

<https://doi.org/10.5719/aub-g/72.1/7>

ROMANIAN EMIGRANTS FOR UNIVERSITY STUDIES IN THE 18TH CENTURY UNTIL THE FIRST HALF OF THE 19TH CENTURY

ANTONIO SASU¹

Abstract

The process of emigration for studies abroad, was neither simple nor accessible to all those interested. 18th century Romanian graduates went to study where Romania had „open gates”, in cities under which Romania was suzerain, or at least had bilateral relations. The Romanian emigrants left for a certain period and generally followed the same specializations that they followed in their country. It was an emigration model that brought the graduate a certain social status, on his return to the country he offered the possibility of access to a public position (Vasilescu and Roman, 2016).

The 18th century saw profound political and administrative changes. From the Austro-Hungarian Empire (18th century), emigrants are heading to Paris and Berlin in these centuries. The 19th century brings changes in the wishes of emigrants. The model has changed significantly: we are talking about emigrants who choose something else compared to what was chosen in the last century, for example (Paris, Berlin, Budapest or Bern). Times change and so do people. The young graduates, who emigrated in the 18th century, spent an average of over 5 years studying, and then in the 19th century, the period spent in studies increases by another 4 years. The graduate emigrant changes not only his direction but also his time abroad in his studies.

Thus, in the 18th century, 60% of graduates choose Vienna and Rome as their destination. In the 19th century, they choose Paris as their destination, in a percentage of 55.55%.

Keywords: emigration, destination, time, graduate, study, centuries.

1. Introduction

The 18th century was called “The Century of Lights”, a century that brought light and culture. During that period there was fierce competition

¹ PhD student, University of Bucharest, Faculty of Geography, e-mail: antoniosasu@yahoo.com

between the great powers, over the occupation areas and the spheres of influence manifested on the territories of Wallachia, Moldova and Transylvania. Transylvania has been occupied by the Habsburgs since 1687-1688. Leopoldine's diploma (1691) was imposed, which was the same as a contract between the Transylvanians and the Habsburg Empire regime.

There were riots against the political regime, riots made by Romanian intellectuals. Following these riots and with the help of intellectuals educated abroad, the High School of Blaj (1754) is born, giving rise to new generations of intellectuals (Sasu, 2023).

During this period, a Phanariot leadership was imposed in Wallachia (1716-1821), as well as in Moldova (1711-1821). In all the Romanian provinces there were no universities where these intellectuals could study. Through the reform of Empress Maria Theresa and Emperor Joseph II, people enjoy new benefits (1740-1790): people learn to trade, settle in cities, they only need to be tied to the *glie*². These benefits bring freedom of movement; with the help of Romanian intellectuals (Gregore Maior, Petru Pavel Aaron) the Holy Varvara Seminar is established in Vienna, so Romanians from Transylvania abroad can also study.

For those who did not emigrate to enjoy the benefits of Grigore Major in Vienna, he brings books from Vienna to Blaj, thus creating the Transylvanian School, from here going to other high schools personalities such as Petru Maior, Samuil Micu and others.

In Wallachia, it was desired to give up the Phanariot reign and to install a Romanian gentleman, this being done with the help of intellectuals, who addressed France, Austria or Russia (which happened in 1829, Wallachia and Moldova entering under Russian protectorate and benefiting from organic regulations, which also brought the organization of the university environment).

Romanian emigrants chose mostly destinations from the Austro-Hungarian Empire, following mainly humanistic studies in the field of philosophy and theology; in the 19th century, destinations in the French area are chosen.

The periods spent also varied according to the needs of each graduate. Some spent more on education, others spent less. Some followed several

² *Glîe* = archaic word meaning the binding of people to the owned field

study programs, specializing in several fields, others studied only to obtain a degree; the contexts were particular for each of the graduates.

