal depression; Parental substance abuse/antisocial or criminal behavior; Poor parent-child communication; Poverty/low socioeconomic status; Serious marital discord; Large family size.
Risk Factors Emerging From the Toddler Years Onward	
<i>Child</i>	<i>Family</i>
Aggressive/disruptive behavior; Persistent lying; Risk taking and sensation seeking; Lack of guilt, lack of empathy.	Harsh and/or erratic discipline practices; Maltreatment or neglect.
	<i>Comunity</i>
	Television violence.
Risk Factors Emerging From Midchildhood Onward	
<i>Child</i>	<i>Family</i>
Stealing and general delinquency; Early onset of other disruptive behaviors; Early onset of substance use and sexual activity; Depressed mood; Withdrawn behavior; Positive attitude toward problem behavior; Victimization and exposure to violence.	Poor parental supervision
	<i>School</i>
	Poor academic achievement; Repeating grade(s); Truancy; Negative attitude toward school; Poorly organized and functioning schools.
<i>Peer</i>	<i>Comunity</i>
Peer rejection; Association with deviant peers/siblings.	Residence in a disadvantaged neighborhood; Residence in a disorganized neighborhood; Availability of weapons.
Risk Factors Emerging From Midadolescence Onward	
<i>Child</i>	<i>School</i>
Weapon carrying; Drug dealing; Unemployment.	School dropout.

<i>Peer</i>	
Gang membership.	

Source: adapted from Loeber R. and Farrington D. P. Approximate Developmental Ordering of Risk Factors Associated with Disruptive and Delinquent Behavior. In: Loeber R., Farrington D. P. and Petechuk D. (2003) *Child Delinquency: Early Intervention and Prevention*, U.S. Department of Justice Office of Justice Programs Office of Juvenile Justice and Delinquency Prevention, p.9.

Other risk factors generally associated with conjugal violence refer to: genetic predisposition, hyper-masculinity, traditions regarding the superiority of men, power inequality, subordinated social status, insurmountable sexual desire, jealousy, financial or emotional addiction, alcohol or drug consumption, different lifestyle, poor involvement of institutions and responsible organizations (Ellis 1990; Archer 1994; Parker and Rebhun 1995; Daly and Wilson 1996; Jewkes 2002; Farrington 2007; Kivivuori and Lehti 2012).

## 6 Effects of marital violence

Violent conjugal relationships have a series of negative consequences under all aspects of personal, professional and social life. Some specialized research refer to physical injury, obesity, substance abuse, depression, low self-esteem and anxiety disorders (Campbell 2002; Coker *et al.* 2002; Wekerle and Tanaka, 2010; Wolitzky-Taylor *et al.* 2008), headache and migraine, memory loss, abdominal pain, gastro-intestinal, gynaecological problems, post-traumatic stress disorder and suicide attempts (Heise *et al.* 1999; Krug *et al.* 2002; Garcia-Moreno *et al.* 2005), HIV/AIDS (Campbell and Lewandowski 1997).

If we relate female victims in particular, who statistically represent the majority, we must take into account that sometimes they suffer secondary victimization from friends, family, legal and social institutions where they seek help. "People who come into contact with the victims can leave them the feeling that they caused the violence or the severity or impact of the event should be minimized" (Johnson, 1996, p. 44). Moreover, besides health problems, violence also affects women's ability to function on labour market, finish studies, carry out daily activities or seek protection.

Furthermore, conjugal violence affects children's opinions on gender roles, family interactions and characteristics of the home where they develop.

“Children exposed to the abuse of their mothers believed in the inherent superiority and privilege of men and accepted violence as an acceptable and necessary part of family interaction” (Bermann and Brescoll, 2000, p. 604). In this context, there can arise personality and behaviour disorders, emotional unbalance, social inadaptability, etc. “Those exposed to serious abuse or who are in turn abused during violent events, can suffer more severe consequences. Children exposed to partner abuse have a higher level of other major risk factors, including poverty, low level of education, abuse, discrimination (Fantuzzo and Mohr, 1999, p. 23).

Obviously, there is a series of negative consequences of conjugal violence which need further multidisciplinary and extended research in terms of sampling as, this social problem can perpetuate in time (across generations) and space (extended family, acquaintances, members of the community).

## **7 Conclusions**

Conjugal violence has been introduced as a priority in recent years on the daily agenda of local, national and international organizations, as well as in many social, health and legal services which developed policies and practices so as to offer support to victims and aggressors. The enhanced nature of such approaches has led to significant results, and the most important one consisted in recognizing the fact that conjugal violence is different in terms of gender. This difference in shade has determined the elaboration of programmes observing the particularities of female aggressor and female victim of conjugal violence.

Moreover, scientific research has had an important part in advancing knowledge related to this social problem. At first, preoccupations came from the fields of biology, sociology, criminology, psychology and feminine studies, but, as a result of global expansion of conjugal violence, there arose contributions from the fields of medicine, education sciences, evolutionist psychology, chemistry, etc. Of course, in order to obtain results that are both complex and with greater applicability in practice, it is desirable that specialists involved in the field conduct interdisciplinary research.

Although quantitative studies offer a wide empiric context, etiological explanations of conjugal violence are often based on general elements even if it requires thorough knowledge. I refer to outlining etiological theories that would consider subjective motivations of authors, cultural-normative elements that can be associated with the life of the couple partners and of course, socio-economic and educational aspects.

From methodological perspective, it is important to have a thorough knowledge in terms of the life of people involved in a violent couple relationship, get into direct contact with subjects, so as to know their perceptions, attitudes, feelings, lifestyle, needs, etc. Furthermore, advanced longitudinal research is required that would take into account unobservable individual characteristics. In the absence of such information, the best option is to conduct syntheses based on available data from surveys, hospitals, the police, courts and shelters for victims of conjugal violence. Thus, policies and practices can be created that could offer higher social safety and a platform for consolidating partners' possibilities to live a life without violence.

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## **Self-Education through Web-Searching - An Exploratory Study**

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### **Abstract**

The 21<sup>st</sup> century is marked by the extensive and easy access to information through the virtual environment.

Do we find in today's Romanian school the presence of a formative space - on the one hand, facilitator for a maximal exploitation of opportunities, and on the other hand, a "sensor" for new risks, characteristic to the information era? Is the "digital generation" (Mark Prensky) of the beginning of century in Romania ready from these perspectives?

The present paper outlines the results of a comparative exploratory study regarding the ordinary methods used by youngsters - from 5<sup>th</sup> and 6<sup>th</sup> grades, as well as 11<sup>th</sup> and 12<sup>th</sup> grades, from six different schools, high-schools and colleges from Dolj county – to find information about different topics/homework. The results offer the premises for hypothesis regarding this phenomenon at national level.

The conclusions indicate as the main method of obtaining information the web-searching. They emphasize the absence of an initial specific educational training in this domain and allow the delineation of a suggestive image regarding possible future methods of action.

**Keywords:** Self-education, Web-searching, Virtual Education

**JEL classification:** I21, Z10, O10

## **1 Introduction**

The evolution of humans in the actual sociocultural context is subject to the oscillation between two pillars of development: spiritual and technological.

Maintaining a balance between them through qualitative acquisitions in both areas (with a complementary-synergic structure) offers the guarantee of a harmonious development of humanity. Any slippage with a major and lasting inclination to either side of the balance (whose stanchion is the environment in which we live) may lead to irreversible imbalance with unimaginable destructive consequences.

Modern society relies more than ever on knowledge as a key resource for development, access to knowledge itself becoming a leading source of strength.

An important role in this revolution of information plays the Internet as technology that transfers power of knowledge from the hands of some institutions and persons, let's say "privileged", in the hands of interested parties.

With Internet access are associated opportunities such as education, participation, interaction, creativity, which keep positive valences depending on the purpose of their usage and the time spent for these virtual activities (Irina Elena Popovici, 2010).

Realizing quickly that education in the 21<sup>st</sup> century will be based on technology, some prestigious institutions of higher education, especially in the United States (Stanford, MIT, Harvard, Yale, etc.), have developed and perfected online educational platforms (Udacity, Coursera, MITx)<sup>4</sup> that aim to transform the lives of students around the world, giving them the chance to get an education of the highest quality at minimal cost (Comper, M., 2012).

We can notice everywhere in the world the accelerating conversion of cultural content in digital form, thus making the information available to anyone, anywhere, anytime.

It is obvious that as Internet connections, computers, tablets and smartphones will become more widespread, education of the highest quality will depend on the geographical location and the availability of consistent material resources or loans for studies. Therefore it looks like the future will belong to those who want to discover and exploit to the maximum the new opportunities (Comper, M., 2012).

Scientific and technological development that led to the explosion of knowledge, combined with rapid perishability of knowledge, has practically determined a paradigm shift from the school-centered education to lifelong

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<sup>4</sup> all presented on the website: [www.academicearth.org](http://www.academicearth.org)

education, understood as a principle of design and organization of education from the perspective of its different forms during a lifetime.

This targets the maintenance and constant development of individual capacities subsumed to the affective, actional and knowledge potential, the capabilities and skills of self-education and the formation of an independent and creative personality.

From this perspective, we understand self education as being part of lifelong learning represented by conscious and intentional activity that an individual is performing to achieve the goal of forming and developing their own personality, in all its aspects: intellectual, moral, bodily, religious, professional, etc. (Ștefan, M., Bunăiașu, C.M., Strungă, A., 2012; Bunăiașu, C.M., Vlăduțescu, Ș., & Strungă, A.C., 2014; Călin, R.A. & Bunăiașu. C.M., 2010; Vlăduțescu, Ș., 2012; Vlăduțescu, Ș., Smarandache, F., 2014; Bunăiașu, C.M., 2014).

We cannot ignore the major role that the Internet plays in perfecting this process. "Digital natives" (term belonging to Mark Prensky) live in an environment that exposes young people from this category to a huge volume of messages and stimuli, coming and going at high speed. These realities determine a lifestyle, a "way of being" whose rhythm is different, even out of line, with the one from the last decade and in which the focus shifts from the ability to find / access information to the ability to manage a huge flow of information.

According to Cucuș Constantin, we consider that the great novelty that the Internet brings as a cultural space is the shift from an institutionalized education (through school, university) to a lifelong learning through self-responsibility, to a situation of generalized exchange of knowledge on a social scale, to the "Learning City", which was imagined a few decades ago by Edgar Faure, to a society that has created its own mechanisms of educational, unspecialized self-generation on a collective scale (Cucuș, C., 2011).

