

EPISTEMIC MIGRATION AFTER 1933 AND CONFLICTS OF COMMUNITIES: AN EVALUATION IN TERMS OF ANKARA UNIVERSITY AND VIENNA UNIVERSITY

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ÖZ

İnsanlığa karşı işlenen suç trajik olarak, Türkiye'ye eğitim açısından zayıf kurumları batı tarzı bir üniversiteye dönüştürmek için öngörülemez bir fırsat sundu. Bir başka deyişle, Atatürk'ün Türkiye'yi modernize etme kararlılığı, Nazi zulmünden kaçan Yahudi bilim insanları için bir şans haline geldi. Kendi disiplinlerine öncü katkıları olan seçili bir grup Alman ve Avusturyalı bilim insanları, Türkiye'nin yüksek öğretim sistemini ve yeni Türkiye'nin tüm altyapısını dönüştürmek için Türkiye'ye geldi. Bana göre, bu Yahudi profesörler ve onların Türk bilimi, tıbbi, hukuku ve eğitimi üzerindeki çok yönlü etkileri, Atatürk'ün üniversite reformlarını gerçekleştiren Almanca-Konuşan-Avrupa'dan gelen göçmenlere odaklanarak tartışılabilir. Amacım, Nazi egemenliğinden sonra, 1933'te Yahudi bilim adamlarının ve akademisyenlerinin zorunlu göçlerinin hem Viyana hem de Ankara açısından etkisini tartışmaktır.

Anahtar Sözcükler: Epistemik Göç, Zorunlu Göç, Yahudi bilim insanları, Üniversite Reformu, Yüksek Öğretim Sistemi, Bilimsel Değişim

1933 Sonrası Epistemik Göç ve Toplulukların Çatışması: Ankara Üniversitesi ve Viyana Üniversitesi Açısından Bir Değerlendirme

ABSTRACT

Tragically, the crime against humanity offered Turkey the unforeseen opportunity to transform the poor quality institution, in to the western-style university. In other words, fleeing Jewish scientist from the Nazi-persecution became a windfall for Atatürk's determination to modernize Turkey. The select group of Germans and later Austrians with a record of leading-edge contributions to their respective disciplines came to Turkey to transform Turkey's higher education system and the new Turkey entire infrastructure. According to me, these Jewish professors and their multi-faceted impact on Turkish science, medicine, law and education may was discussed with focus on Atatürk's university reforms, the realization of which was attributed to the emigres from German Speaking Europa. My purpose is discussing the impact of forced emigration of Jewish scholars and scientists after the Nazi takeover in 1933 in terms of both Vienna and Ankara.

Keywords: Epistemic Migration, Forced Migration, Jewish Scientist, University Reform, Higher Education System, Scientific Change.

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Forced Migration in 1933

Since time in history, the world has been characterized by migration in various countries. Migration refers to the movement of people from one place to another. However, there is an aspect of the willingness to move, which is distinguished by the term forced migration. According to the International Association for the Study of Forced Migration (IASFM), the term refers to the movement of refugees as a result of various factors such as natural disasters, religious conflicts, and political differences among others.¹ The study of forced migration is a complex phenomenon, which has various perspectives that range from academic to socio-economic. Notably, scholars distinguish various forms of migration based on causal factors, conflict and development policies. Even though forced migration is a common practice in different regions globally, it has numerous positive and negative effects that vary based on the cause of movement. The effects of forced migration include scientific change, development and conflicts among others. For example, migration causes conflict among individuals from different tribes or regions due to cultural differences or superiority complex. Both the immigrants and natives experience the effects of migration in different regions. In this regard, it is important to study and analyze historically forced migrations in the twentieth century in Europe to learn and understand the effects of forced migration. Particularly, the 1933 forced migration among the German-Jews to Turkey. This specific migration had numerous positive and negative effects in various regions in Europe. Therefore, it is essential to discuss the impacts of this migration on various aspects including a scientific change in several countries across Europe. Also, it is vital to discuss the importance of this migration to various higher institutions such as Vienna and Ankara Universities since it centered on education pedigree. Finally, it is necessary to understand how the migration influenced the transformation of the Turkish higher education system as well as the different aspects of the migration including sociological and cultural.

