

Economics after

„The light beams being vaguely seen from a tunnel are not interesting neither for those who want to stay there, nor for those who never have went through it.”

John Maynard Keynes

The truth, somehow stressing one, is that the economic theory has in Romania, as in the Central and Eastern Europe as well, an intellectual support in course of being founded. The conceptual translation from a vision to another has no basis of continuity, except some explanatory instruments, methods and models concerning the efficiency aspects at microeconomic level. The break is connected with the essence. The economic structural theory around the State's invisible hand is located at the opposite extreme as sphere of significations and as zone of applicability against the economic theory focused upon the regulating role of the market.

The promoters of a theory, besides all the sensitive environments at the educational impact over the population, are in a situation, simultaneously with the option for the transition to the market economy, to stand the shock of an epistemological break.

The references of the old theory crumbled away overnight and the natural need for other references could not be provided quickly and with certain degree of confidence given the specific character of the learning processes. The support of certain miracles has no other argument than that of the mediocrity.

Putting the new set of concept at the base of the analysis has been done initially at most in a mechanic or mimic way, without existing a relevance of motivated actions connected with the assimilation of the notional system. Therefore, talking about the inadequate character of the concepts or about understanding shortages does not represent itself an senseless undertaking.

It is a common sense recognition that we are in a stage when there is an attempt, by means of approximations, to cover the expertise of a reality configured upon other conceptual alignments. These are, however, far away from being internalized through education and made efficient by routinist behaviors. The delay between the period of learning and that of applying a vision is evident from the perspectives of the cultural maturation rhythms, those of rational nature, of the individuals. Any claim contrary to these natural regularities can be nothing else but ridiculous.

Among all social sciences, the economics has been in the position of a radical reconstruction, without the possibility to re-use in a relevant manner the theoretical acquisitions originated in the period of State socialism. The fact that in

reality was present a belief, in certain circles, in relation with the making operational by beautifying the prior knowledge is certified by the managerial deviations of the transition fundamental processes. The prior economic culture has fulfilled the role of a guide for the decisions mimed by the first reformists, especially by those having the mission to manage the large transforming processes like privatization/restructuring, and the liberalization or the stabilization as well. At the same time, the internalized conceptual system of the old economy became a dam of the adequate perception of the profound senses of the transition processes. The failures of the economic reform can be explained by the inadequate character of the management vision as well, by their conditioned reflexes to resort to compatible solutions with the values assimilated through education.

The vital question of the economic school refers to the accuracy of un-miming the values of the new theory, but, also, to the implementation of a project meant to generate the public attitude that provides the attenuation of the inertial ravages involved by a experience of changing based upon incompatible vision, falsely discounted on the basis of the conflict between generations.

The recovering effort is remarkable one, at least at the level of the university expertise, but, also, at the level of the companies having a management practiced in the countries with a consolidated market economy.

There is no doubt that the things can not be forced beyond the limits of the human nature. Nor can the things be left to advance without having, especially in the academic environment, stimulating targets, especially those of high performance. The correct measure has to be searched always in order to not come back to the temptation of the revolutionary romanticism stipulating that the nature has to do leaps. Nor to the petrifying into the educative model used in the pre-transition school, in order to save the comfort of the sufficiency.

The economic sciences in this part of Europe are building their specific world. Pretending from a world only recently born the ideal results is not only ungrounded but also absurd.

Our review is a part of this world and intends to be a measure of its tentative to mature. The bilingual edition, you have now in your hands, is the beginning.

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