## **2 Let's search!**

In scientific circles there is a debate about the future of education. How will the education be like in 20 years? Will it follow the classic path or will it take one of the forms of virtual education? Until we „meet” the future, we need to prepare it, properly managing the present and thus to prepare young people for what is to come.

Our study took as a starting point the curiosity about the ways in which students from Romania, at different stages of schooling, are getting their information on a topic/ homework/ school project received as task in class.

Held during the last three months of 2014, the research has focused, in a first stage, on a sample of volunteers (E 1) made of 250 student (133 boys and 117 girls) from 11<sup>th</sup> and 12<sup>th</sup> grades from 6 colleges and high schools in Dolj County, who were asked to indicate and rank *the main sources of information that they access when they have to prepare a paper/a school project*.

The responses are summarized in Table 1.

Sources consulted	Girls		Boys		Total	
	%	Rank	%	Rank	%	Rank
<b>Internet</b>	<b>56,1</b>	<b>1</b>	<b>70,3</b>	<b>1</b>	<b>63,2</b>	<b>1</b>
<b>School books</b>	14,4	2	10,2	2	12,3	2
<b>The family's library</b>	14,4	3	8,2	3	10,2	3
<b>The school's library</b>	9,5	4	7,3	4	8,4	4
<b>The city's library</b>	7,8	5	4	5	5,9	5

*Table 1*

One can note that the Internet is indicated as the main accessed source of information, the four other documentation sources being represented in order by: school-books (2), the family's library (3), the school's library (4) and the city's library (5).

One can also notice that there is a correlation between their order and their possibility of accessing them rapidly, because, for example, a walk to the city's library would assume an approach that is based on the mobilization of one's will or a strong motivation.

We also need to mention that book background found in personal or school libraries and often even in the city libraries is old, the information is outdated (especially in the fields of social sciences, exact sciences or technology), these institutions having limited funds for the purchase of new books.

Going into more depth, it resulted that students who indicated as the main source school-books and libraries belong in a proportion of 82% to the category of people who do not have an Internet connection at home.

The high percentage found with Internet, which qualifies it as a preferred source of information, both by boys and girls (this is true at varying degrees, but we will not dwell on this interpretation here), prompted us to refine the research approach through the expansion and comparative analysis of the responses of younger categories of pupils and of a sample (E 2) of 245 pupils (129 boys and

117 girls) from 5<sup>th</sup> and 6<sup>th</sup> grades from colleges, high schools and elementary schools in Dolj County. The responses are summarized in Table 2.

Sources consulted	Girls		Boys		Total	
	%	Rank	%	Rank	%	Rank
<b>Internet</b>	<b>66,3</b>	<b>1</b>	<b>73,3</b>	<b>1</b>	<b>69,8</b>	<b>1</b>
<b>School-books</b>	11,2	2	9,2	2	10,2	2
<b>The family's library</b>	9,4	3	7,2	3	8,3	3
<b>The school's library</b>	7,3	4	5,3	4	6,3	4
<b>The city's library</b>	5,8	5	5	5	5,4	5

*Table 2*

It is remarkable that the answers to the same question indicate the Internet as the main accessed source in a high proportion of 69.8%.

It is therefore evident, once again, the trend of the increasing importance of the Internet as a source of information for the new generation of youngsters.

Moreover, 43% of students from 11<sup>th</sup> and 12<sup>th</sup> grades, and 49% of pupils from 5<sup>th</sup> and 6<sup>th</sup> grades, stated that their only source of information is the Internet. The main reason cited is the lack of time to access other sources, but we suspect a possible attitude of convenience, which occurred as a result of low educational requirements.

The conclusions at this stage led us to expand the study and perform a comparative analysis of the two samples of respondents applied to the coordinates represented by the following questions (the responses are presented in Tables 3-5):

### 1. How did you learn to use the Internet?

I've learned...	E 1 (11-12th grades)						E 2 (5-6th grades)					
	Girls		Boys		Total		Girls		Boys		Total	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
<b>...from friends/coll eagues</b>	51,3	1	41,1	1	46,2	1	52,2	1	46,4	1	49,3	1
<b>...from relatives</b>	14,3	3	27,3	2	20,8	2	16,2	3	28,4	2	22,3	2
<b>...from school</b>	25,4	2	3,2	5	14,3	3	24,2	2	14,2	3	19,2	3
<b>...alone</b>	2,3	5	21,1	3	11,7	4	7	4	9,2	4	8,1	4

<b>...from courses</b>	6,7	4	7,3	4	7	5	0,4	5	1,8	5	1,1	5
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Table 3

We note that in both samples (E1 and E2), *the circle of friends and colleagues* was indicated by the vast majority of subjects as the main provider of knowledge regarding Internet usage, *the school* hovering in third place after *family*. What is surprising is the difference (more than double) between the number of responses that said *friends / colleagues* are those from whom they learned to use the Internet and the number of those who responded that they learned from *family members*. It is a reality that can and must be changed. Hints, though fragile, of an increasing involvement of families and school in this direction are a result of the comparative analysis of the percentages for the two categories of the two analyzed samples of respondents.

**2. How much time do you spend daily on the Internet? Doing what?**

	E 1 (11-12th grades)						E 2 (5-6th grades)					
	Girls		Boys		Total		Girls		Boys		Total	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
<i>How much time do you spend daily on the Internet?</i>												
<b>&lt; 1 hour</b>	28,3	2	19,1	3	23,7	3	46,3	1	40,3	2	43,3	1
<b>1 – 3 hours</b>	45,2	1	47,4	1	46,3	1	39,4	2	42,6	1	41	2
<b>&gt; 3 hours</b>	26,5	3	33,5	2	30	2	14,3	3	17,1	3	15,7	3
<i>Doing what?</i>												
<b>Playing games</b>	12,1	4	18,5	2	15,3	4	18,3	4	24,5	2	21,4	2
<b>Studying/ Documentation</b>	23,2	2	17,2	4	20,2	2	19,3	2	11,7	5	15,5	4
<b>Surfing the Web</b>	9,5	5	15,5	5	12,5	5	8,8	5	18,2	3	13,5	5
<b>Social networks /chat/email</b>	38,4	1	30,4	1	34,4	1	19,2	3	15,4	4	17,3	3

Listening to music/Watching movies	16,8	3	18,4	3	17,6	3	34,4	1	30,2	1	32,3	1
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Table 4

The daily time spent online is different for the two samples, which means that the spent time increases with age and specific school requirements.

The comparative analysis from two schooling categories reveals the different age-specific and gender-specific preoccupations. Thus, if for grades 11<sup>th</sup> and 12<sup>th</sup> the dominant activity in the virtual environment is *to socialize*, the 5<sup>th</sup> and 6<sup>th</sup> grades students access the Internet mainly for *listening to music* or *watching movies or videos*.

Also relevant in the context of our study is the place occupied by the activity of *study/documentation* in the economy of time spent by youngsters in the virtual environment. If for sample E 1 this ranks second, for sample E 2 it occupies only the fourth place, fact explained by the nature of specific school activities, by changing areas of dominant age-specific concerns and interests, by discovering the Internet resource.

The study gives us the possibility of making an interesting comparative analysis regarding the dominant activities carried out in the virtual environment in terms of gender differences. The concern for *study and documentation* thus appears to be stronger for *girls* than for *boys*, just as the proportion changes when it comes to *playing games*.

The analysis of responses to the question *how do you spend your time on the Internet?* offers us the opportunity to separate the main aspects of the virtual environment:

- a source of information / an ad-on of individual knowledge;
- a space for recreation and leisure;
- a means of socialization, a communication facilitator;
- a repository of memories and personal experiences;
- a private teacher.

### 3. Were the school projects/papers made by you evaluated from the

**perspective of some predetermined criteria of form/content?**

Frequency of evaluation	E 1 (11-12th grades)		E 2 (5-6th grades)	
	Form (%)	Content (%)	Form (%)	Content (%)
Never	19,6	18,5	15,4	13,6
Very rarely	27,4	28,5	24,6	23,5
Rarely	34,3	35,4	27,5	29,4
Frequently	10,2	9,3	13,9	16,4
Very frequently	6,5	7,1	10,6	12,5
Everytime	2	1,2	8	4,6

*Table 5*

The responses to this question are equally interesting and worrying. We can easily see that most of them are within the area of *rare* and *very rare* evaluation, with an emphasis on this phenomenon with students from 11<sup>th</sup> and 12<sup>th</sup> grades (E 1).

This may be an explanation for the situation that the academic environment faces when it needs to evaluate the materials developed by young first-year university students, materials characterized in many cases by negligence in respect to academic rules of the papers' form, content or citation of sources consulted.

### 3 Conclusions and openings

A number of problems arise in the foreground. One problem is to identify the solution by which young people who use the Internet as a source (often the only source) of information can be able to document at least at satisfactory level one topic of interest to them.

In fact, the first and most important step when we talk about this process was already done... the young man sought in the virtual environment the response to a question that he needed to solve. Now, from pedagogical point of view, we can certainly act in order to increase the demands regarding the rules of bibliographic research and to impose that documentation be done in libraries. We do not believe that this approach would enjoy significant success, particularly in the pre-university education. We believe, however, that the starting point should be represented by youngsters' sympathy for the Internet, an aspect which is real and which needs to be seen as an opportunity that needs to be exploited.

There are three methods that we consider important in this context:

- the first method aims at understanding the importance of training young people in terms of best practices in research done on the Internet. The idea has already been elaborated by Yasmin Kafai and Marcia J. Bates (1997).

We distinguish between searching the Web, understood in the sense of The American Heritage New Dictionary of Cultural Literacy as exploration of the World Wide Web by following one interesting link to another, usually with a defined objective and the Planned search strategy<sup>5</sup>, and what is meant by surfing the Web, navigate through the World Wide Web, usually by clicking with a mouse; spending time on the Internet<sup>6</sup>.

We emphasize here the fact that searching the Web appears to be a major component of self-education and lifelong learning.

- the second method is to accelerate the efforts already initiated to digitize the culture and human knowledge, to create the digital infrastructure necessary to enable access to knowledge and virtual education of good quality.

The value of many platforms and virtual education programs is already recognized, Matthew M. Chingos and Guido Schwerdt showing in a study from 2014 that there are no significant differences in terms of training between students who have attended a classic system and those who opted for a virtual education (Chingos, M.M. and Schwerdt, G., 2014).

It becomes important in this context to make the distinction between what we generally understand by "virtual education" as education delivered, usually via information technology networks, without restricting the learner in space or time and imply learning via the Internet without any formal requirement to attend a physical campus<sup>7</sup> and what we believe is a new area in education, arising as a result of easy access to existing information in the virtual environment.

