

FRENCH LANGUAGE IN HIGHER EDUCATION IN COMMUNIST ROMANIA

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Abstract. Studying foreign language is very useful for many reasons and understanding how this type of education was done could offer us many more other insights even important for our history. Apart from classical languages, French was the first and most important foreign language studied in Romania, also in the higher education system. French was studied in 10 higher education centres, in 17 institutions, in different forms of departments. This structure of French language higher education gets even more complicated at the level of specializations, where French was studied as a simple or double specialization, with Romanian and different many other foreign languages to study, depending on the institution of higher education. Among these institutions, University of Bucharest was the most important for studying French language and foreign languages in general (in terms of structure established - specializations, didactical staff, students). This approach, to study the evolution of organizing the French higher education is just a basic start to study the history of this kind of education.

Keywords: French language, Romania, higher education, institutions, specializations

After the change of the political regime in the end of '40s, in Romania a few top communist leaders started to take control of the whole economy and to control other activities and gradually the whole society came under the influence more or less of the State institutions under close influence from the Soviet Union.

The educational system entered the control of the communist leaders from 1948 when a set of regulations coded under the name of a "reform of education" established the general principles of education, types of level of education and institutions that were entitled to offer these services¹. The higher education received important attention, as it was deemed essential to prepare the new specialists required by the economy and the society governed by communists. The Soviet Union was taken as a model as it happened almost universally not only in Romania, but in all the countries that came under its influence. Even the Russian language started to become more important in the educational system.

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In the 1950s, in the higher education system, the Russian language was one of the tests from the entrance exam, no matter if it was for attending a specialization like agriculture, pharmacy or music². Even more, a special institution was established previously, in 1948, to facilitate the acclimatization of Russian language well and fast in the Romanian education environment: Pedagogical Institute "Maxim Gorki" from Bucharest³. In this context, it is interesting to find out how the higher education for foreign languages evolved. Up until now there are not too many papers about foreign languages studied in Romania and this is somehow curious because foreign languages are a modernization vehicle, mediator of scientific knowledge and professional training and an instrument of political and diplomatic relations between states, to name a few of their important attributes. In this context, for now we try to focus our research to just one foreign language. We choose French language because before 1948 it was the most important foreign language studied in Romania, if we do not take into account classical languages like Latin or Ancient Greek. In 19th century French was an international language as Latin was at one time or how English is nowadays. Also, between the French and Romanian civilizations it is an important connection as the latter due, borrowed and adapted many of its own characteristics.

Due to limitation of sources and available published works on foreign languages higher education we try to present the evolution of French language in communism by knowing the higher education centres, institutions, specializations and statistics relating to students and graduates, along with important milestones connected to the evolution of this type of higher education. We try to accomplish these objectives using archival documents (National Institute of Statistics, National Archives of Romania, Ministry of Education), but also other sources (*Admiterea în învățământul superior*, "Forum") or published works (*Vademecum*, monographs)⁴. Documents from the Archive of National Institute of Statistics⁵ were very useful to reconstitute the centres, institutions and specializations of the French Language higher education, but they were not enough because the methodology used to collect data changed many times in the communist decades. Sometimes we find information very detailed, otherwise not (for example, no data for specializations, just at the level of institutions of higher education). In this case we have used *Admiterea în învățământul superior* (*Admission in higher education*), published annually, in which the level of detail of the information provided was complex. The problem with this source is that is hard to find its volumes especially before the end of '60s, so we completed and checked information with the available literature, not much, especially monographs of higher education institutions.

Centres and institutions of French higher education

As already mentioned, French was the first foreign language introduced in the Romanian higher education, except classical languages⁶. Gradually, other foreign languages started to be studied in Romanian higher education like Slavic languages, German, Italian, English or Spanish, but still, French was the most important, in terms of the number of didactical staff and the structure of organization in the framework of universities. The first French professor at University of Bucharest, main institutions for foreign languages education was Ulysse de Marsillac (1866), followed

by Pompiliu Eliade (1900), Charles Drouhet (1910 in Iași, 1915 in Bucharest) and Basil Munteanu (1940)⁷.

After 1948, French language was studied in higher education centres from Bucharest, Iași and Cluj at the corresponding universities⁸, in the structure of Department of Philology in Bucharest or Department of History and Philology/Department of Philology-History, Philosophy in Iași and Cluj⁹. From 1961 French was studied also in pedagogical institutes for 3 years in Bucharest, Cluj and Iași, in Philology departments¹⁰.