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Understanding the 1933 Forced Migration

The emergence of the National Socialist Government influenced the historic 1933 forced migration of the Jewish scholars, physicians and scientists as well as political oppositions in Germany. The National Socialist Government formed numerous discriminatory laws and policies to enable

¹ <http://www.forcedmigration.org/about/whatisfm> (26. 11. 2016)

them to control Germany and overcome resistance from the citizens. Mainly, the Nazi Government formed the Civil Law to re-establish the professional service. The law targeted specific individuals in the employment sector.

For instance, Reisman argues that the new law allowed the national government to dismiss individuals from minority groups like Non-Aryans. Additionally, the Act permitted the authorities to dismiss various citizens they considered as members of the undesirable new German state.²

As a result, the law forced several hundreds of people such as the Jewish Scientists and Scholars out of the Nazi Germany. Even more, the Nazi conquest of Europe influenced the migration of numerous scientists and scholars around Europe. The Nazi government was brutal, and discriminated against certain groups such as the Jewish. The ascendancy of the Nazi government in Europe forced the Jewish scientist to move to different regions like Turkey to seek for safety and practice their professions peacefully. Mainly, the Nazi ideology discriminated against the Jews. For example, the Nazi authorities prohibited the Jews from teaching learners in Austria. As a result, most German-speaking Jews fled to other nations such as Turkey to look for employment.

Further, racial dominance in Germany influenced the forced migration of the Jewish community to other regions around Europe. The racial dominance in certain scientific sectors like eugenics, hygiene, neurology and psychiatry influenced the forced migration of the Jewish community. The minorities faced challenges in these areas that influenced their work and development negatively.

According to Ash, the racism in the sector influenced the expulsion and murder of numerous Jewish doctors that the Nazi authorities labeled as nonconformists.³ Also, states that physicians who were keen on the development of the German Healthcare Sector lost their jobs. Not only were the academics and scholars forced to migrate to Europe, but also an estimated

² Arnold Reisman, "Turkey's Invitations to Nazi-Persecuted Intellectuals Circa 1933: A Bibliographic Essay on History's Blind Spot", *Covenant*, Vol 3, No: 1, 2009, s. 31.

³ Mitchell G. Ash, "Forced Migration or Scientific Change After 1933: Steps Towards a New Overview", in *Intellectual Migration and Cultural Transformation: Refugees from National Socialism in the English Speaking World*, ed. E. Timmes and J. Hughes, Vienna/New York: Springer, 2003, s. 242-263.

10 to 20% left Europe for other continents for fear that their relatives could be affected as a result of their political opposition.⁴

The Nazi revolution was essentially destructive in nature. The Turkish revolution, in contrast, was constructive in nature and intent. Its prime objective was build a western style society and culture on the ruins of the corrupt and discredited Ottoman Empire. Both of these movements experienced important turning points in 1933. Early that year, Adolf Hitler became chancellor of Germany and inaugurating an exceptionally brutal dictatorship. In Turkey, on the other hand, the old Darülfünun was abolished and in its place, the modern University of Istanbul was founded.⁵

The history of modern Turkey begins with the republic of Turkey with Mustafa Kemal Atatürk (1881–1938), he designed and implemented a series of political, legal, religious, cultural, socio-economic and educational systems to transform the new Republic of Turkey into modern nation state. Atatürk wanted to restructure new educational system, as well as various medical and legal systems, because the modernization could have been possible while westernizing its societal infrastructure. Atatürk's reforms on education made education much more accessible. He was a strong supporter of coeducation and education of girls. His reforms aimed to break the traditional role of women in the society. Along with the reforms women had voting rights and being elected. Under the new laws man and women inherited equally.