From the perspective of virtual education, we believe, in agreement with Ene Cîrnu and Nedelko, that attitude and preparation of the participants for enrolling in virtual education programs are an essential factor in the success of these programs. Thus, it doesn't matter how good a course offered by these programs is if students do not care and fail to organize their learning process. Furthermore, it doesn't matter how useful the information that the students can

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<sup>5</sup> The American Heritage New Dictionary of Cultural Literacy, Third Edition, 2005, published by Houghton Mifflin Company  
<http://www.businessdictionary.com/definition/searching.html>

<sup>6</sup> Ibidem, <http://dictionary.reference.com/browse/surfing+the+web>

<sup>7</sup> <http://www.qualityresearchinternational.com/glossary/virtualeducation.htm>

find learning in virtual environments is if they are not interested to discover it (Ene Cîrnu, C.E. Nedelko, Z., 2011).

- the third method is based on the conclusion that education for virtual learning should be initiated in stages, starting from primary school, providing benchmarks necessary for efficient and good quality management of the information in the virtual environment.

There are websites that provide excellent summaries of the main issues circumscribed to the use of the Internet as information resource<sup>8</sup>, some even talking about education for searching on the Internet<sup>9</sup>.

The ability to search and find adequate and correct answers and solutions to problematic situations (in our case by searching the Web) as an indicator of constant learning involves acquiring the balance between technological development and spiritual development (which includes character as a moral-valoric side of personality). We are referring here to those principles, values, social and moral norms whose importance is emphasized in the context of early access to information and knowledge.

Inadequate integration of these aspects in the cognitive architecture of an individual and their incorrect association with pseudo-moral-valoric structures is likely to generate at least unpredictable consequences on the formation of youngsters' personality. It is obvious that in the digital age the role of mentor, guide and counselor of a Professor increases in importance, given that, if it will not be able to honor this task, other sources will solve this (friends, colleagues, etc.).

To apply this approach would require teachers who are able to teach students how to harness the opportunities offered by the Internet, but also to teach them about the dangers and risks they may encounter in the virtual environment and what to do to avoid or mitigate these risks.

In this study, we learn that two things are essential: the awareness of the importance of training youngsters in terms of taking advantage of the Internet resource, of training the teachers to provide good quality mentoring in this sector and the need for early operationalization of a formative approach in this regard.

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## **Psychological effects and epistemological education through mathematics "abstraction" and "construction"**

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### **Abstract**

This study is part of a broader research which will be found in future work, *Psychology and epistemology of mathematical creation*, complementary work of experimental research psychology mathematics, whose investigative approach, promoting the combination type cross section paradigms and quantitative methods and qualitative and comparative method and the analytic-synthetic, based on the following idea: *to make learning as efficient, contents and methods must be appropriate to the individual particularities of the pupils, a measure of the balance between converging and diverging dosing tasks as a promising opening to the transition from education proficiency in math performance. At this juncture, mathematical existence as ontological approach against the background of a history of "abstraction" mathematical and theoretical observations on the abstraction, realization and other mathematical thought processes, explanatory approach fulfills the context in which s mathematics constituted an important factor in psychological and methodological perspective, in a context of maximizing the educational effectiveness that depends on the quality of the methods used in teaching, focused on knowledge of the general principles of psycho-didactics not only mathematical and mental organization individual student or knowledge of the factors that make possible psycho-educational learning process.*

**Keywords:** mathematical existence, ontological, mathematical abstraction and building, analytical insight, cognitive map, abstract entities.

**JEL classification:** C00, H10, O10

## 1 Mathematical existence as ontological problem

The theme of "mathematical existence" was a theme for reflection as the great problems of general philosophy and was established in connection with the "meaning of mathematical truths," the relationship between them and entities covered.

E.W. Beth provides an example for the *striking discrepancy* between the high degree of *certainty of mathematical truths* and world experience "any two points determine a straight line," but we do not find in our world of experience also extended the dots and dashes within the meaning of the word (Beth 1995, p. 639).

The quoted author states that "naive Platonism" mathematically original postulates the existence of points and lines in a "transcendent world" in which the human soul dwelt before the "incarnation" in a human being. After his descriptions E.W. Beth seems reminiscent of *geometric knowledge, remembrance, remembrance* of the external conditions. Marin Turlea appreciate that the conception by knowledge of mathematics, in particular the geometric rely on recall, explicitly suggests that mathematical entities are not residents of some external reality physical *world experience* (Turlea, 2006. p.7) but you Third World as expressing K. Popper (Popper, 1974, p.87). In its conception, the "third world" is the discovery of Plato, and is divine, unchanging and true, is a "world of forms" or "ideas". Plato assess K. Popper says that this world will give us ultimate explanations (Popper, 1974, p.88) does not explain the essence, as suggested Marin Turlea (Turlea, 2006. p.8).

Aristotelian conception, in contrast to Plato, postulates the existence of mathematical entities within the world of experience, which can be *distilled* by *abstraction*, such as E.W. Beth says (Beth, 1995, p. 640). Certainty of mathematical knowledge would explain, according to Aristotle, with the success of applications of mathematics in the natural sciences, "but this certainly faces difficulties when we consider more complex entities, which do not have corresponding examples in the *"reality of our experience"* (Turlea 2006. p.8).

Platonicist and Aristotelism constructivist conception succeeds or conceptualist, represented by Plotinus and Cusa, who declares that "mathematical entities" are constructs of human thought. As stated EW Beth, *mathematical*

*knowledge is self-knowledge of human thinking* (Beth, 1995, p. 640). Surprisingly, however, after views of Marin Țurlea, it is that although Descartes has consistently emphasized the *importance of self-knowledge of human thought* and its relationship with the certainty of mathematical knowledge, he has not taken *constructivism* but *aristotelianism* (Țurlea, 2006, p.8). In fact, constructivist conception of the nature of mathematical knowledge peaked in the works of I. Kant, by exerting considerable influence on *Kantianism* general philosophy.

"The crisis foundations of mathematics" (1870 - 1900) which affected both the *analysis* and *geometry*, prompted the mathematicians to return to the question "*existence of mathematical entities*". Once exposed details of Marin Țurlea, non-Euclidean geometries discovery shook provided in the existence of *intuitive phenomena* of mathematics. Authors like Pasch, Hilbert D. and H. Poincaré made explicit the distinction between *non-Euclidean problem* and *geometry Euclidean fundamentals*, as distinct mathematical theories, which are the competence foundational research of mathematics and geometry applicability in natural sciences, problem It belongs philosophy of natural science, after his explanation EW Beth (1995, p. 641).

Mathematicians and philosophers attention was drawn *to the fundamentals of mathematics* issue in connection with the so-called crisis of mathematics, namely the "discovery of paradoxes" logic and theory of sets. Although not the first crisis (also known at least two: the crisis ancient Pythagorean mathematics, caused by the "discovery of irrational numbers" and the crisis linked to "paradoxes of the infinitesimal calculus"), mathematics at the end of the last century, became preoccupied than ever his own foundation, the central theme is the idea of the existence of mathematical reconstruction.

It figured the problem started as *foundational programs* (logicism, formalism, intentionism) attempts to redefine the ontological status of mathematical objects and reconstruction of relevant criteria for the existence of mathematics. Only later this idea was involved in researching the relationship between mathematical objects and formal systems.

After Ilie Părvu recording, a fundamental role in this issue have played some mathematical theorems (Gödel, Löwenheim-Skolem, Tarski) outstanding Turlea Marin called "meta-mathematical" that are related to attempts to *reduce ontological* "mathematical cutting existence of philosophical mathematical issues (Părvu 1977, p. 67).

The literature reveals that the question whether the defendant

classification of ontological status of mathematical, theoretical and methodological *infinity* theme for reflection of the human spirit ever. Then there were some lines of descent reconstruction of *mathematical ontology*, as Quine says the new trends in the general philosophy of the famous *problem of universals*, realism, conceptualism and nominalism, doctrines that will reappear in the philosophy of mathematics as representatives of *logicism, intuitionism and formalism* (Quine, 2005, p. 174).

After Quine's memoirs as a philosophy of mathematics, realism is an expression of Plato's doctrine of universal or abstract entities, as existing independently of thought. This approach assigns mathematical objects an existence itself completely autonomous, not located in space and time, independent of our conceptual and linguistic constructions.

Conceptualism declares mathematical entities as only mental constructs, creations of the human mind, out of which their existence is inconceivable. In the philosophy of mathematics version of this concept is the intuitionism (S. Poincaré, Brouwer, Weyl, Heyting). While logicism claims that entities (abstract classes) are discovered, intuitionism states that are invented, as expressed A. Fraenkel.

Nominalism support a specific position: existence is reduced to mathematical language, the finished construction signs, achievable in space and time and denies the existence of abstract entities non-spatial and non-temporal (Țurlea, 2006. p. 10).

## 2 Brief History of mathematical "abstraction"

As already pointed out on other occasions, the fundamental characteristic of mathematics in Aristotle's conception, is "abstraction", in relation to which Plato in opposition net, then mathematical objects, on their existential ways, has an intermediate place between the world of ideas and the world of things accessible to the senses. After O. Becker's statements, the term "abstract" comes from genuine expression *aphairesis* (the abstract, get something out of a larger amount) used by him as a Latin word abstraction free translation of the Greek word. In the eighteenth century, the German texts use the term low concepts (*abgezogenen Begriffen*) (Becker, 1968, p. 94).

According to O. Becker, the concept of "abstracțio" has a double meaning: an operation which are set aside certain sides or traits of researched object so that it remains only a small number of features worthy of attention. This is the sense in

which the term is used by Aristotle *aphairesis*. The alternative, of raising the general concepts, which Aristotle calls *tā Koine* (common), an expression applied mathematics in general terms.

For Plato, this meaning of the term "abstraction" is strongly emphasized, namely in connection with the idealization that is not too clear where Aristotle. The only time the cognitive process, which is subject to systematic treatment by Aristotle, is the operation of dissociation, the separation (*chorismos*) carried out by thinking about things that are, in themselves, can not be separated: "Thus says Aristotle, objects mathematical themselves are not separated, are conceived in a state of separation, thought" (Aristotle, *De anima*, III, 7, 431 b, 15 and following).

In Aristotle's conception, the mathematician is in opposition to physics ("natural philosopher"), but also to metaphysical ("first philosopher"). Both studies specifically object physics is concentrated on the study of the universe existence, the objects undergoing processing, and knowledge metaphysics is committed and immutable eternal essences. These areas, says Aristotle, are essences (*ousai*), although independent and mathematical object acquires its existence only after the spiritual work of abstraction, carried out by the mathematician.