In 1963, some measures to improve the foreign languages higher education were taken: the Pedagogical Institute "Maxim Gorki" from Bucharest ceased to function and in its place a new institution was established: Institute of Foreign Languages and Literatures (IFLL) from Bucharest (also Philology Department from University of Bucharest, where only Romanian language remained to be studied, hence only the Department of Romanian Language and Literature)¹¹. IFLL had three departments in its structure (Slavic Languages, Romance and Classical Languages and German Languages) and a section of Oriental Languages. French was studied in the Department of Romance and Classical Languages. IFLL functioned in the structure of the University of Bucharest, but only in 1972 IFLL was completely absorbed and its departments functioned along a Department for Romanian Language and Literature: German Languages and Literatures, Romance, Classical and Oriental Languages and Literatures and Slavic Languages and Literatures¹². In Cluj and Iași, French was studied in Philology departments and the same was the situation in Craiova and Timișoara.

From 1971, French was studied also at pedagogical institutes from Bacău, Pitești and Suceava and from 1972 also in Baia Mare. In all these institutions, French was a specialization available in the structure of Philology Department.

From 1974 at Baia Mare and Pitești it was organized a Higher Education Institute ("Institut de Învățământ Superior") to replace the Pedagogical Institute, in departments of Pedagogical Education at the same time with the introduction of domains of specializations. They group one or more related specializations into one domain of specializations, reducing the number of all the specializations (an costs in organizing the higher education) and, most importantly, started a process of polytechnization that increased the importance of technical higher education at the expense of all other types of higher education, and especially philology¹³. French was still studied in Bacău and Suceava (in departments of pedagogical education, from pedagogical institutes – not pedagogical institutes for 3 years, a change to prepare for the upcoming switch/trend in the higher education, from the university and pedagogical education towards more present technical and polytechnical education) along with centres like Bucharest (same three departments), Iași and Cluj-Napoca (each with a Department of Philology), Craiova and Timișoara (each with a Department of Philology-History).

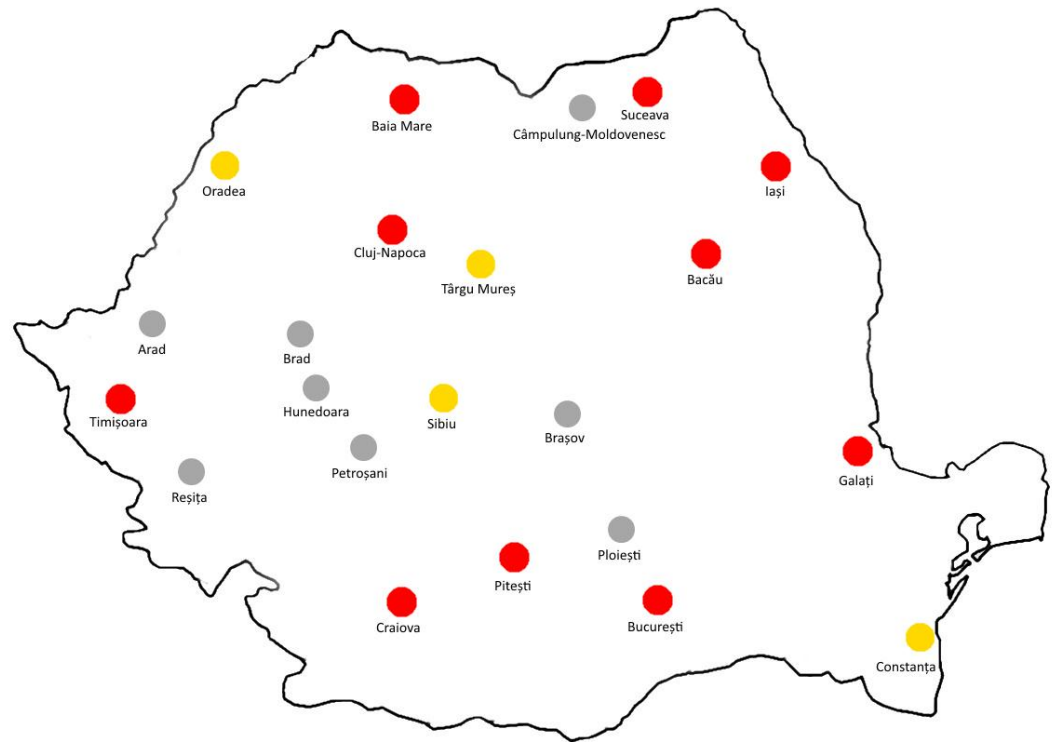
From 1976 a new higher education centre started to offer French Language higher education: Galați. Here, the study of French was done at the university established in 1974, in the Department of Pedagogical Education (Galați was the last

university established in the communist period and like the one from Braşov, it retained an important technical aspect, but unlike it, it saw an introduction of other types of specializations)¹⁴. In the same year, at Bacău and Suceava, as it happened in Piteşti and Baia Mare, French was studied in Higher Education Institutes, in a Department of Pedagogical Education.