For this reason the Republic of Turkey invited a group of Jewish scholars, scientists, artists, and medical doctors, who were fleeing persecution in their homelands to live, work and find safe refuge within Turkish borders. So, the Jewish professors helped to transform the entire infrastructure of the new Turkey as well as higher education system. Many of them created and served as directors of several institutes.. Accepting the German and Austrian scholars and scientist established the nucleus of science and new higher education institutions in Turkey.

The reforms aimed to break away the traditional dependency on the transfer of science and technology by foreign experts. So that, this situation offered Turkey the unforeseen opportunity to convert the higher education into the western-style research university. Tragically, the crime against

⁴ J. S. Zimet, "Aliens or colleagues? Refugees from Nazi oppression 1933-1945: Abstract: British Dental Journal", *British Dental Journal*, 201(6), 2006, s. 397–407.

⁵ F. Tachau, "German Jewish Emigres in Turkey", in *Jews, Turks, Ottomans: A Shared History, Fifteenth Through The Twentieth Century*, ed. Avigdor Levy, Syracuse, 2002, s. 240,241.

humanity was a chance for Turkey. In other words, fleeing Jewish scientist from the Nazi-persecution became a windfall for Atatürk's determination to modernize Turkey. The select group of Germans and later Austrians with a record of leading-edge contributions to their respective disciplines came to Turkey to transform Turkey's higher education system and the new Turkey entire infrastructure.

Scientific Change because of the Forced Migration

The forced migration of Jewish scientists and scholars from Germany influenced numerous changes in science and related fields across the world. The émigré scholars made numerous scientific contribution to nations such as the United States of America and Britain in the 1960s. The émigré population consisted of prominent and visionary scientists that included James Franck, Sigmund Freud, and Paul Lazarsfeld among others.⁶ Some of these personalities made specific contributions to science that influenced scientific change in the world.

For example, Gedo states that Sigmund Freud performed numerous research about the life of man. His efforts enabled him to formulate the psychoanalytic theory to influence science, and explain human thoughts and behaviors perfectly. Therefore, the emigration of émigré population influenced their decision to revolutionize science to understand the thoughts and actions of man. In the German-speaking Europe, this was a setback since the individuals with the important knowledge had to leave the region.⁷

Scientific Change in German-speaking Europe

The intellectual migration of experienced and enlightened scientists and scholars influenced numerous scientific changes in the German-speaking Europe.

Mainly, Ash and Sollner argue that the forced immigration influenced the closure of science schools in German-speaking Europe. The émigré population was passionate about science and its development in the German-speaking Europe. A majority of them sacrificed their time and efforts to educate learners in science institutes to ensure the improved growth and

⁶ <http://catdir.loc.gov/catdir/samples/cam031/95024894.pdf> (09.04.2017)

⁷ <http://www.ncbi.nlm.nih.gov/pubmed/11919379> (09. 04. 2017)

innovation in this region. Therefore, their forced migration led to the closure of science schools, thereby limiting the ability of the locals to study and improve science in the region.⁸ Additionally, the remaining science schools lost competent and experienced scholars to improve the scientific knowledge and skills of learners positively. Thus, the scientific progress and development in the region experienced a decline due to the forced migration.

Even more, the forced migration influenced the breakup of scientific research groups in the German-speaking Europe. The existence of functional and motivated research groups is important in the development of science since group members share ideas and visions to innovate. In this regard, the existence of research groups in German-speaking Europe influenced scientific innovations and creative in the region.

According to Ash and Sollner the forced migration ensured an end to the scientific innovations and creativity as members of the scientific research groups in German-speaking Europe fled for fear of their lives. For example, German Society of Psychology lost around 16 percent of its members due to the forced migration in the region. The emigration of the members of this group affected the scientific progress in German-speaking Europe negatively as they disbanded their research groups.⁹

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Scientific Change in Turkey

The forced migration of the Jewish population had numerous positive implications on the scientific change in Turkey.