O. Becker believes that at Aristotle looms dint of a further orientation towards nominalism and more, an element "subjectivist". The objects appear to exist in mathematical thinking, and yet they are separated by only concrete objects in mind, and can not exist in a state dissociated itself from their carrier (Becker, 1968, p. 95).

Nominalist concept today is the widespread belief on the specific element essence and not only mathematically most scientists researching the phenomena of nature, but even many mathematicians, particularly in Anglo-Saxon world.

Bertrand Russell, for example, quickly abandoned Platonic position, initially intended to adopt a legally oriented empiricist sense, although later will no longer maintain the general negative attitude to admitting any a priori concept. Own empirical reasons can be highlighted in this guidance Anglo-Saxon tradition from English philosophy, such as epistemology of D. Hume. From a certain perspective this trend is offset by formalistic empiricist, when the logic of mathematics (called "logistics") has gained ground within mathematics itself.

There are two basic examples of ancient authors which served to illustrate "the general science of mathematics." First, a group of "fundamental sentences" about equality and inequality, for example: "And if the equal subtracted equal, the

remaining ones are equal". This includes the consideration of Euclid Enno KOIN.

Usually, Greek term is translated by the expression "common notions"; but as opines O. Becker, remains undecided whether it is the representation of objects of general or specific concepts spread among people, or both (Becker, 1968, p. 96). Secondly, a group of sentences from the general theory of propositions, as it was established by Eudoxiu of Cnidos and formulation appears in Book V of Euclid's Elements. In ancient mathematics have great significance both groups of sentences, and the sentences operations.

Aristotle notes that before theorem about the possibility of changing between them Medes and extreme-was demonstrated separately for numbers, segments and intervals bodies. Now, however, continues Aristotle, making an allusion to the theory's propositions Eudoxiu the demonstration is generally performed once for all kinds of sizes, because the relationship in question is no longer confined to segments and bodies as such, but to "what is taken as a whole (Katholou) (Aristotle, raw analytic, I, 5, 74, 17-25).

G. Becker emphasizes that in this case, the term *katholou* a generalization does not mean in the sense of climbing higher order species, but it is used in the sense of a true formalization (Becker, 1968, p. 98). In *Metaphysics*, Aristotle shows that the mathematician refers only to what has existence by abstraction (conscious omission), taking into account the different categories objects (in terms of their shape, such as points, bodies, lines, areas) only terms of their quantitative side of their character continuously and nothing but them (Aristotle, *Metaphysics*, MK3, 1061 a 28-b6).

After O. Becker's view it is clear that "abstract mathematical concept" lacks independence ("substantiality") mathematical objects. Despite this difference exists, however, a general affinity between mathematics and general ontology, because of both formal, which he later contributed to the formation of a *Mathesis idea universalis*. Neo-Platonists reveal obscure character of this general mathematics and considered it as a form superior spiritual science's remarks Proclus to Euclid's Elements is an example.

Starting with Viète and Descartes, a new form of mathematics, "free of the geometric shape" and "limitation imposed by using particular numerical values," as O. Becker would say.

The big mathematical contribution made a positive nature of Descartes, is "analytic geometry foundation ... the first application of this *Mathesis universalis* to a particular area, reached in fact only with Leibniz. While Descartes remains a

"geometric analytic" Leibniz appears as "arithmetician or universal algorithmician".

Leibniz introduced "differentials" ( $dx$ ,  $dy$ ,  $dt$  etc.), but he also discovered the concept of "determining" where we find the first step towards a theory of invariants "(Becker, 1968, p.100). Also his name links the concept of "function" and the main interpretation of the concept of "representation", a term that has a double meaning: a representation of an object in a picture or, conversely, to achieve a concept through an object real, of a model. How deep is intertwined with the philosophy of mathematics in the thought of Leibniz, his example shows us tied to monads as a mirror of the universe.

Relationship between the divine world and the world of human thought, limited and lacking in clarity, it is illustrated with a mathematical comparison: as hyperbole extending to infinity can be represented by a central projection cone determined geometric generator on an ellipse, so the curve lies entirely in the infinite, as we can imagine divine and infinite universe of ideas, designed the finite world of human representations. As curved mirrors the distorted images restore the original object, as it reflects the macrocosm of divine human monads.

Leibniz's contribution does not stop there: he develops a logical calculus, calculus called *universalis*, with an important theorem proving not only data but also the invention of new sentences or abstract symbols shifting balance "intuitive". The calculation logic is to serve to eliminate errors of judgment but also to new insights. O. Becker said that "he was thinking deductive models ideal for systems that could be applied to any possible material" (Becker, 1968, p.102).

The new mathematics had to have a rigorous deductive character and had to be written and expressed using precise graphic signs of a "characteristic *universalis*", with two main branches: "logistics" and "combinatorial feature" a symbolic mathematical quantity and quality.

O. Becker considers that Leibniz introduced before all logical calculations of various types, based on a concept so intensive - elementary calculation of predicates or calculation properties - as well as a broad concept - algebra classes or crowds. In 1690, Leibniz gave a formal abstract representation, conscious, calculated or designed as a theory "of the man who contains and what is contained" (the *conscious et conteno*). It seems that he would have provided the first theory of Boolean abstract structures, about 150 years before G. Boole.

In the eighteenth century, differential and integral calculus operate the system, variational calculation and the first beginnings of a theory of ordinary differential equations with partial derivatives. Differential geometry also makes

progress and appears in the nineteenth century theory of functions of a complex variable theory of elliptic functions and other functions of higher type; appear projective geometry and other subjects that go beyond the space geometric intuitive geometry "Euclidean" as to give rise to a general theory of invariants to groups of transformations in n-dimensional variety. It develops group theory, number theory on new foundations, the theory of solving algebraic equations by radicals, turning into abstract algebra discipline, which contains numerical algebra classical era as a particular case.

In terms of philosophy, presents relevance the theory developed by G. Cantor, which removes Aristotelian thesis of the nature of the infinite potential, including acceptable sentence B. Bolzano, who created the theory and actual infinity, which underlies many mathematical disciplines special. It also develops the theory of "structures", closely linked to the formal structure of mathematical logic, which plays an important role so-called "distributive networks" (Becker, 1968, p.96).

In conclusion, we can say that, seen from the point of view of its own structure, Greek mathematics differs from the preceding eras of the ancient Orient through a conscious acceptance of the infinite. The infinite which philosophy developed, is Aristotle, who saw its essence opportunity to continue without interruption a process. In his conception, the infinite can not exist otherwise than in pure possibility "in potency". In contrast to Plato, Aristotle believes that the existence of mathematical abstraction is based, which means that he does not conceive as mathematical figures in and of itself made a substantial essence, but sees in them items that appeared in physical bodies through concrete -a process of abstraction (aphairesis). He thinks that the objects of thought, products of human or divine spirit.

As O. Becker stated , Stagiritul conceive essence of mathematical objects 'general' in dependency theory of abstraction, for example, "propositions" as Eudoxiu's theory, they regard as a higher stage of abstraction, which has no regular character a generalization operations, but the specific nature of a formalization.

Before succinct analysis systems ontology formal ontology of abstract objects and psychological effects of abstraction, we propose some theoretical observations on abstraction and realization, as well as other mathematical thought processes are generalization, restriction, construction, analysis, symbolization, interpretation.

### 3 Comments on theoretical abstraction, realization and other mathematical thought processes

However much we insist on psychology and pedagogy, we can reach the expected results, psycho-pedagogical, without understanding the higher cognitive processes, enhanced especially in the logical-mathematical understanding.

Abstraction says. ZP Dienes, consists of "extracting what is common to a number of different situations and the removal of what we decide that we must consider" jitter "or "irrelevance" (Dienes 1973, p. 57). This explanation uses the term "jitter" (the original noise = noise) in the figurative sense widest applicable to all phenomena or disturbing elements, by their mere presence, making a particular process or finding some way to correct solution problem. The jamming can be caused either by information, methodical procedures, or some ideas, tendencies, impulses arising in that person, skills or formal stereotypes.

In line with this concept, abstraction is a "synonym for training classes," its finality consisting of notification attributes on which elements may or may not be elected as members of a class. Thus, every word that denotes a "type of things" means a class. We appreciate, in agreement with ZP Dienes that necessarily attributes that an object still possess before being appointed chair, say, are not always appreciated conscious and therein lies one of the differences between mathematical thinking and habitual thinking. The conclusion drawn by ZP Dienes is clear: "to become a math class operant consciousness is almost indispensable" (Dienes 1973, p. 58).

Following his reasoning ZP Dienes make the following clarifications: by abstracting complex mathematical classify objects, as these objects of thought: the practice can not reach the "sense" of these items and decide properly if a complex is also some other complex structures; mathematicians insights, but they do not rely only on them and therefore, in our case, the identity structures must be clearly demonstrated. In this regard, the author gives the following example: not self-evident that the overlap of two transformations of type:

$$X = ax + by$$

$$u = cX + dY$$

and

$$Y = -bx + ay$$

$$v = -dX + cY$$

It will combine exactly the same as multiplying the complex:

$$(a + bi) \times (c + di), \text{ in which } (i^2 = -1).$$

Intuition may tell us that things are so, but must be demonstrated. The proof is accomplished by carrying out the substitution in the first set of processing from which is obtained:

$$u = (ac - bd)x + (bc + ad)y$$

$$v = -(bc + ad)x + (ac - bd)y$$

and if it performs complex multiplication is reached:

$$(ac - bd) + (bc - ad)i.$$

If it is determined following correspondence:

Top left coefficient matrix corresponds to the "real" and the coefficient matrix corresponds to the upper right of the party "imaginary" can "translate" activity in the other, since both have the same properties, to the extent that it's inter- their property relations.

In this way they identified two mathematical structures that actually looks different from one another and then found that, from a certain point of view, they have the same structure. In this context, interpretations of what constitutes  $i^2 = -1$  what Z.P. Dienes called "jitter". If you eliminate this interference is noticeable series of attributes that must possess a structure to be described as "complex algebraic expression."

ZP Dienes notes that there is in fact isomorphism abstraction, which is more than a two-way correspondence; it means that, to the extent that it's at least an operation, if operating with B on C's to get the result in one instance, then operating with the isomorphic isomorphic to B of A we obtain as a result, isomorphic C's in the other case.