An important change happened in 1977 when at the University of Bucharest the three departments for foreign languages merged into a single Department of Foreign Languages, that functioned with one for the Romanian Language and Literature. The French continued to be studied in the same organizational structure in Iaşi, Cluj-Napoca, Craiova and Timişoara (now, all each with a Department of Philology) and Galaţi (Department of Pedagogical Education). These modifications were put into effect at the same time with that in the nomenclature of domains of specializations from the same year¹⁵, aiming towards the same objectives as in 1974, when they were first introduced. Other changes affected centres of higher education from Bacău and Suceava, where French was studied in distinct Department of Technical and Pedagogical Education, while Piteşti and Baia Mare retained the nomenclature of their departments. From 1978, both in these last centres of higher education the department where French was studied changed its name into Department of Pedagogical Education for 4 Years (to separate it from other forms of education, mainly the 3 Years studies, the shorter form of education).

In 1984 all Higher Education Institutes changed their name into Institute for Sub-engineers, highlighting the final step of the polytechnization process and the end of many specializations of philology. Moreover, French Language ceased to be studied in Bacău, Baia Mare, Piteşti and Suceava, but also was eliminated from the structure of the University of Galaţi, this institution retaining predominantly only its technical role as it happened, years earlier, in Braşov (and not like in Craiova, where the university kept agronomical, electrotehnics, medicine and economic departments, to name a few along with philology, maybe in a truly classic concept of a university, nevertheless in a unique way among the architecture of the Romanian higher education institutions throughout the communist period). French remained to be studied at Department of Foreign Languages at the University of Bucharest and at departments of philology from the universities from Cluj-Napoca, Craiova, Iaşi and Timişoara.

Because of the economic Romanian context that was falling deeper and deeper into crisis, administrative measures had to be taken to cut costs as fast and as much as it was possible and this implied also the higher education system. Foreign languages was one of those types of higher education affected by these measure and from 1986, they were studied in Bucharest in a common department with the Romanian Language, called Department of Philology, as in every other four universities where French was studied. Finally this was the last modification affecting this level of organization of French higher education. A more complex situation was found at the level of specializations and this will be explained in the upcoming pages.



The Romanian higher education centres 1948-1989 (gray), centres where foreign languages were studied (yellow) and centres where French was studied (red).

Specializations of French Higher Education in Romania

If before 1948, in the Romanian higher education French was studied in a specialization named "French Language" and then "French Language and Literature", after the reform of education was carried out in communist regime in 1948, French continued to be studied in a specialization named "French Language". As mentioned previously, French was not the only foreign language learned in Romanian institutions of higher education before 1948, but after this year, we can easily see that, gradually, the number of foreign languages studied increased. This is important for French Language education also, because mostly during '50s French was studied as a "simple" (one language only) specialization, "French Language" (at "C. I. Parhon" University of Bucharest, "Victor Babeș" University of Cluj and "Alexandru Ioan Cuza" University of Iași), while again at Victor Babeș" University of Cluj, but also at "Bolyai" University of Cluj (before 1959) in a format of double specialization (two languages), "French-Romanian".

From the end '50s French language was studied in a double specialization: "French Language and Literature-secondary Romanian Language and Literature" at

universities "C. I. Parhon" of Bucharest, "Alexandru Ioan Cuza" of Iași, "(Victor) Babeș-Bolyai" of Cluj. From 1961, "French Language and Literature-secondary Romanian Language and Literature" was also introduced at Pedagogical Institute for 3 Years of Bucharest, Cluj and Iași. Also, briefly in '50s and at the beginning of '60s a specialization named "French Language (translators)" was studied in Bucharest.

From 1963 French was studied as two-languages specialization in Bucharest at IFLL ("French Language and Literature-secondary Romanian Language and Literature") and in the same way at the Pedagogical Institute for 3 Years (also at Iași and Cluj), universities from Iași and Cluj (in the latter case there was also the specialization "French Language and Literature-Romanian Language and Literature or Hungarian Language and Literature").

From the middle of '60s French was available to be learned/chosen from a specialization called "Romanian Language and Literature-secondary Romance Languages (French, Italian, Spanish)" at the universities from Bucharest, Cluj, Craiova, Iași and Timișoara. In Cluj there was also the specialization entitled "French Language and Literature-secondary Romanian Language and Literature or Hungarian Language and Literature", while at Bucharest it also functioned the specialization "French Language and Literature-secondary Romanian Language and Literature" (at Department of Romance and Classic Languages from IFLL). At the same time, foreign languages education at pedagogical institutes for 3 years was suspended, the only philology education left in those institutions being Romanian Language and Literature.