Turkish education system lacked westernisation strategies that influenced the development and innovations in the scientific sector. Nonetheless, the Turkish government modeled three of its prestigious universities in the German way. Even though the academic institutions imitated the German model, they lacked adequate, competent and qualified scientific scholars to teach their learners and influence scientific change in the country. The forced immigration of the émigré population acted as a blessing to Turkey.¹⁰

According to Weis, the forced migration of the German-speaking Jewish influenced the government of the Republic of Turkey to offer

⁸ <http://catdir.loc.gov/catdir/samples/cam031/95024894.pdf> (10. 04. 2017)

⁹ <http://catdir.loc.gov/catdir/samples/cam031/95024894.pdf> (10. 04. 2017)

¹⁰ <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005468> (26. 11. 2016)

university employment to around 30 of the immigrants in 1933, who had unlimited knowledge in theoretical science such as physics. Later on, the Turkish authorities employed 26 more individuals as technicians, who worked in science laboratories in the country. The efforts and skills of the immigrants enabled the Turkish government to recruit around 199 of them by the mid-twentieth century enabled it to ensure its citizens received a quality education in science courses like physics and chemistry. The Turkish authorities offered the immigrants renewable five-year contracts and high salaries to motivate them to perform exceptionally, and influence the scientific change in the country positively. The Turkish government employed and motivated qualified and experienced scholars to implement the westernisation program on higher education in the region, and influence the teaching of sciences in higher education institutions. The forced migration enabled the Turkish government to achieve certain development in the education and science sector.¹¹

Additionally, the forced migration influenced the formation and maintenance of numerous prestigious and well-equipped science faculties and institutions in Turkey. The establishment of standard institutions influences the learning of certain subjects such as science or mathematics positively. In this regard, forced migration influenced the establishment of new scientific faculties and institutions in Turkey. The existence of numerous professional science experts motivated the Turkish government to establish medical institutions and faculties such as Ankara University. The formation of this University allowed the Jewish scholars to educate and inform the Turkish learners about new medical concepts and procedures to improve the health sector of the country. For example, the émigré population taught Turkish learners important skills and knowledge in dermatology, gynecology, internal medicine and pediatrics.¹² As a result, the country gained from the experience and knowledge of the émigré population.

Even more, the forced migration led to innovations and improvement of the health sector in Turkey. Humans require good medication and care to overcome challenging medical conditions and diseases. Some of the Jews had

¹¹<http://www.vanderbilt.edu/AnS/physics/brau/H182/Term%20Papers/Eric%20Weiss.html> (26. 11. 2016)

¹² J. Harwood, "Forced Migration and Scientific Change: Emigré German-Speaking Scientists and Scholars after 1933." Cambridge: Cambridge university press, 1996. Pp. xviii+301. ISBN 0-521-49741-8. £35.00, \$59.95. - | the British j. *The British Journal for the History of Science*, 31(1), 102-63. doi:10.1017/S0007087497513203, 1998, S. 224-246.

massive experience in health to influence the development of health sector in the country. Mainly, the Turkish authority improved their pathology sector through the recruitment of qualified Jewish.¹³ The strategy enabled the government to improve the ability of hospitals to diagnose diseases based on the perfect interpretation of laboratory results. Likewise, the country benefited in the surgery sector as professionals from the émigré population improved its health sector. The Jewish influenced the creation and introduction of the anesthesia machine. As a result, the Turkish government cared for their soldiers from the World Wars appropriately.

Forced Migration regarding Ankara University

The eviction of the Émigré population from German-speaking Europe influenced the formation of well-equipped institutions in Turkey. Mainly, the forced migration resulted in the formation of the Ankara University Medical Faculty to improve the academic standards in Turkey. The Ankara University is one of the oldest universities in the Republic of Turkey.