2. Research methodology

The methodology used to obtain the data was as follows: the periods spent by graduates from abroad were calculated (after studying their biographies), the calculation method consisting in calculating the time of departure from the native country for studies and the time of their return to the country. These ages have been added and divided by the number of graduates, resulting in an average. In terms of destinations, they were extracted from the biographies of graduates (the great intellectuals of the centuries studied) and the graphics were drawn up with these destinations.

The mentioned personalities are those for which information was found (Pall, 1997; Nastasă, 2006), but there are certainly others.

The tables were drawn up with these data, comparing the differences between the time spent studying in these centuries and the destinations they have chosen in these centuries. The tables were made using Microsoft Office (Microsoft Word) and graphics using Microsoft Office (Microsoft Excel).

3. Results and discussion

In the 18th century, when the Romanian space was under the regime of Phanariot gentlemen, under the leadership of Austria-Hungary, 60% (see figure 1) among graduates who chose to study (see table no.1), chose the Austro-Hungarian Empire as a destination, choosing to study in Vienna, 20% in Slovakia and 20% in Constantinople, with the mention for the latter, that it was chosen by the graduates from Wallachia (this being under Ottoman suzerainty).

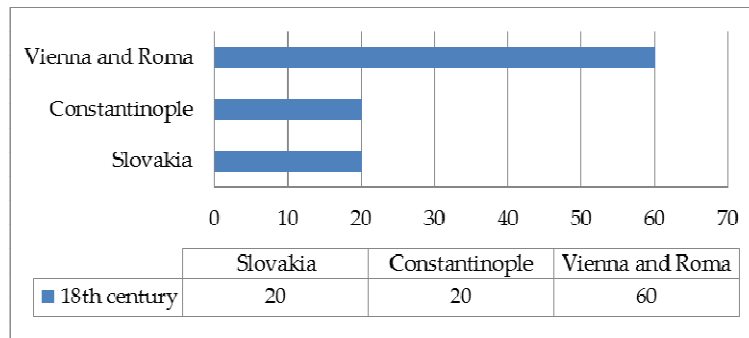


Figure 1. Destinations chosen by 18th century graduates (%)
(Source: processed data)

Table 1

Names of graduates, specialization and destination chosen (18th century)

Names of graduates	Specialization in Romania	Specialization abroad	Destinations chosen
Ioan Micu Klein	Philosophy	Theology	Slovakia
Dimitrie Cantemir	Languages foreign	Languages foreign and theology	Constantinople
Samuil Micu	Theology	Mathematics and theology	Vienna
Ioan Budai-Deleanu	Theology	Languages foreign and theology	Vienna
Petru Maior	Theology	Theology and law	Vienna and Roma

Source: processed data

Most graduates (see figure 2) of this century left because they did not have universities to study in Romania and these destinations outside the borders have been a very good source of development for these graduates. They studied the same specializations that they followed in the country, they practically wanted to develop more; not only that, some of them even followed several specializations. 20% of them choose Constantinople as their destination (only for oriental studies), they practically wanted to know as many languages as possible, to use them in the political life of the time.

For example, the Moldavian lord and the famous geographer, Dimitrie Cantemir, who emigrated to study at the Gate (Turkey today),

knew twelve foreign languages. They were not limited to a bit, they were often self-taught, but they also had information about all areas; 20% choose philosophy in Slovakia.

Graduates spent an average of 5 years and 6 months studying (see figure 2).

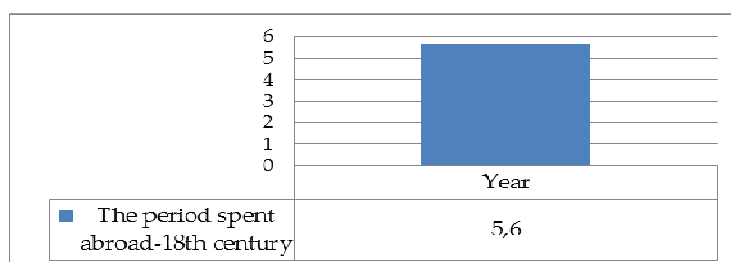


Figure 2. The period spent abroad – 18th century
 (Source: processed data)

During the 19th century, emigrant graduates (see figure 3, 4 and 5) change their destination. At the end of the Phanariot reigns (1821-1822), the great powers try to regroup. Russia imposes its protectorate on Wallachia and Moldova through the agreements of the White Fortress (1826) and from Adrianople (1829). During this period, national emancipation (social and political) was desired. The Organic Regulations have contributed to this. Among the articles of organic regulations are details regarding the education system, which is structured on 4 levels: primary, humanities, complementary and higher.