In 1967 IFLL and pedagogical institutes for 3 years from Bucharest, Iași, Cluj and Timișoara were absorbed in the corresponding universities¹⁶ and so the specializations left where: "French Language and Literature-secondary Romanian Language and Literature" (Bucharest), "Romanian Language and Literature-secondary a Romance Language (French, Italian, Spanish)" and "French Language and Literature-Romanian or Hungarian Language and Literature" (Cluj) and only the specialization "Romanian Language and Literature-secondary a Romance Language (French, Italian, Spanish)" in Craiova, Iași and Timișoara.

Previously we saw how from one-language specialization, "French Language and Literature", double specialization was the preferred way to learned foreign languages so that we have: - double specialization with multiple/extended options (for example, "Romanian Language and Literature-secondary a Romance Language (French, Italian, Spanish)", double specialization with double/limited option ("French Language and Literature-Romanian or Hungarian Language and Literature") and (simple) double specialization ("French Language and Literature-secondary Romanian Language and Literature").

In 1970, at University of Bucharest, Department of Romanian Language and Literature, there was a new specialization named "Romanian Language and Literature-secondary a Romance language (French, Italian, Spanish" (also with Hungarian Language and Literature as one of the options). Furthermore, in Bacău, Pitești and

Suceava the specialization "French Language and Literature-Romanian Language and Literature" was introduced.

From 1971 there is an important change in the structure of foreign languages specializations, along the trend set in the previous years, because double specialization with extended option became the norm in the following years, and so French Language was the first (so termed "Language A") or the secondary language ("Language B") mentioned in a name of specialization. There were two main types of specializations and we will present each one of them with their chronological changes.

The first specialization is **"Foreign language-Romanian language or a foreign language"**, where the first foreign language was French, Hungarian, Italian, Spanish, Arab, Turkish, Chinese, German, English, Russian, Czech, Slovak, Bulgarian, Serbian-Croatian, Polish or Ukrainian, while the second foreign language was French along with English, Russian or German, but at the Department of German Languages as options for the second languages were mentioned also Italian and Spanish and from 1972 also Latin (of course, in Bucharest). So we could have "Chinese language-Romanian language or a foreign language (English, French, German, Russian)". These last four languages were the most mentioned foreign languages as options (also as a group of languages) in the Romanian foreign languages higher education.

When the first foreign language mentioned was Russian, the options for the second language were English, French, German, Italian and Spanish, while when it was French the options were English, German, Russian, Italian and Spanish, so more than for other Slavic or Romance or Oriental Languages, highlighting the corresponding importance of these two foreign languages.

In Cluj, at the same specialization, the first foreign language was either French, English, German, Hungarian or Russian, while the second was Hungarian, English, German, French or Russian. In similar way the situation in Iași was the following: French, English or Russian as first languages, while the second language was English, French, German or Russian and in Timișoara, French, English, German or Russian and the second language English, French, German or Russian.

In 1972, this type of specialization was also introduced at the University of Craiova: "French language-Romanian language or a foreign language (Russian)", in fact a no-option for the second foreign language, just an option between Romanian and a foreign language, while at Iași among the first language German was introduced on top of existing languages. In the same year, this specialization was eliminated from the structure of pedagogical institutes for 3 years from Bacău, Pitești and Suceava.

From 1974, students could choose Hindi, Japanese or Persian if they were attending one of the foreign language as first language from English, French, German and Russian or another Oriental connected language, or Portuguese if the first language was English, French, German and Russian and for the candidates which took the admission exam at a Romance Language. These foreign languages were to be studied only in Bucharest, highlighting once more the special role of Bucharest as the main centre of learning foreign languages in the Romanian higher education system.

In Craiova students got a second option for studying a second foreign language: "French language-Romanian language or a foreign language (English,

Russian)". At the same time, at the Pedagogical Institute from Bacău (from 1977 the institution was called Higher Education Institute), a (simple) double specialization was established: "English language-French language". Similar, at the Higher Education Institute from Pitești the specialization "French language-English language" was introduced

In 1976, at the University of Galați a double specialization with limited option was established: "English language-Russian or French language"¹⁷.

The following year, for English, German, Russian and French mentioned as first foreign languages in the specialization "Foreign language-Romanian language or a foreign language" the second option was from French, German, English, Russian, Italian, Spanish or Latin. Otherwise, if Italian, Spanish, Chinese, Arab, Turkish, Polish, Ukrainian, Czech, Slovak, Bulgarian or Serbian-Croatian language was the first foreign language, the options were limited to English, German, Russian and French language. At the same time, classical languages (Latin and Ancient Greek) were mentioned as one specialization. This was only the case of Bucharest.