In this case you can usually tell that the two situations are isomorphic in terms of operations applied, implying a perfect correlation - one exception being sufficient to refute isomorphism. "The formation of isomorphisms, continues ZP Dienes, is the process by which we come to abstractions" who will "become some complex class defining properties for the scope of which coincides with that abstraction and whose elements are all possible structures with specific properties

the same complex ". Formation of abstractions "clarified things" and so we know where we are. Formation of abstractions is an end point in a cycle both psychologically and in one mathematically.

The reverse is fleshing abstraction, understood as evidence of a structural concrete example, if the class was not made "by building in her element", but by logical combinations of attributes, which may become necessary in cases of existence theorems.

A theorem of existence can be demonstrated in at least two cases: one can ask whether the combination of attributes considered is essentially impossible due to the nature of these attributes (in which case we must decide whether we have any grounds logic lead us to conclude that things are not defined by these attributes); The second question would be that we could simply ask how it looks and how it behaves in reality, things we are talking about.

In conclusion, we can say that abstraction is to move from classroom items and more concrete, to move from the classroom to the elements. Isomorphisms help us to establish with certainty what elements belong to a certain class.

As Jerome Bruner was to demonstrate the formation of an abstract idea in the sense of forming a class is actually a concept irreversible psychological point of view, it is therefore impossible to regain the "pre-conceptual innocence" after I made a class, we can return to its elements, but things will never be as before.

Materialization serves planning routes to be followed by subsequent builders of the class, but will not turn thought processes of those who started to build that class. In comparison, generalization is a reversible process, turning shrinking or customization, since we are dealing with previously formulated classes.

In the narrow sense, generalization is to become aware of a report for inclusion in several classes and a class in another. It means discovering that if  $x$  belongs to the class A, he invariably belongs and class B. So, is included in Class A Class B or say, in fact, may be extended or class within the class generalized B. Mathematicians believe that to produce a mathematical generalization, "should take place in advance a certain abstraction" (Dienes 1973, p. 60).

Usually, generalization occurs when existing situations are easily extended over some imaginary circumstances have not served as an example, but are essentially the same type. O. Becker shows that when there is awareness that a certain structure of rules extend to a larger crowds examples than expected, then it

can be symbolized in this general form. But symbolism does not work unless it can be stated that certain real situations are expressed to him. Between generalization and symbolization must achieve a two-way movement.

Symbolism can be or not an abstraction and symbolization reverse process is what is called interpretation. If the symbolism is reached as a means of communication of common properties of different types of situations, Becker A, with the same structure shows that it "symbolizes an abstract symbolism". In reality it may symbolize a generalization and, in this case, "symbols are only used as a shorthand native language of the subject, to describe experiences still unconnected" (Dienes 1973, p. 60).

The condition that generalization to become a functional part of the thinking of an individual, it must reach to easily execute and the reverse of, "customize" or "restriction".

In mathematics, generalization can also be made formal. Substitution of formal class elements restricted earlier summarizes the formal customization. For generalizations and customizations to be considered mathematical thinking, that they must be interpreted in concrete situations and relevant. The restriction is specific mathematical thinking because it operates in mathematics classes we associate with other classes, uniting them. Attribute A and attribute B is to apply the new class and we are dealing with a restrictive procedure, which runs opposite of generalization.

Brief considerations mentioned above have generalized the concept of ZP Dienes, a type of cognitive organization of learning mathematics that explains the process of abstraction - systematization.

From its chart, it is inferred that abstraction is regarded as a potential activity consisting in being able to go from one element to another class. According to the author, this ability becomes, by exercise, a kind of mental attitude towards "all things" that are likely to be classed together. It is possible to generalize several variables at once, which means that some of the statements generalization may be issued and vice versa is possible to customize several variables at once.

It notes that ZP Dienes did not include logical analysis, arguing that when making a generalization ways "logical" lead to what he calls "analytical insights." He believes "cognitive map" as a "cell integrated into an organic learning process there are cells with different structures, each structure as tailor specific type of learning which contributes to the achievement" (Dienes 1973, p. 60).

Dienes them find this model more suitable for developing a theory of learning than stimulus-response model.

The various methods shown in "cognitive map" meet in a certain way to play thread mathematical thinking training model. These processes can not be considered in isolation, but in relation to a methodological suggestions on learning activities and training strategies, designed to help, winning learning experiences, training metacognitive structures, patterns of internalization desirable behavior"(Bunăiașu, CM, 2011, p. 149).

The author of "cognitive map" believes that there are many other variables, both psychological and mathematical, which will complete this picture and only then could give a coherent explanation about psychological processes and logical when we think mathematically. Our image will be much clearer if we bring into question in future issues of ontology ontology formal systems and abstract objects, in order to elucidate the importance of using the mathematical model in forming a cognitive behavior relevant to a modern educational-training process.

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## **Three Metaphors for Liminality of the Political Party Concept**

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### **Abstract**

The given study is circumscribed by anthropology and communication and its purpose is to research the perception and the social-anthropological concept of a political party. If we analyze the meta-analytical method and quality method, we will achieve three modes of reporting to the thought of what a political party means. The article is organized in three primary sections: the political party as a scene, the political party as a dispossession of a person, and the political party as a metamorphosis of freedom. This blend of transformation contains a multistructure in which anthropological reasoning guarantees the best possible measurements of liminality. The political party represents a social irradiation through the idea of liminality.

**Keywords:** cultural anthropology, communication anthropology, liminality, representation

**JEL classification:** A10, H10, O10

## **1 Introduction**

The entry in a political party begins when a man steps inside its headquarters. There he sees a distinct world which is created within strict guidelines, only available for the political party's individuals. For normal people, the building represents an unknown place, impossible for them to explore if they are not a member and don't want to become one in the future. Both old and new buildings can host the political party's headquarters, if its members desire so. From the minute a building becomes a political party headquarters, it turns into an element with an augmented character controlled by the party's electorate. The building can be seen as a congregation of its individuals.

Liminality for the future member starts the moment he enters the party's building. In Romanian politics, the rites of passage coincide with the ritualistic fusion during the party's meeting. Victor Turner (1969, 1995) said that liminality represents a liminal state that follows a cultural manifestation within a community. This state creates inconsistency between the two universes (the political one and the other), in this case politics are moved by the rituals in its manifestation. Any political party leads its activity in light of a few ceremonies that can permit the individuals to highlight in the group. If we follow the actual situation of the Romanian politics, we will see how the association to a political party it can speak to a main consideration in the individual's advancement.

Liminality speaks to a state limit in which it can integrate the capacity between the individuals in a social structure; this activity turns into another stride in the reflection's mode. The rites of passages (Van Gennep, 2011) appear the minute a man is going through pubescence, adulthood, marriage and eventually death. Through every stride, a man is committed to enter and become a part of the social life's activity. Liminality (Thomassen, 2009) is a characterizing variable for the individuals within politics. The sacredness of the rites forces a change among the politics of the developer on many plans with the purpose to create a separation from the past. For each future individual from a party, his political life begins right from the minute when he enters the building. Here, the headquarter is representing the power of the political party.

## **2 Three metaphors for the comprehension of the political concept**

The concept of the political party is composed by three modality metamorphoses: political party as a scene, political party as a dispossession of itself and the political party as a metamorphosis of the freedom.

### **2.1. Political party as a scene**

The party's meeting represents a ritual with a different strategy with an ensemble of small events in which they have a decisive role in the party's actions. The communication in this circumstance is immediate and assistant. The future member has his role with two actions: to look and to take an interest. He has his own place in the first row forward to interact with the members of the political party. The members of a political party have their own theater play, however here the on-screen characters are the party's member. The short trade lines between the performing artists (members-politicians) and the observer (the future member) is in light of a clean correspondence which implies the start of the political custom. It creates a bond in a formal union with a legitimate language. For a better communication, the person who wants to be a part in the political group has to be very careful with words and gesture. The non verbal correspondence is speaking own appearance.

An adequate language can represent the shortest way for a person to achieve some power in politics. If a person in the past had an important job and his studies relieved the party's expectation it would be easier for him to become a member in the political group. Here, he will be put under some reliable question in order to discover if he is clean in the politics or had in the past some trouble that can attract negative effects on the party's image. The meeting is conducted at a constant pace, without any rush. During the meeting, the person will develop a series of question about if he is taking a correct decision to become a member in a party or not. The complete initiation in the political environment is not finished until the member learned all the rules that manner in the political party. Through the rites of passage, a person needs to adjust to the actual situation and to become a real member. This activity implies the way out from the liminality (Panea, 2001; Mihăilescu, 2009; Gavriluță, 2009; Panea, 2012). In the state limit the person only desires to be a part of the political party.

### **2.2. The political party as a dispossession of a person**

I finished a survey of young political members who are a dynamic part of the political parties in Romania (PSD, PNL, PMP) and the majority of them proclaimed that the main motivation to enter a party is in light of the thought that here you can meet new individuals and it is a probability to grow on professional plan. Other young political members said that they wanted to sustain society, but however, both the former and the latter were put in a limited state from the moment they decided that it was the time to enter politics. Every one of these persons guided their vision in politics and had become disconnected from their old values. Any person that is involved in the rites of passage becomes a hostage in their own existence without having the possibility of the past freedom. The person who is involved in the liminality is marked to a separation from the family and community and is forced to embrace another life. From the minute a man enters the political party, he is proficient to perform the capacities that the party has. One of the most important functions that a person has as a political party member is to take an interest in every one of the actives. This entry in politics includes the individual to enter the liminality. The holding up period puts the individual in an unbiased plan. The communication between the part and the others is acknowledging however the individual doesn't have the opportunity that he needs. An unseemly appearance can bring inconveniences. The need to communicate straightforwardly is not a craved thing for the political group. In this liminal state the future member is put under some attempts to see if the person is responsible as an individual and respect the party's principle. Before becoming a member, a man needs to comprehend that he is committed to support the association in light of the fact that he is the impression of it. Any political party has a ritual. Through these rituals the member can turn into a member of the political group (Seiler, Zainescu & Bocancea, 1999). The political identity of the member is uncertain in the state limit. It has not a structure or a thought and needs to hold up to the end of the liminality.

The participation in the group needs to reflect the political ideology and not to bring just individual advantage. The person who is a member of a political group is the same as the others individuals (Fedor, 2014). His state of mind and conduct is changing in the general public. For a man who is in liminality, time does not have a structure. The cultural and social elements are reflected in the modality to adapt and the desire to leave the liminality faster.

### **2.3. Political party as a metamorphosis of freedom**

Many young people that enter a political party desire to have a career in politics, 65% of them reacted yes to the inquiry: "Do you need a profession in legislative issues?", the other 35% reacted adversely, but they follow the advantages as a political member.