Here that Romanian graduates could study in their country, but did not have the necessary logistical basis, the first university being built four decades later -October 26, 1860 (Sasu, 2023; Ianoş et al., 2010; Ianoş et al., 2014).

As a result of the ideas of the French Revolution entering the country, the liberal spirit includes the enlightened minds of Transylvania, Wallachia and Moldova. Graduates emigrate mainly to Paris, Berlin, Bern, Rome and, to a lesser extent, Vienna. Here, as the political context and relations between states change, emigrants change their direction of emigration. Emigrants from this period were also attracted by the greatness of Paris at that time, by the life of the salon and by the benefits of urban

infrastructure. 55.55% of the emigrant graduates choose Paris as their study destination, compared to 60% of the 18th century who chose Vienna. In the 19th century, only 11% still choose Vienna, a difference of 49% (see figure 3).

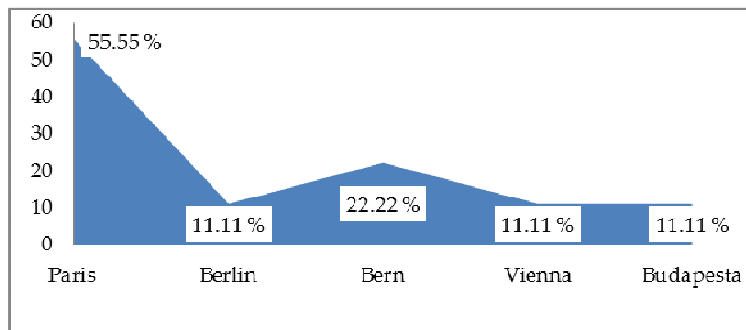


Figure 3. Destinations chosen by 19th century graduates (%)
(Source: processed data)

In figure 4 are represented the Romanian intellectuals, participants in the revolution of 1848 in Wallachia (19th century). They emigrate at 29 years and 2 months (average age) and spend 11.4 years in studies.

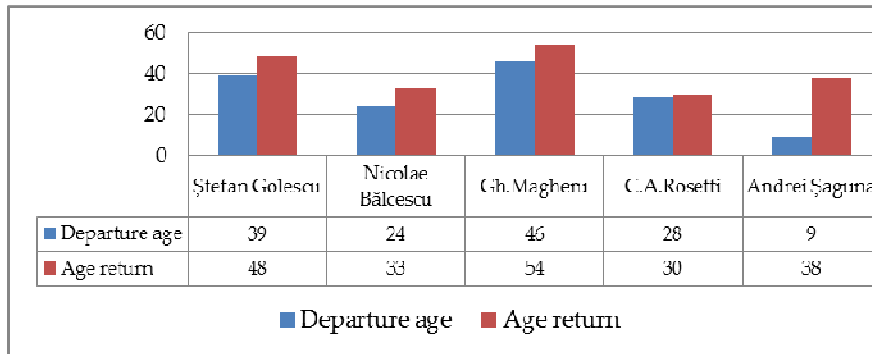


Figure 4. Graduated emigrants in the 19th century (Revolution of 1848 – Romania)
(Source: processed data)

Figure 5 represents Romanian intellectuals from Moldova, emigrants, revolutionaries (from 1848) from the 19th century. They emigrate at 13 years and 7 months (mean age) and spend 7 years and 7 months in studies.

The age difference between the intellectuals from Wallachia and Moldova is given by particular cases. It is not necessarily a constant dynamic of the migration of intellectuals from that period.