In Cluj-Napoca, English, German, Russian and French Language were studied as first foreign language in the specialization "Foreign Language-Romanian Language or a foreign language" and a second option selected from French, German, English, Russian, Hungarian or Latin. Hungarian Language was mentioned in a double specialization, as first foreign language, with a second option from among English, French, German or Russian. In Craiova the specialization received now a third option for the second foreign language: "French Language-Romanian Language or a foreign language (English, Russian, Latin)". In Iași and Timișoara, English, German, Russian and French Language were studied as first foreign language in the specialization "Foreign Language-Romanian Language or a foreign language" and as second option there were French, German, English, Russian or Latin.

Another type of specialization in which French language was present was **"Romanian language and literature-a foreign language (English, French, German, Italian, Russian, Spanish, Latin)"**. This type of specialization was studied in Bucharest at the Department of Romanian Language and Literature from 1971 and also at the "Alexandru Ioan Cuza" University of Iași, Department of Philology. From 1972, Hungarian was among the options mentioned.

In Cluj, the specialization did not reference Spanish Language and in Craiova and Timișoara there were no Italian, Spanish or Latin languages as options. If there were less choices for foreign languages, there was an important possibility for French language to be studied as second option. In 1972, in Craiova the specialization took another change: "Romanian Language and Literature-a foreign language (French, Italian, Russian, Latin)", in Iași "Romanian Language and Literature-a foreign language (English, French, German, Italian, Russian, Latin)", in Timișoara "Romanian Language and Literature-a foreign language (English, French, German, Russian, Latin)".

In the same year we account an important new measure, the introducing of foreign languages as secondary specialization, with Romanian Language as first

language at Pedagogical Institutes for 3 years from Bacău, Baia Mare and Pitești - "Romanian language and literature-a foreign language (English, French)", but also at Suceava - "Romanian language and literature-a foreign language (French, German)".

In 1974, the mentioned specialization from the pedagogical institutes in Bacău and Pitești was eliminated, but remained the same in Baia Mare and Suceava (in the structure of Higher Education Institutes).

Two years later, in Craiova, English language was added as a new option, but in 1977 Italian language was eliminated so the specialization was took the name: "Romanian language and literature-a foreign language (English, French, Russian, Latin)". In Iași it was just "Romanian language and literature-a foreign language (English, French, German, Italian, Russian, Latin", without Spanish. From 1977 in Cluj-Napoca the specialization had the same structure as in Bucharest: "Romanian language and literature-a foreign language (English, French, German, Italian, Russian, Spanish, Latin".

In 1979 the specialization in Craiova received a new addition, while Italian language was added and in Iași the specialization counted for the same number of foreign languages as in Bucharest and Cluj-Napoca.

This type of French specialization remained unchanged in the structure of Romanian higher education until 1985, when at the University of Bucharest among the seven options for a foreign language Hungarian was introduced: "Romanian language and literature-a foreign language (English, French, German, Italian, Russian, Hungarian, Spanish, Latin". This was not the case even in Cluj-Napoca, with a long tradition of studying Hungarian language, but of course, that there Hungarian language was mentioned as first language in a specialization with secondary options from English, French, German and Russian - "Hungarian language-a foreign language (English, French, German, Russian)", and in many other specializations as second foreign language, including one where French language was the first foreign language - "French language-Romanian language or a second foreign language (Hungarian, English, German, Russian, Latin)". Another important observation is that around the middle of '80s, this type of specialization disappeared from Baia Mare and Suceava, last small higher education centres where it was present besides the bigger ones from Bucharest, Cluj-Napoca, Craiova, Iași and Timișoara. The process of polytechnization of the higher education entered a new phase, in which all Higher Education Institutes still left in 1984, were having their name modified to Sub-Engineers Institutes and, more importantly, their structure of specializations changed to reflect the new trend.

Finally, another important situation regarding the French language specializations happened in 1989. Then, in Bucharest there were two specializations that could be attended to learn French: "Romanian language and Literature-a foreign language (English, French, German, Russian)" and "French language-Romanian language". A note regarding the first specialization, at which besides the mentioned foreign languages, a student could opt for Hungarian, Spanish, Italian, Latin, Serbian-Croatian, Slovak, Ukrainian, Bulgarian, Czech, Polish, Portuguese, Arab, Chinese, Japanese, Hindi, Persian or Turkish, but this happened only in special cases, when the schooling plan allowed so and, of course, when the candidates have chosen one of

these options at the entrance exam. "Romanian language and literature-a foreign language (English, French, German, Russian)" was a specialization studied also in Cluj-Napoca. In other higher education centres there were only three options available: in Craiova - English, French, Russian, in Iași - French, German, Russian, and in Timișoara - English, German, Russian. It is easy to observe that Russian Language was the foreign language that appeared in all these centres, so it was still important even at the end of '80s, reflecting the USSR's influence. Other French language specializations were "Hungarian language-a foreign language (English, French, German, Russian)" in Cluj-Napoca and "French language-Romanian language" in Timișoara.