From the earliest starting point, a man must be cognizant about the restriction of his freedom. He won't be free to act as he wants in society. The person has a well structured role with a series of rules and rights in the political group. In the period of liminality the person is marked by the political way and he puts on balance the positive and negative values to be a member. If the negative values exceed the positive ones it appear a problem because it is the possibility that the politics will harm his social life. In many situation the political group represents in fact opportunities, few are the one to know and trust the party's doctrine. A person in the state limit must discard his freedom and use the resources to filter the unknown space without knowing the effects in the political activity. He has the possibility and it is high recomendly to circumvent from the denigrated discussion about the political party where he is a member. Also, he must protect the image of the party (Preda & Soare, 2008; Strehie, 2014; Strehie, 2015). If he brings a bad image, he will be fired from the group. His activities must be in bond with his political perspectives. From the moment he becomes a member of the political party, he will be metamorphosis his thoughts, gestures and words.

## **3 Real motivation and metaphor**

A person's family represents the true motivation for his actions. In the survey that I realized I found out that many of young members were supported by their parents to become a member of a political party. Few of the parents were against politics. Parents represent real support and also they can embrace their children's view on politics, but sometimes it's not enough. For a member to become a voice in the party, he must work for the political group in all their activities.

If young members receive support from their parents, we can't say the same about their friends. 65% of a person's friends were manifesting against the politics, they declared that people who are members of a political party desire just personal benefits. In this case, a person who wants to become a member may be put in the situation to give up their friends. The newest member is a victim of

politics where his social life is transformed in a negative way. He may lose his friends while pursuing politics. From the moment a person decides to abandon his own life, he is creating a new one marked by politics.

From the poll we have:

Question 1. *Why you did you become a member of a political party?*

- New experiences and meeting new people- 55%
- Career opportunities- 35%
- Help society 10%

Question 2. *Did your parents support you in a political career?*

- Yes 75%
- No, 15%
- Maybe 10%

Question 3. *Did your friends support you in a political career?*

- No, 65%
- Yes 25%
- Maybe 10%

Question 4. *What values did you share with the political party?*

- Freedom of the citizen and rights- 40%
- Equality between the society- (40%)
- Equality of chances -20%

Question 5. *What is your doctrine?*

- Left- 50%
- Right -40%
- Center -10%

Question 6. *Are you motivated?*

- Yes 90%
- No, 10%

Question 7. *Do you admire the political party's leader?*

- Yes 50%
- Maybe 25%
- No, 15%

Question 8. *Do you want a career in politics?*

- Yes 65%
- No, 35%

#### 4 Conclusion

People want power, and in order to accomplish that, many of them become a voice in society through politics, since it represents the necessary thing that can create a leader of society. The three representations are: the political party as a scene, the political party as a dispossession of a person, and the political party as a metamorphosis of freedom. All these three representation similitude take into account the concept of liminality. The intern mechanism of liminality implies the necessity of a society, a cultural form where they pass into a stage that can be born only from a common point. At the end of these metaphors we can conclude that the politics do not lack the sacredness of the rites of passage.

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## **Breaking News and News Alert, between Information and Spectacle for Rating**

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### **Abstract**

We live in a digital era, a period when information travels with fulminant speed and goes from one side of the world to the other in only a few minutes. The general interest information has a strong impact on the mankind and is transmitted rapidly especially through the internet and through news televisions, which take over the information directly from the area where the event occurs or by the intermediary of other media channels, such as news agencies or other TV stations. Therefore, it is extremely important for the journalists to grant a particular importance to the research of a piece of news before broadcasting it as news alert or breaking news and to analyze the impact that the information has on the audience. This because, at present, we reached the situation of creating 10-12 breaking news per day, fact that leads to a decline in journalists' credibility and it can cast ridicule on the journalist concepts of breaking news or news alert.

**Keywords:** TV News, tabloidization, information, credibility

**JEL classification:** A10, H10, O10

## 1 Introductory considerations

According to BBC's editorial guideline, one of the international reference televisions, the fundamental concept of breaking news can be defined as the "interruption of the broadcasting with unusual, totally unexpected events", ([bbc.com/ editorial guideline breaking news](http://bbc.com/editorial/guideline/breaking-news)). Recent information is not necessarily breaking news information. We consider that any recent piece of news that implies a certain interest should be broadcasted quickly, but it enters the breaking news initiation procedure only if it cumulatively complies with several conditions:

1. it is extraordinary information
2. it is unique
3. it is an absolute novelty
4. it is of general interest
5. it has a major impact.

The Editorial Guideline of the TV station Digi24 gives some examples of potential breaking news subjects, and among these are the following "resignation/accident of the President, Prime Minister; earthquake with victims in Romania, not in Guatemala or even in Bulgaria; the decease of a former president, of a personality, but not the hospital admission/medical intervention of such a person; the crash of a commercial bank in Romania, but not a record depreciation of the national currency in relation to the euro currency" (Digi24 Editorial Guideline). In addition, the magnitude of breaking news depends on the value of the information in itself (MOJO: The Mobile Journalism Handbook, p. 56). Practically, in television, the breaking news procedure entry represents the total renunciation to the scheduled program, and the entire news room must focus on and get involved in the gathering of as much new information as possible able to support the respective story and to maintain it on air as long as possible, even for a few hours. The subject must be so important and so well editorially supported in order to create the sensation of a completely extraordinary event for the viewer, event that is worth interrupting any activity to watch the television. In our opinion, breaking news should take place only in a special context, thus, a delusion of the viewer through several breaking news broadcasts per day has as result casting ridicule on this format and the lost of interest from the public.

In the specialty literature, the concept of news alert was not debated too much. In Romania, the procedure started to be used since 2008 by the TV stations Realitatea TV and Antena 3. Practically, the news that are important, new, with a major impact, which do not imply an exceptional character and, thus, cannot be classified in the breaking news procedure can be developed in a news alert regime. This means the broadcast of the piece of news as soon as it is verified sufficiently (at least 2 sources or an official channel); the discussion on the subject for 5 - 10 minutes, with telephone or video reactions, and afterwards returning to the normal news program; subsequently, punctually intervening during the broadcast with updates, eventually with images from the scene. In the evening, the piece of news is commented upon in a contextualized manner in a talk show, with guests on set. The second day implies the elaboration of follow-ups.

#### **Case study: The President refuses to appoint a senator at the head of the Ministry of Transport**

The piece of news that the Romanian President refused to appoint a senator at the head of the Ministry of Transport is not extraordinary, it does not have an exceptional character and it is not unexpected in the conditions in which the senator did not have an ample CV in the field of Transport. It is, nevertheless, important and relevant information in the present political context. Therefore, it would have been ideal to announce it in a news alert regime, namely to discuss on it for approximately 10 minutes, to sustain it with telephone calls or live transmissions and reactions from politicians. Afterwards, returning to the initial program. However, this subject was treated in a news alert regime only on the news channel Digi 24, the rest of the channels resorting to the variant of breaking news. We consider that such a decision is not opportune, in the context in which the information does not comply with the theoretical principles of breaking news procedure initiation. In such a situation, it is possible to go back to the same subject, still in a news alert regime, during the entire day every time it is necessary. Just as it happened. All these are punctual interventions that add value and relevance to the initial piece of news, but are not related between them with long discussions and comments of the type „opinion offering”. No emergency guests are invited, except, at most, for the journalists in the field of transport. The moment of debate and analysis is developed during the evening talk show. Here take place the implication evaluation, the setting of facts and predictions in the context. (Digi24 Editorial Guide)

## **2 Breaking news and tabloidization**

As mentioned before, the breaking-news entry procedure should comply with certain principles, and in their absence, another method for information broadcasting should be adopted. In Romania, because of the large number of television stations, the battle for audience is fierce, and therefore, in their “rush” for rating, certain TV stations reached to broadcast breaking news stories up to 10-12 times per day, fact that casts ridicule on this concept. For example, the news channel Romania TV went on breaking news because Elena Udrea had been seen at lunch with her boyfriend, fact that, in our opinion, violates the conceptual regulations. At the opposite pole, Digi 24 channel considered that such information did not represent any news, and, as a result, this piece of news was not even broadcasted in its news blocks. Therefore, everything depends on each channel’s policy and editorial guideline, but it is not recommended to perform breaking news on any new subject such as the health condition of a singer or how a director’s fortune is distributed after his death. All these started from the fact that the mundane news attract a numerous public, bring high ratings, and, as a result, the principles are set aside. Besides, at Realitatea TV, in 2011, when the channel’s helicopter was lifted in the air to follow a billionaire’s wife while she was heading towards her husband’s house accompanied by an officer of the court in order to take her daughter, the channel had the highest ratings in its history.

However, sometimes, certain televisions turn their attention towards mundane characters and even adopt the variant of breaking news to broadcast information precisely in order to attract the public opinion’s attention from other subjects. For example, the televisions owned by various politicians have the interest of attracting people’s attention from the problems occurring in a certain political party, problems such as corruption, scandals with salary reductions, arrests, etc. and therefore, they bring a mundane scandal before the public opinion, scandal that they develop by supporting the breaking news procedure for a very long time and continuing it during several days with guests able to bring details to the subject.

In our opinion, the breaking news in case of mundane subjects should not exist, or, perhaps, only in absolutely exceptional cases such as, for example,

Michael Jackson's death, an artist with tens of millions of fans in the entire world. But breaking news that a billionaire's wife makes a scene does not seem justified, clearly casts ridicule on the concept of breaking news and determines the quality public to change the channel and not to react to any subsequent breaking news, even justified by its conceptual nature, because they are already sick off worthless subjects.

### **3 Breaking news and parallel investigations**

Over the past few years, 6 news televisions have functioned in the present media environment. The competition is fierce, and because of the desire to reach higher ratings, televisions came to enter the breaking news procedure even following the revelations made after journalist investigations. Thus, if documents or films unrevealed by the respective moment are presented during debates or talk shows, the channel enters immediately in breaking news procedure. Sometimes, after the journalist investigations, the institutions of the state took legal action *ex officio* and even criminal prosecution was instituted against certain persons after the disclosures in the TV shows. Nevertheless, the question is if breaking news in such a situation is justifiable. The answer cannot be categorical, and this because, in an exceptional way, breaking news could be initiated. For example, if a video in which the president or the prime minister were filmed while receiving bribery or influence peddling, serious actions by nature, was broadcasted, we consider that the interest in taking the decision of initiating breaking news would be justified.

We believe that breaking news could be initiated only in exceptional situations following parallel investigations. For example, Antena 3 entered the breaking news procedure after broadcasting some videos about the brother of the president in function in 2014, while he was accepting money for influence peddling, and from the videos, it came out that part of the respective amount of money had reached even the president. We consider that editors' decision in such a situation was justified, because it concerned a piece of news about the first man in the state, it had an exceptional nature, with a major impact, the decision being justified by the general interest.