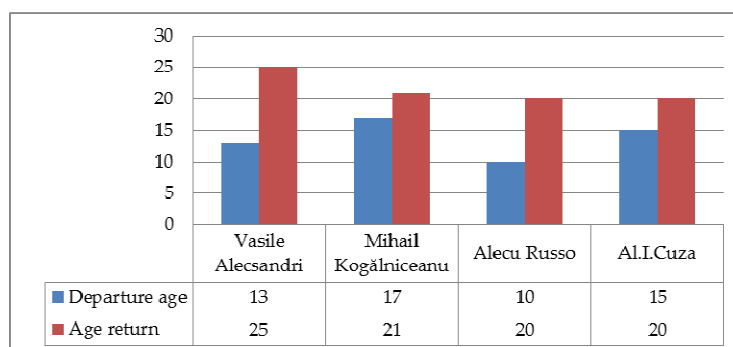


Figure 5. Emigrants graduates in the 19th century (Revolution of 1848 – Moldova)
(Source: processed data)

As it can be seen in Table 2, most graduates study the same specializations as they studied in their country. In practice, they specialize much more.

Table 2

Names of graduates, specialization and destination chosen (19th century)

Names of graduates	Specialization in Romania	Specialization abroad	Destinations chosen
Ștefan Golescu	Military studies	Military studies	Bern
Nicolae Bălcescu	Languages foreign	Languages foreign	Paris
Gh. Magheru	Political studies	Political studies	Vienna
C.A. Rosetti	Political studies	Political studies	Vienna
Andrei Șaguna	Theology studies	Theology studies	Budapest
Vasile Alecsandri	Languages foreign	Languages foreign	Paris
Mihail Kogălniceanu	History studies	History studies	Paris and Berlin
Alecu Russo	Languages foreign	Languages foreign	Bern
Alexandru Ioan Cuza	Law studies	Law studies	Paris

Source: processed data

Regarding the period spent in studies, we can observe from the following data (see figure no. 4) that Romanian emigrants spent on average 9 years and 6 months in studies.

In the 18th century, Romanian graduates emigrants mostly choose Vienna as a destination for studies and spend an average of 9.6 years there (see figure 6). In the 19th century, graduates emigrants choose Paris as a destination for studies.

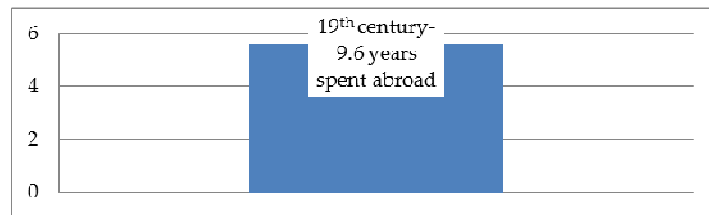


Figure 6. The period spent abroad – 19th century
(Source: processed data)

Over the years, the Romanian graduate of that period spends more on cross-border studies. The Romanian graduate becomes more and more prepared and willing to spend more time studying across the border. The graduate's behavior is different, following generations that change their vision of studies.

It can be seen how in the 18th century, graduates choose destinations such as Vienna, Slovakia and Constantinople, and in the 19th century they choose destinations in Western Europe: Paris, Berlin and Bern (see figure 7). It can be also noticed a change of direction in the behavior of graduates: in the 18th century they choose more destinations in Central Europe, while in the 19th century they choose destinations in Western Europe.

If in the 18th century, the emigrant graduate thought he could study elsewhere, but have to live and die in your homeland, as it turns out from what Ioan Ionchentie Micu-Klein says: "You can really rise only in the country of the homeland" (Pall, 1997). In the 19th century we meet the concept that you must be "something" and that something must be concentrated in an academic degree in Paris (Simion, 1988).