Based on the current sources it was not an easy task to reconstitute the web of French specializations and it may be quite hard also to follow all the previously mentioned changes across so many decades, but it is a basic step in the process of understanding the evolution of French language in the higher education system in Romania during communism. As we have seen, there were many specializations and many changes and centres of higher education where French was studied, and this has consequences when trying to do another process of historical reconstitution: of statistics of students and graduates of French Language in the Romanian higher education. We will leave this subject to another article, and for sure it is not the only other possible and related subject, because the higher education for foreign languages offers many interesting topics for researchers.

Other aspects related to French language higher education

Knowing the centres, institutions and specializations of French higher education in Romania in the communist period constitutes important steps in understanding the evolution of this type of higher education, but of course many other aspects need to be known to understand the "big picture", and we are not thinking here about the political and economical factors, but still thinking of the characteristics close to this type of higher education. In this respect, didactical staff plays an important role, thinking not only of professors, but also on other persons that comprise the didactical staff. How this staff was selected? How much did the political activity influenced their career advancement? What were their main strategies for advancement? What activities did the didactical staff generated, besides teaching (published works, conferences, cultural activities, involvement in professional societies, political activities)? What makes a French professor an important personality for this discipline? These topics can be more important if we compare the number of didactical staff for French with other foreign languages. First, after '50s and the somehow fading Soviet pressure in Romania, French didactical staff steadily came to be the biggest among those of foreign languages, as a reflection of the historical importance of French language in Romania. Another interesting fact as opposed to the period before 1948, is that as gradually at French started to be learned in its many complex aspects, new persons were hired to teach them to the students and also the expansion of French higher education in the whole country was another reason why French Department ("catedra") was considerably larger in terms of didactical staff

than any other department of foreign languages (also we need to take into account the pyramid of didactical staff, with its large base made up mostly with assistants and lecturers, a good and sustainable structure as opposed to that before 1948, in most cases)¹⁸. There were Romanian teachers, but also foreign lecturers coming to Romania, based on different diplomatic agreements. We need to understand better the international context and why some of the specializations or institutions (dis)appeared in some Romanian higher education centres.

Other forms of organization need to be known to understand how French was studied in Romania. For example, at the department level ("catedra") many measures were taken and interactions between didactical staff could reveal us new interesting facts and research fields. Foreign languages, especially French, English, German and Russian were also studied as disciplines or constituted departments in non-philology higher education. For example, at Mining Institute from Petroșani, there were six departments and one of them was called "Modern Languages and Social Sciences" ("Catedra de Științe Sociale și Limbi Moderne"). Among other disciplines, French, English, German and Russian constituted foreign languages that students learned or choose from. What type of French Language do these students learned? Who teach these languages? What options were frequently made from those foreign languages? Was French preferred? Is there any change as time goes by? These are all some of the questions for which we may be curious to find out answers. Also, we need to know what other disciplines were part of French Language and Literature Department, because with 3 to 6 years of study, depending on different mentioned factors, French was studied in its many aspects, language and literature, and it evolved over the years (in terms of information, methods to teach, disciplines).

Of course, information regarding the content of the discipline and how it evolved over time, not only because of the influence of the communist regime and of the Russian language influence, but those changes that were related to the French discipline, international methods to teach and other connected factors. The evolution of French language also generated new disciplines or approaches to it: different sciences related to understanding the language (syntax, morphology, phonetics and others) were developed, not only the French Literature (which also had its changes in content).

Conclusion

French Language remained the main foreign language learned in the higher education, maybe except the '50s, because of the Soviet influence. French was introduced in many higher education centres (10 – Bucharest, Iași, Cluj-Napoca, Craiova, Timișoara, Galați, Baia Mare, Suceava, Bacău, Pitești) from many institutions (17 – „C. I. Parhon” University of Bucharest /University of Bucharest, Pedagogical Institutes for 3 Years from Bucharest, Iași, Cluj, Craiova, Timișoara, Bacău, Baia Mare, Suceava, Institute for Foreign Languages and Literatures from Bucharest, "Alexandru Ioan Cuza" University of Iași, "Bolyai" University of Cluj, "Victor Babeș" University of Cluj, "(Victor) Babeș-Bolyai" University of Cluj(-Napoca), University of Timișoara, University of Galați, University of Craiova, and we are not mentioning

changes in the name of institutions – from Pedagogical Institute for 3 years to Higher Education Institutes).