The formation of the Ankara University among the Ataturk was an important achievement as it aimed to improve the knowledge and skills of the locals. The forced migration influenced the formation of the medical institution since the German-speaking scientists brought with them the knowledge that they had researched and acquired in Germany. Their knowledge and skills in medicine and scientific innovation motivated the government to establish the Ankara Medical School to enable the locals to learn from them. Thus, the Turkish authorities formed the medical school to improve its health sector.¹⁴

Further, the forced immigration influenced the introduction of new courses and faculties in the Ankara University. The management of Ankara University aimed to establish and defended the newly introduced ideas and principles in the country. The university felt that the best way to defend and maintain new ideas and principles from Jewish immigrants was through the

¹³ J.Harwood, "Forced Migration and Scientific Change: Emigré German-Speaking Scientists and Scholars after 1933." Cambridge: Cambridge university press, 1996. Pp. Xviii+301. ISBN 0-521-49741-8. £35.00, \$59.95. - | the British j. *The British Journal for the History of Science*, 31(1), 102–63. doi:10.1017/S0007087497513203, 1998, S. 224-246.

¹⁴Yeşim Mutlu, *Turkey's Experience Of Forced Migration After 1980s And Social Integration: A Comparative Analysis Of Diyarbakır And İstanbul* (Doctoral dissertation, Middle East Technical University), Ankara 2009, s.26- 38.

introduction of new courses and faculties. The government allowed the émigré scientists and scholars to introduce courses and faculties in Ankara University just like the ones in Germany. The permission from the authorities and the university administration allowed the émigré immigrants to introduce courses like law, humanities, and sciences in Ankara University. Equally important, the émigré scientists influenced the authorities to introduce the Faculty of Higher Institute of Agriculture to promote food science in the country. In 1960, the émigré population influenced the administration of Ankara University to establish the Faculty of Pharmacy since they had adequate knowledge and skills to educate students in this field.¹⁵ Therefore, the efforts of the émigré population aimed to improve the academic standards in Turkey, and the training of competent and diverse persons for the corporate sector.

What is more, the forced migration enabled the Ankara University to recruit competent and experienced individuals to influence the provision of education to the Turkish locals. Nations that enjoy high-quality standards of education, and have competent and trained personnel for various career choices have qualified trainers. The Ankara Administration sought the services of the émigré population on their arrival to Turkey. The academic institution recruited experienced scientists such as Dr. Phillip Schwartz, a pathologist, to influence the education standards in the university. For example, Schwartz offered unlimited knowledge and skills to pathologist students at Ankara University. His efforts and input allowed the students to develop relevant knowledge to improve the Turkish Health Sector. Equally, the university recruited German-speaking scientists to mentor their students to enable them to view science positively, and overcome several challenges to excel in the course.

The establishment of The Faculty of Language and History-Geography¹⁶ was suggested by Atatürk in order to develop both national consciousness and to be useful to the country as creative, free-thinking, open-minded and strongest personality individuals. The German speaking scholars and scientist played a leading role in building up the The Faculty of Language and History-Geography, Ankara University. Language and History-Geography Fakulty was designed and built by German architect Bruno Taut in 1937. The

¹⁵http://wbee-euproject.org/index.php?option=com_content&view=article&id=52&lang=e

¹⁶On the front of the building is written the words of Atatürk : "Our True Mentor in Life is Science".

Atatürk mask, located in the building, is the work of the Austrian sculptor Joseph Thorak.

The Faculty recruit experienced scholars such as, George Rohde, Classical Philologist, established Department of Classical Philology and he set up Classical Philology Library as a result of his intensive effort. In addition to, he established German and Turkish humanists group and this group met regularly to read Greek authors, led by him. He raised a competent academic generation as well. Rohde was devoted to Turkey with his whole hearth. Benno Landsberger was one of the most important Assyriologists. Hans Gustav Güterbock, Hittitologist. Walter Ruben, Indologist, established Department of Indology. Karl Menges, taught as Slavic Language teacher and Orientalist. Hans Henning von der Osten was head of Archeology Department. Wolfram Eberhard, taught as sinologist. Herbert Louis taught at Geography Department. Karl Steuerwald was head of German Philology Department.¹⁷ They made major contributions to knowledge while in Turkey and trained great numbers of good students.