We cannot say the same thing about other news stations that announce breaking news because they present in their broadcast documents specifying that certain persons in the political sphere do business with the state, obtain commissions to assign works or try to influence the justice. Even if the subjects are by their nature of general interest, they should remain on the level of information

presented during broadcasts. In order to outline the disclosures made after parallel journalist investigations, news can be subsequently created to be broadcasted in the news blocks when such information will be resumed. It is not normal that the television stations initiate the breaking news procedure only because a prime time broadcast starts, broadcast which discusses issues even of general interest such as the adoption of the Law regarding the unique pay or the modification of the Criminal Code. These should remain at the stage of information presented during broadcasts, without using the breaking news yellow strip.

#### **4 Breaking News and messages desynchronization**

Certain news televisions in Romania approached the breaking news procedure from a different perspective. Thus, they go in breaking news, but they do not interrupt the scheduled program. This happens by using girdles and flippers to transmit messages but the content of the news blocks or shows follow the regular schedule. Thus, it came to a desynchronization of the messages shown on TV, because we can see for example a piece of news regarding the depreciation of the national currency, but the yellow girdle announces that the Government will increase the salaries. We consider that this new approached procedure destroys the concept of breaking news, the concept of exceptional event for which the “broadcast is interrupted”, precisely for its complete importance. This sort of approach has the purpose of attracting audience, of letting the public wait until the proper presentation of the breaking news information. This approach is also practiced in the case of the news alert procedure, the effects on the public being the same. We consider that in totally exceptional situations, after entering the breaking news procedure and after finishing it, a girdle or a flipper could be maintained to announce on a differently colored background, yellow or red, according to each TV station, breaking news information, even if the program continues as scheduled with other information. This has as purpose to announce the viewer that a major, exceptional event occurred, event that he can watch during the next news block, and therefore, the presence of the girdle or flipper is justified.

#### **5 Breaking news and political speech**

Certain news televisions in Romania came with a new approach for the concept of breaking news, namely, during politicians’ speeches, in press

conferences or party meetings, and thus, they initiate breaking news when the President of the country, the Prime Minister or the president of a party speaks. However, is this event so important for the televisions to enter the breaking news procedure? Sometimes it is, but most of the times the “breaking” of the usual program in order to present such an event is not justified. Certainly, a President’s speech should be mediatized, and news televisions having as main function to inform the public must transmit the event live, for the statements to reach the public as soon as possible, but in our opinion, the entry in breaking news procedure cannot be justified without a “bomb” statement, a statement out of the ordinary. For example, a statement concerning issues related to state and state president’s security, a statement concerning his potential resignation or concerning Romania’s entry into the Schengen area, can be subjects that should be presented with special graphics. Nevertheless, it is preferable not to initiate breaking news only because the president of the country promotes a press conference, for example, in order to attack his political adversaries or to reply to other political persons. We consider that this approach is unjustified, because it does not imply an exceptional nature. It is a normal subject, that can be broadcasted live, with no special procedures, and, subsequently, it can be debated during the political shows or news can be created following the political speech. Eventually, if the statement is important, if he solicits the Prime Minister’s resignation, the news alert can be initiated, but the procedure starts after the president affirms the declarations, and not before. If there is information “on the sources” that the president intends to affirm such a declaration, the procedure can be initiated in advance, in the sense that it can be prepared, for the TV station to enter the information as soon as possible. The initiation of news alert or breaking news before the political speech should be avoided because there is a risk for the respective person to change his mind and the TV channel to loose credibility before the viewers.

In addition, most of the news televisions in Romania choose to initiate breaking news for any political events, for the elections within a party, for the press conferences promoted by political leaders or simply for local events to which important political leaders take part. This decision should be made according to the potential of the news to bring high ratings or according to the interests of the station’s “shadow” owners. We consider that this approach violates the concept of breaking news, and with time, the TV station risks to loose gradually its audience, because the multitude of events presented in the breaking news procedure lead to

a lack of interest from the public who gets tired of seeing worthless events promoted excessively, to a high intensity.

## **6 Ethics and deontology in the breaking news and news alert procedure**

According to art. 3 of the European Council's Resolution 1003/93 having regard to the Journalism Ethics, "the basic principle of journalism ethics is the differentiation between news and opinions, so that these are not confounded. The piece of news is information regarding facts and data, while opinions include the press agents', editors' and journalists' thoughts, ideas or judgments". Therefore, starting from this principle, we can say, with no fear of being wrong, that in the breaking news procedure initiation the host, the editor and the producer should be careful in making the difference between the opinions of a person concerning an event and the event in itself, because the broadcast of a piece of news should be based on the truth, that can be ensured "by adequate verification and demonstration means and on impartiality in presentation, description and narration" (art. 3 of the Resolution 1003/ 93). However, there are also moments when persons in key positions hide the truth on the idea that it is a State secret. (Negrea, 2015). Then, journalists must procure information paying increased attention to the source because, without an official confirmation, there is a risk to present the truth in a truncated manner.

Gossips, information on sources should not be assimilated to the truth or confused with it. Therefore, the accuracy of truth presentation is one of the issues that should be taken into consideration in the breaking news procedure, and it can be obtained not only by presenting an event, but also by searching the important aspect behind a news story, by avoiding preconceptions, confusions, in order to finally discover the truth (BBC Editorial Guidelines).

Integrity and editorial independence must be kept before any external interests, any political or commercial pressures and any personal interests (Realitatea tv Guidelines). Moreover, the rating of a television depends also on public trust, and therefore this value must be kept as a landmark and it can be won by objectivity, honesty, by guaranteeing that no manipulation is attempted by any kind of means.

According to the Resolution COE 1003/93 “information should not be treated as merchandise, but as a necessary to satisfy a fundamental right of the citizen”. It is about the right to information, therefore the quality or content of the news should not be altered in order to manipulate or obtain material benefits, but the news should be broadcasted in such a way to guarantee the citizen’s right to information. Therefore, the television channels’ incomes should come from the fact that they have high ratings because of the quality of the presented information (Resolution COE 1003/93).

Nevertheless, during the breaking news procedure, most of the times, not only information as such is presented, but it is also interpreted and commented by specialists, journalists, political analysts, according to the event for which the usual program is interrupted. In the context in which information is supplied rapidly, the viewer no longer has the possibility to discern, to arrange the news in relation to his existence, feeling the need of an analysis, of a comment issued by an authorized person (TV host, producer, guest), to clarify not only what it can be seen on TV but also the reason why it happened, to have the ability of transferring his attention from the media phenomenon to the meaning of the occurred event. There is a danger that, because of the enormous volume of information in a short time and with superior promptness, the public seek the interpretations of the news transmitted by broadcasting, in the written media. This is the reason for which the function of interpretation has a particular value. Thus, the audiovisual means use during the breaking news procedure a sort of dialogue with the receptors, allot time for open or masked comments, within which – as in chronicles, analyses or research – a presentation which is short, concise, simple, correctly formulated, coherent and accessible, with no hesitations, in the medium-standard language, allowing the channel to determine a familiar relation with its general audience. A judicious analysis is intended, analysis during which questions are asked and answers are commented upon, the time for addressing opinions is distributed, explanations are required from the persons involved, an individualized contact is established with the viewers, debates are initiated and conclusions are formulated, everything appearing under the form of conversational broadcasts, located at the border between information and comment.

Moreover, it should provide protection to the victims of sexual aggressions, especially in the context in which this aspect is not sufficiently regulated on a national and European level (Voinea, 2015). Also, during breaking

news the journalists take responsibility for the citizens by the fact that they should avoid shocking the public moral consciousness, they should protect the human fundamental rights.

## 7 Conclusions

The most important news televisions in the world, CNN, BBC, Euronews or CBS give a particular attention to the breaking news and news alert procedure. They keep a decent line and they do not deviate from the basic journalist concepts and rules in order to attract high ratings. This is why they kept their credibility ever since they were created, they are real landmarks in the field and no one is afraid when taking over information in case of a world scale event. Unfortunately, this line is not kept in Romanian by all news televisions, and not infrequently, some of them give up the conceptual directions in order to attract audience. This is how certain news channels get to announce 10-12 breaking news procedures per day and the same number of news alerts only to gain rating. This approach can function for the moment, but in time, it can lead to a decline of the channel's general audience because it may lose credibility in case it initiates breaking news procedure on a mundane piece of news or because two politicians entered in polemics. Also, during breaking news or news alert, televisions should have editorial guidelines adequately elaborated which should include all the aspects that may be found when exceptional information occur, so that editors and producers know exactly what decision to make in order to comply with the fundamental principles of human rights, with the legislation in the field but also with the basic journalist concepts. Giving a special attention to media subjects, news televisions can attract rating by proving credibility, impartiality, and respect for the viewer, offering real information in a fast way and without exaggerating in the broadcast of sensational information. Certain televisions, few in fact, managed to keep this editorial line, and demonstrated that in time, even if they did not have a spectacular audience, they implied a constant rating increase, succeeding in the creation of a credible channel image.

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## **The relationship between national culture and organizational culture**

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### **Abstract**

The definition of organizational culture must start from humans, from their historical existence, the psychology of the people they belong to, because, as everybody knows, organizational culture is an integral part of national culture. The values, symbols, histories of a nation become starting points in shaping the cultures of organizations operating in that geographic area.

**Keywords:** culture, national culture, organizational culture

**JEL classification:** A10, H10, O10

## 1 National culture

The intent of our initiative is to highlight how some values that support our specificity as a nation are reflected in the culture of organizations operating on Romanian land. For this, we assume that the first national value that must be preserved in its constitutive elements remains the Romanian language. Moreover, we will make a diachronic synthesis of attempts and successes of a myriad of Romanian scholars who dared, among the first in our national culture, to speak on the Romanian language, on its origins, on the need to use the Latin alphabet and Romanian language in writing.

Towards the middle of the seventeenth century, but especially in the next century, a profound opening of the Romanian Countries to the West takes place, an important contact with other civilizations and cultures superior to ours occurs, the taste for travel is augmented, undertaken not only in order to trade or carry battles, but especially with the intention to learn, to discover, to receive. The first Romanian scholar who opens the series of writings of memoirs in our country is encyclopaedist Nikolai Spathari. His first known work dates back to 1661 and it is a Romanian translation from the works of Saint Athanasius the Great, Archbishop of Alexandria. The writing, called *Carte cu multe întrebări foarte de folos pentru multe trebi ale credinței noastre (The Book with Many Questions Very Useful for Many Aspects of Our Faith)*, was a small catechism in the form of questions and answers, in which Nikolai Spathari intuits the specificity of Romanian language, its Latin origin. This action is certainly a way of affirmation and defence of national identity. Even if Nikolai Spathari spent most of his life in foreign countries, which he masterfully described in his travel works, the Moldovan scholar still remains faithful to his homeland.