Also, at a lower level of organization, that of department, we have observed many changes across decades, but a list (13) with them can be the following: Romanian Language and Literature; Philology; Philology, History and Philosophy; Philology and History; Russian Language and Literature; Slavic Languages and Literatures; German Languages and Literatures; Romance and Classic Languages; Section of Oriental Languages and Literatures; Romance, Classic and Oriental Languages; Pedagogical Education; Technical and Pedagogical; Foreign Languages.

At the level of specialization, French was studied as a simple specialization ("French Language") especially in the '50s, and later as a double specialization.

Some examples of ways to learn French in double specialization with extended option were with 8 languages - "Romanian Language and Literature-a foreign language (English, French, German, Italian, Spanish, Russian, Latin, Hungarian)", 7 languages - "French Language-Romanian Language or a second foreign language (English, German, Russian, Italian, Spanish, Latin)", 6 languages - "German Language-Romanian Language or a second foreign language (English, French, Russian, Italian, Spanish)", 5 languages - "French Language-Romanian Language or a foreign language (English, Russian, German, Hungarian)", 4 languages - "Romanian Language and Literature-a foreign language (French, Italian, Russian, Latin)".

Double specialization with limited option continued to function and we define this type of way to learn French for two or three languages mentioned as option: 2 languages, variant #1 - "English Language-a second foreign language (French, Russian)", 2 languages, variant #2 - "French Language and Literature-secondary Romanian Language and Literature or Hungarian Language and Literature" and 3 languages - "Romanian Language and Literature-secondary a Romance language (French, Italian, Spanish)".

At the same time we have (simple) double specialization, with French Language as first (so termed "Language A": "French Language-English Language" or "French Language-Hindi") or secondary language to be learned (so termed "Language B": "English Language-French Language").

The number of years to study French were 3, 4, 5 or 6 years, depending on type of education (at university of pedagogical institutes) or the type of studies (full time, evening, extra-mural). As for the schooling, it was annual or biannual (from '70s).

As in the Romanian communism one could have learned many foreign languages in higher education (Russian, Czech, Slovak, Polish, Ukrainian, Bulgarian, Serbian-Croatian, Italian, Spanish, French, Latin, Ancient Greek, German, English, Hungarian, Tatar, Turkish, Chinese, Arab, Hindi, Persian, Portuguese) and there is no wonder we accounted for 67 specialization types in which French could be studied in the period 1948-1989. After 1974 French specializations as any other foreign languages were united in a Philology domain of specialization ("profil de specializare") along with Romanian language and gradually entered a process of reducing the

number of specializations, institutions and centres where it was learned, though we have accounted for an important evolution in general regarding this type of higher education in communism.

We hoped that in this article we have presented important changes in the way that French language was studied, in terms of structure of higher education system established: centres, institutions and specializations. Also, we have offered some examples of possible new topics about French language higher education to research in the future, as there are many interesting related topics. We acknowledge that we are only at the beginning of our research, and the present pages acted just as a basic start and maybe could determine more researchers to study the history of education of foreign languages.

References

¹ Decret nr. 175 din 3 august 1948 pentru reforma învățământului.

² See the entrance conditions in the higher education systems in sources like ***, *Admiterea învățământul superior*, București, 1956.

³ Deciziunea nr. 263327 din 25 octombrie 1948 pentru organizarea învățământului superior.