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Forced Migration regarding Vienna University

Even though the Nazi government evicted the émigré population to benefit the German-speaking Europe regions, the forced immigration affected different academic institutions in the regions. Particularly, the forced migration affected the University of Vienna in Austria.

The forced migration affected the workforce of the University of Vienna negatively. The Austrian government formulated a law on April 13, 1937 that required the authorities to identify various Jewish dentists and mechanics as Jews in the national register. The law aimed to influence the evacuation of the limited number of Jew professionals that remained in Austria. Therefore, the law enabled Hitler to stop the dentist and mechanics from offering their services and academic experience to the locals and academic institutions like the University of Vienna in Austria. For example, the University of Vienna lost numerous scientists and professors that offered quality education to the learners through the enactment of this law. The action of Hitler influenced the Austrian government and the University of Vienna administration to close some of their faculties. According to Stahnisch et al. The University of Vienna dismissed around 75% of its renowned

¹⁷ Horst Widmann, *Atatürk ve Üniversite Reformu*, İstanbul, Kabalcı yayınevi, 1999.

medical faculties due to the limited workforce to offer the required medical knowledge to the learners.

Additionally, the forced migration affected the education standards and reputation of in the University of Vienna. A majority of employers and nations recruit workers from academic institutions that offer quality education. In the case of the University of Vienna, it lost numerous competent and experienced professors that limited its ability to offer standard education to learners. Based on this argument, employers disregarded the graduates of the University of Vienna due to its poor reputation as a result of forced migration. For example, employers and nations like France rejected medical practitioners and graduates from the University of Vienna. In certain sectors such as the dentist department in France, the directors required the graduates from the University of Vienna to undergo two years training to assume medical positions in the country.

Even more, the forced migration affected the education standards at the University of Vienna. The émigré population prioritized science related courses, and formulated strict policies to limit the number of mediocre students that enrolled in these courses. For example, émigré population expected learners to complete a medical degree before joining the dental studies.¹⁸ The forced migration influenced the University of Vienna to relax its policies on the admission of learners to certain science courses. The relaxed rules led to the admission of mediocre students, who received a poor quality education. Therefore, the University of Vienna produced weak degree students that employers viewed as diploma holders in the respective fields.

Impact of Immigration on Transformation of the Turkish Higher Education System

The Turkish education system was one of the sectors that greatly benefited from the forced migration of the intellectuals in 1933. During this time, the country took advantage of the situation to alter its education sector as well as the legal and healthcare departments. For example, the Turkish authorities utilized the experience and knowledge of the immigrants to implement the westernization program to influence its higher learning sector. The authorities westernized and modernized their higher education

¹⁸ Stahnisch, F. W., & Russell, "New perspectives on forced migration in the history of twentieth-century neuroscience", *Journal of the History of the Neurosciences*, 25(3), 219–226. doi:10.1080/0964704x.2015.1121694

sector through the invitation of Jewish scholars, scientists, artists and medical doctors. Moreover, the government achieved this through giving the migrants a safe haven, an activity that the higher education refugees, who were fleeing Nazis, conducted.¹⁹ The move allowed the government to ensure universities and schools in the country offered quality training and mentorship to learners to influence its economic growth and development.

Additionally, the forced migration enabled the Turkish authorities to improve their higher learning institutions. The improvement of higher learning institutions enables countries to train their citizens appropriately. The Turkish authorities decided to utilize the efforts, strategies, knowledge and skills of the Jews to transform their higher learning institutions. For example, the Turkish authorities transformed the University of Istanbul to a western model research institution. The strategy allowed the government to ensure the university trained and equipped learners with relevant skills and knowledge to improve the corporate sector. Further, the Turkish authorities improved the higher education sector through the recruitment of first class personnel from the émigré population. The recruitment of the experienced immigrants enabled them to offer quality education and mentorship to the learners in the country. The strategy not only improved the academic standards, but also prepared the students for future responsibilities in the corporate sector.