In discussions on the roots of the Romanian language, there has been a common attitude, adopted by all Romanian scholars in the seventeenth and eighteenth centuries, attitude translated by an emphasis on our Roman origin.

Moldovan chroniclers, defenders of our national values, carriers of European humanism elements on Romanian land, support the Latin origin of Romanian language and people. The findings are based in particular on the impression created in these scholars by the lexical aspect of the language. Thus, in *Letopiseșul Țării Moldovei (The Chronicles of the Land of Moldavia)*, in the chapter called *Pentru limba moldovenească (For the Moldavian Language)*, although acknowledging the mixture of other idioms in the formation of Romanian language, he strongly asserts its Latin origin.

In the same spirit, Miron Costin, in his historical writing, *De neamul moldovenilor. Din ce țară au ieșit strămoșii noștri (On Moldovan People. What country our ancestors came from)* starts from the premise that Romanian language has remained isolated in an environment of languages different in terms of origin. This situation has been created by the specific conditions in which Romanian language was formed, devoid of the influence of Latin cultural superstratum, characteristic of Western Romanity. This probably explains the rapprochement between Romanian and Latin, more than in other Romance languages such as Italian, for instance, which was exposed to the Latin element for a longer period.

Scholar of European fame, Dimitrie Cantemir brought to the Romanian people a more sustainable glory than that of military victories: European conscience. Since 1714, the Moldavian prince had been elected as a member of the Academy of Berlin and at the behest of scholars there, wrote *Descriptio Moldaviae*, a book with the precise purpose of making Moldavia known by the Western world. Geographic, economic, social, linguistic information are thoroughly supported from the scientific viewpoint.

Dimitrie Cantemir goes down the same road traced by his predecessors, regarding the Latin origin of the Romanian language. His observations on the nature of Latin language at the basis of Romanian language are deep and intelligent: it is an old Latin language, from Trajan's times, which implicitly proves Romanians are the descendants of settlers brought in Dacia by Emperor Trajan.

In his cultural and diplomatic actions, Cantemir always made sure he circumscribed as often as possible Romanian facts into a Romanic context, which translates into a constant emphasis on national identity.

Romanian national culture begins its true path of modernization in the second half of the eighteenth century, under the impulse of the Enlightenment ideology. Under the sign of this renewing spirit, according to which nations needed to be emancipated from the state of ignorance through education, through science, Romanian culture acquired new coordinates in Transylvania first, then in the Principalities. In fact, this period is dominated by the ideas and values promoted by the resounding movement, Transylvanian School. The leaders of this reforming movement, Samuil Micu, Gheorghe Șincai, Petru Maior, Ion Budai-Deleanu, became staunch defenders of the national identity of Romanians in Transylvania, of Romanian language in particular. In the grammar, *Elementa linguae Daco-Romanae sive Valachicae*, published in two editions, 1780 and 1805, in

Vienna, a rigorous demonstration of Romanians' Latinity and that of their language is displayed. The authors of this paper, Samuil Micu and Gheorghe Șincai also include, among linguistic theories supported, their own conception definition coordinates of an idiom, a concept that situates them among the avant-garde thinkers of the day. We refer to the idea of the historical development of languages, which predicts the importance of studying the diachronic linguistic rules, i.e. the logical transformation of Latin forms into Romanian forms. It's an advanced idea for the late eighteenth century, which will be valued at a higher level in the next century, transformed into a scientific principle, namely the comparative method.

The linguistic activity of the Transylvanian School has been marked by purism, i.e. a desire to prove that Romanian is exclusively a descendant of Latin, without any interpenetration of the substrate or adstrata, which inevitably would change its purely Romanic features. But this theory of Transylvanian scribes also appears in a different light if one takes into account the necessary intention to highlight the Latin origin of the Romanian language. First of all, in *Elementa*, there is a constant Romanian-Latin reference, hence the subsequent appreciation that it is the first historical grammar of the Romanian language. Secondly, Samuil Micu and Gheorghe Șincai took special care not to isolate our language from Romanity, claiming that Romanian has a binary gender correlation, like Italian, French etc., although the linguistic reality is different.

All these efforts, undertaken linguistically, culturally or politically had the sole aim of preserving our national identity unaltered, amid a Transylvania subject to foreign occupation. Deep cultural values of the Romanians, such as their language, are the most important step in our recognition as a nation in a turbulent period of history.

The coordinates that define the Romanian culture in the mid eighteenth century open the safe way of its modernization, continued and developed in the following centuries.

We exposed the main directions of this vast field of cultural development of Romanians during the seventeenth and eighteenth centuries in order to revive the values that define the national character of Romanians. Because the identity of a nation is the core of its existence, of its internal recognition, but especially of its international recognition. The central elements that define the identity of Romanians have been, are and certainly will remain language and history.

## **2 Organizational culture**

Maintaining this type of identity becomes even more necessary, as the current contemporary space is filled with economic issues and more or less successful globalization trends. The danger translates into a uniformity desire, of establishing an “overview”, devoid of colour, identity, nationalism.

Our action is all the more obvious, as we want to emphasize the idea that organizational cultures are constituent parts of the culture of the nation they belong to. Organizations operating in a parent culture and many of the elements that make them up are derived from the assumptions of national culture. It is up to organizations to take over, to emphasize and to amplify sometimes deep elements of the parent culture.

The composition of the organizational culture certainly reflects the national values. The language, symbols, behaviours, myths constitute the visible forms of manifestation of institutional culture, bearing the marks taken from the values of national culture.

Bringing together the principles and beliefs of individuals in an organization means a permanent interaction that naturally leads to compiling a strong organizational culture. This is the core of the entire organizational network, receiving influences of all kinds, such as those related to its structure, strategy, system, members and skills.

The concept of "culture" in organizational analysis encompasses shared values and beliefs that seem to characterize organizations. Although, in general, it is seen as a whole, there are a number of factors that customize organizational culture. Among them, we mention management style, the way decisions are made, level of formality, the manner of organization, policies. An organizational culture becomes stronger when a permanent correlation is made with the values and principles of the organization and a clear link with the values of the nation in which they operate.

The individual's accession to organizations already presupposes the existence of ideas and feelings that, at the same time, can be developed and delivered to others or can be replaced by taking values, customs, rules already existing in that organizational environment. The union of these convictions, ideas, beliefs, feelings gives rise to the organizational culture. The establishment and development of cultural forms at the organizational level can be reported, with other dimensions, to what happens at national level. The idea that leads to our approach is that, as it is known, organizational culture is an integral part of a

nation's culture: It has its origins in the history, values, personalities, symbols of a nation, in the rises or falls of the social system.

### 3 Conclusion

The relationship between the national culture and the organizational culture is characterized by including the latter in the specificity of the nation in which organizations operate. Defined as the personality of an institutional structure, a strong organizational culture will take and adapt what is lasting and valuable in national cultures.

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## **Book review: Alexandru Avram - Fiscal policies and economic growth during crisis**

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### **Abstract**

The Assistant Professor at West University of Timisoara Alexandru Avram is publishing at Sitech Publishing House, Craiova, a remarkable book, “The mix of fiscal and monetary policies – the impact upon the economic growth”. The scientific research had previously been made for achieving the title in Doctor in Economic Sciences. The theme of the book is the identification of the measures of economic growth after the economic crisis at the end of 2007 and the impact of some fiscal and monetary measures and also the introduction of the taxing quotation, the decreasing of the interest of monetary policy, the increasing of VAT quotation from 19% to 24% upon some macroeconomic components. The book represents a valuable synthesis and a guide for those who are interested in the subject

**Keywords:** crisis, finance, tax, economic growth

**JEL classification:** Y30

## 1 Ideatic structure

The preoccupation with identifying some managerial ways of handling with the crisis is a constant of Avram Alexandru's scientific investigation. He has published several brilliant studies with the same theme in important scientific journals and publishing house (Talpoş & Avram, 2011; Avram & Avram, 2012; Avram, 2013; Avram, Avram & Hetes-Gavra, 2014).

The goal of the research, according to the author, "was to identify the possibility of optimizing the mix of fiscal and monetary policies regarding the starting of economic growth that had been seriously injured by the international financial crisis at the end of 2007". The most relevant objectives chosen for the goal are the common elements and the differences of the different economic schools regarding the public policies, the cyclic economic activities and also its impact upon the macroeconomic balance.

The research methodology is according to the goal of the work. The best research methods and techniques of the economic domain is the comparative analysis regarding the concepts of attraction, to the state budget, of the income from various sources and of ways of their redistribution.

The bibliography contains the fundamental studies of the domain, articles about the crisis and its solving, and also its legislative documents about the control and management of the crisis in Romania. The main conceptual source of the work is represented by the studies of K. Polanyi, who "proposed, for economic sciences, a formal definition doubled by a substantial one with links to the theoretical and applied analysis".

The work is structured in five chapters. In the first one, "The fiscal policy and the monetary policy in the context of the public policies", there are identified and clarified the main theoretical aspects upon the fiscal and monetary policies in the context of the public policies. The second chapter ("The fluctuations of the economic activity and the impact upon the macroeconomic balance") approaches the economic cycles and presents the financial and economic crisis which affected the global economy and the measures of controlling the effects of the crisis. The third chapter ("The mechanisms of transmission of the fiscal and monetary policy upon the economic growth") presents the possibilities through which the fiscal policy has succeeded in stimulation the economic growth. The connection between the fiscal policy and monetary policy is approached in the fourth chapter. There have been made two case studies, being identified the fiscal and monetary measures. In the last chapter there are presented the main directions of the

specialized literature related to the measures of controlling the crisis. Being one of the most important works on the same subject (Keynes, 2009; Talpoș & Enache, 2001; Ispas, 2011; Paliu-Popa, 2012; Dinu, 2010; Croitoru, 2012), the book is a very good synthesis.

## 2 Conclusion

The book is remarkable because of its originality in approaching the theme and of its practical conclusions regarding the management of the economic effects of the crisis. The best practical induction is the necessity of connecting the Romanian fiscal system to the exactingness of the unique European space, the setting of the differences between the fiscal systems and the setting of the impact of the fiscal policy upon the economic growth.

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