⁴ Besides monographs of institutions where French language was studied or instruments of research of the most important Romanian universities we will mention here other published works about foreign languages higher education, even if they are not related to French or communist period: Brezeanu, I., *Universitatea "Dunărea de Jos" Galați. 50 de ani: 1948-1998* (Galați: 1998); Iacobescu, M., *Universitatea "Ștefan cel Mare" Suceava. File de istorie (1963-2003)* (Suceava: Ed. Universității, 2003); Șendrea, E., *Istoria Universității "Vasile Alecsandri" din Bacău* (Bacău: Ed. Vicovia, 2011); Ghitta, O. (coord.), *Istoria Universității Babeș-Bolyai* (Cluj-Napoca: Ed. Mega, 2012); Iacob, Gh., Platon, A.-F. (coord.), *Istoria Universității din Iași* (Iași: Ed. Universității „Alexandru Ioan Cuza”, 2014); Bozgan, O., Murgescu, B. (coord.), *Universitatea din București: 1864-2014* (București: Ed. Universității din București, 2014); Cotea, L., *Catedra de Limba și Literatură Franceză: scurt istoric* (București: Ed. Universității din București, 2006); Balacciu, J., Chiriacescu, R., *Dicționar de lingviști și filologi români* (București: Ed. Albatros, 1978); Mîtu, M., Paliga, S., *Catedra de limbi și literaturi slave: scurt istoric* (București: Ed. Universității din București, 2008); Lința, E., *Din istoricul slavisticii românești* (București: 1982); Stan, Ana-Maria (coord.), *Universitatea din Cluj în perioada interbelică*, vol. 3: *Facultatea de Litere și Filosofie* (Cluj-Napoca: Presa Universitară Clujeană, 2019); *Istoricul predării și studierii limbilor și literaturilor spaniolă, portugheză și catalană la Universitatea din București* (București: Ed. Universității din București, 2007); *Momente din istoria învățământului limbilor străine la Universitatea din București*, (București: 1980); Nicolae, M., Maței, M. M. (ed.), *Istoria limbilor moderne în ASE: o perspectivă centenară* (București: Ed. ASE, 2013); Jipa, D., "Faire l'histoire de la «littérature française» comme discipline académique dans la Roumanie moderne (1864-1948). Considérations théoriques et méthodologiques", *New Europe College Yearbook* (2017): 151-174; we have also checked for articles and other useful information "Analele Universității București. Limbi și Literaturi Străine" for the period 1977-2016.

⁵ From works published annually, for example: *Învățământul superior la începutul anului universitar 1987/1988*.

⁶ The first two Romanian universities were established in 19th century, at Iași in 1860 and in Bucharest in 1864.

⁷ „Anuarul Universității din București” and „Anuarul Universității din Iași” are the primary sources for understanding the beginnings of studying foreign languages in Romania, but unfortunately only starting from the late 19th century. Notice that this represent mostly the situation in Bucharest, but French was studied in Iași and Cluj also, with professors like Drouhet (transferred to Bucharest), Nicolae Șerban, N. I. Popa or Yves Auger.

⁸ In Cluj up until 1959, two universities functioned: ”Bolyai” (in Hungarian) and ”Victor Babeș” (in Romanian). From 1959 only ”Babeș-Bolyai” University continue to exist.

⁹ The second name of department was adopted only at the ”Bolyai” University of Cluj (teaching in Hungarian language, as opposed to ”Victor Babeș” University of Cluj, teaching in Romanian language).

¹⁰ Pedagogical Institute for 3 years were established from the end of ’50s as a way to train more professors for secondary education. At the end of ’60s, pedagogical institutes from the main higher education centres were absorbed by universities.

¹¹ Hotărârea nr. 683 din 11 septembrie 1963 privind unele măsuri pentru îmbunătățirea învățământului limbii și literaturii române și al limbilor și literaturilor străine în institutele de învățământ superior. It is important to mention that in the beginning of ’50s it functioned, for a short time, another IFLL also in Bucharest. The (re)establishment of this institution ’60s also had political motivations (National Archives of Romania, fund CC al PCR-Secția Cancelarie, dosar 44/1963).

¹² *Admiterea în învățământul superior. 1973* (București, 1973).

¹³ Decret al Consiliului de Stat nr. 147 din 5 iunie 1974 privind nomenclatorul profilelor și specializărilor din învățământul superior, precum și instituțiile și facultățile din sistemul Ministerului Educației și Învățământului.

¹⁴ In communist period besides Iași, Bucharest, and Cluj-Napoca, other four universities functioned: Timișoara (1962), Craiova (1966), Brașov (1971), and Galați (1974).

¹⁵ Decret al Consiliului de Stat nr. 209 din 12 iulie 1977 pentru modificarea anexelor nr. 1 și 2 la Decretul nr. 147/1974 din 5 iunie 1974 privind nomenclatorul profilelor și specializărilor din învățământul superior, precum și instituțiile și facultățile din sistemul Ministerului Educației și Învățământului.

¹⁶ Hotărârea nr. 1619 din 6 iulie 1967 privind aprobarea planului de școlarizare la liceele de specialitate, învățământul superior, cursurile postuniversitare și la doctoratul cu scoatere de la locul de muncă, pe anul școlar 1967/1968, precum și a unor modificări în nomenclatorul de specialități, rețeaua și profilul acestor instituții de învățământ (Arhiva Ministerului Educației, dosar 19/1964, nenumărat).

¹⁷ In the following years, French was the first second option mentioned and then Russian Language.

¹⁸ Butoi, O. (red.), *Universitatea din București. Vademecum. 1979-1980* (București: Tipografia Universității din București, 1980), 167-169.