Equally important, the forced migration influenced the proper and efficient management of the higher education in the country. The proper management of academic institutions influences the credibility and quality of education standards in different nations worldwide. According to Wiending, the Turkish authorities granted some of the émigré population powerful leadership positions such as directors of faculties in the country. The inclusion of the experienced Jews in powerful leadership positions allowed them to use their scientific knowledge and research to improve the higher academic sector. For example, the directors established programs to train young Turkish students to become competent professors in the country. Even more, the directors influenced the quality and diversity of higher learning in the country through the introduction of new faculties. The existence of numerous varieties of faculties ensured learners gained relevant knowledge

¹⁹http://www.covenant.idc.ac.il/en/vol3/issue1/turkeys_invitations_to_nazi-persecuted.html (26. 11. 2016)

and skills of their choice to influence economic growth of Turkey.²⁰ According to Keim, the Jews directors facilitated the introduction of the faculty of dentistry and hygiene in the country. The existence of the faculty of dentistry allowed students that avoided medicine to learn dentistry, and benefit the health sector in the country.²¹

Other Aspects of Forced Migration

Forced migration of the Jews to Turkey had numerous consequences on the locals in the region. The forced migration influenced unity and good understating among the Jews and Turks. The Jews and the Turks are two groups that have contrasting laws and religions. The poor relationship between the Muslims and Christians made the unity of the two groups impossible. Nonetheless, the forced migration of the Jew influenced the Turks to appreciate and welcome them to Turkey.

According to Hanukoglu, the forced migration influenced the Turkish people to welcome the Jews from the persecution in 1942. The decision of the Turks to welcome the Jews enabled them to appreciate the good gesture of their hosts. As a result, Hanukoglu states that the Jewish doctors decided to serve in Ottoman courts to show their appreciation. The actions of the two communities ensured they remained united and cooperated to promote the economy of Turkey.²²

Conclusion

Forced migration remains a major concern in the modern world as well as in the historical era. The action may result from several aspects among them natural disasters and political differences. The effects of forced migration depend on the nature of migration and the relationship between the migrants and the host country. One of the historically forced migration scenarios was the intellectual migration from Germany and Austria in 1933 as a result of Nazi ideology. The German dictator, Adolf Hitler, believed that

²⁰ Paul Weindling, The impact of German medical scientists on British medicine: A case study of Oxford, 1933–45. *Forced migration and scientific change. Emigré German-speaking scientists and scholars after*, 1995, s. 86-114.

²¹ Wilhelm Keim, Lessons learned from German sociology, 1933–45: contexts and content. *Social Science in Context. Historical, Sociological, and Global Perspectives*, 2013, s. 95-114.

²² <http://www.science.co.il/hi/Turkish/> (02. 12. 2016).

the Jews were a threat to their economy and academic progress. The leader formulated the Civil Law that influenced the evacuation of the Jews from Germany. As a result of the forced migration, hundreds of intellectuals such as scientists, physicians, and teaching fraternity were forced out of the country. A majority of the European countries had migration laws, thereby could not accept the educators and physician. Turkey was a central country in the forced migration issue as it took advantage of these individuals. Turkey was in development stages, and required personnel to improve its education sector and the overall economy. The Turkish Authorities recruited the émigré population, and offered them hefty salaries to motivate them to offer quality services to the public sector. As a result, the education system transformed as well as the healthcare sector. One of the key institutions that got advanced as a result of the educational change was the Ankara University, which gained from the intellectuals. On the other hand, the institutions such the Vienna University, where these intellectuals migrated from, lost key scientists and physicians. Apparently, the immigration of the Jews to Turkey had both negative and positive effects.

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