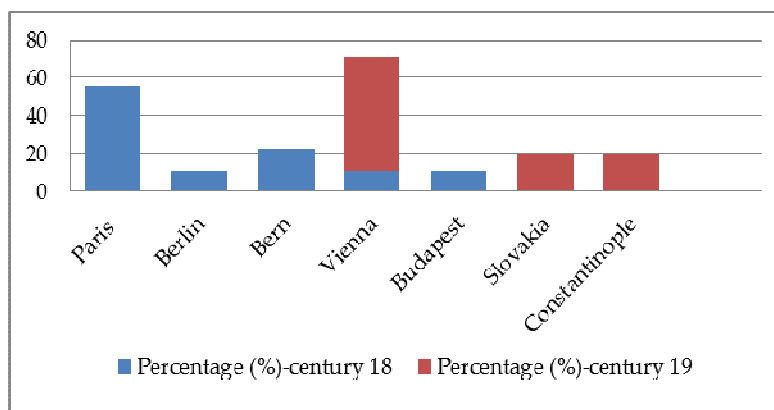


Figure 7. The difference between the destinations chosen by the Romanian emigrant (differences between the 18th century and the first half of the 19th century)
(Source: processed data)

In comparison, in terms of periods spent in studies abroad, between the 18th and 19th centuries (the first half of it) there is a difference of 4 years in terms of time spent in studies (see figure 8).

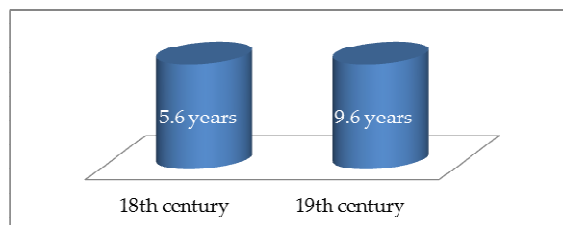


Figure 8. Differences between the periods spent in studies by the graduated Romanian emigrant (difference between the 18th and 19th centuries)
(Source: processed data)

4. Conclusion

The period of the 18th and 19th centuries was a lack of technology. During this period there were no data on the phenomenon of migration for studies of graduates. The phenomenon was presented in the literature as a brain drain (Anghel et al., 2009; Ștefănescu, 1982).

The first census in Tara Romaneasca (1838) did not contain data on this phenomenon, nor did the following (to the present), so there are certain limitations of the study. Data collection was performed using biographies of intellectuals from the 18th and 19th centuries.

REFERENCES

- Anghel, R.G., Horváth, I., Bădescu, G., 2009, *Sociologia migrației. Teorii și studii de caz românești*, Iași, Editura Polirom.
- Pall, F., 1997, *Inocentie Micu-Klein, Exile in Rome 1745-1768*, vol I-II, Fundația Culturală Română, Cluj-Napoca.
- Ianoș, I. (coordonator), 2010, *Insertia teritorială a universităților din România*, Cercleux A-L. – co-autor 1.2, 1.3, 5.1, 5.2, 7.3, 8.3, Editura Universitară, București, 342 p.
- Ianoș, I. (coordonator), 2014, *Reforma curriculară și piața forței de muncă pentru domeniul Geografie*, Cercleux Andreea-Loreta – co-autor capitolele I, VI și IX, Editura Universitară, București, p. 8-17, 118-132, 148-153.
- Nastasă, L., 2006, *Itinerarii spre lumea savantă. Tinerii din spațiul românesc la studii în străinătate (1864-1944)*, Editura Limes, Cluj-Napoca.
- Ștefănescu, P., 1982, *Brain-drain. Exodul creierelor*, Editura Politică, București.
- Sasu, A., 2023, *The emigration of Romanian graduates for studies in different historical periods (from the period of the Phanariot reigns to the First World War, 18th-19th century)*, vol. 10, p. 185-192.
- Simion, S., 1988, *Printre scriitori și artiști*, Editura Minerva, București.
- Vasilescu, M.D., Roman, M., 2016, *Explaining the Migration Intentions Of Romanian Youth: Are Teenegers Different?*, Romanian Statistical Review nr. 4/2016.