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**Romanian Contemporary Grammar Aspects of the Cluj School of  
Linguistics in the Interwar Period**

*Summary of Doctoral Thesis*

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**Key words:** school of thought, The Linguistic School of Cluj, interwar period, Romanian Language Museum, „Dacoromania”, „Dacia Superioară” University, Sextil Pușcariu, Nicolae Drăganu, Syntactic and Morphologic Aspects, Romanian Contemporary Grammar.

### **Summary**

The Linguistic School of Cluj in the interwar period has prepared new guidelines and has predicted fundamental theories of the next generation of researchers in various fields of linguistics.

Our research illustrates the extent to which we can postulate the existence of a Cluj linguistic school in the interwar period and the extent to which we can include the existence of a Cluj grammar school in the interwar period.

We will try to offer a picture of the academic life in Cluj in the interwar period, on the basis of the genesis of the Dacia Superioară University, the Romanian Language Museum and the "Dacoromania" review. Our main objective is to recreate the framework in which the interwar grammar was being created.

We focus on Sextil Pușcariu's and Nicolae Drăganu's works, following the echoes their contributions had in the field of Syntax and Morphology in the theories of the next generation of linguists. We will highlight these contributions, because they have not been enough highlighted in the literature.

We will examine to what extent one can talk about the influence of the research undertaken by these linguists on the grammar systems developed in post-war period in Cluj, but also at a national level, in Bucharest and Iași.

### **The Newness and Relevance of this Investigation**

Our project, *Romanian Contemporary Grammar Aspects of the Cluj School of Linguistics in the Interwar Period*, is focused on studying in detail the grammatical design

embraced by Sextil Pușcariu<sup>1</sup> and Nicolae Drăganu<sup>2</sup>, as well as by other linguists from Cluj<sup>3</sup> in the interwar period.

The detailed study of the Cluj morphology and syntax will be framed in the historical and cultural context, starting with the establishment of the University and activity of the Romanian Language Museum<sup>4</sup>.

We try to achieve a monography of the Transylvanian Linguistic School, in order to emphasize its timeliness and, at the same time, the modernity of the studies in the field of Morphology and Syntax in the interwar period.

The newness of this procedure consists of creating a monography of the interwar grammar, and this will serve as a starting point for a subsequent analysis of the influences they had on the postwar grammar and not only.

## **Objectives**

Our objectives are:

- To define the concept *school of thought* and to demonstrate that in Cluj there has been a school of Linguistics in the interwar period, in this context grammar issues started to take shape;
- To present the academic life in Cluj in the interwar period, starting with genesis of the Dacia Superioară Univeristy, the Romanian Language Museum and the "Dacoromania" review. Our main objective is to recreate the framework in which the interwar grammar was being created;
- To track the main coordinates developed in the works of Pușcariu, depicting the openings and the new tendencies the linguist has favoured through his research;
- To analyse the contributions of these linguists in the field of Syntax and Morphology.

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<sup>1</sup> Sextil Pușcariu, *Romanian Language, Researches and Studies*, an the studies published in the „Dacoromania” review.

<sup>2</sup> Nicolae Drăganu, *Elements of Romanian Syntax*,1945 și *The Romanian Accustive Morphemes and their age*, 1943, and his contributions in „Dacoromania”.

<sup>3</sup> Alexe Procopovici, Th. Capidan.

<sup>4</sup> The „Dacoromania” Review.

## The Investigation Methods

The Investigation Methods are:

- The diachronic study – following the cultural and historical background, especially in what the „Dacoromania” Review is concerned and the evolution of Cluj School ideas.
- The comparative study – regarding the special features of Nicolae Draganu’s and Sextil Pușcariu’s ideas, viewed from the perspective of their evolution.

## The Structure of the Thesis

Our work is structured in two sections. Section I, Chapter 1, *Can we talk about a Linguistic Cluj School in the Interwar Period?*, we provide a definition of concept school of thought and, at the same time, argue that in Cluj in the interwar period there was a School of Linguistics.

Chapter 2, *Historical Context*, which contains several subchapters, presents the historical and cultural background in which The University *Dacia Superioară*, the Museum of Romanian Language and the *Dacoromania* Review were formed.

Chapter 3, *Sextil Pușcariu*, exposes critics’ attempts to frame Sextil Pușcariu's work in a specific linguistic tendency. We are going to present critics’ positions linked to Pușcariu’s work and we will suggest an alternative of interpretation, on the basis of the research undertaken by the linguist.

Chapter 4, *Nicolae Drăganu*, shows Draganu’s views regarding to Morphology and Syntax issues, we will also provide a few details of his work in the field.

Chapter 5, *Inventory of Problems of Syntax and Morphology and Presentation of the Main Grammar Books*, contains an inventory of the main issues of grammar treated by linguists in the interwar period. We have introduced in our paper presentation of the three major books which cover Morphology and Syntax aspects: *The Romanian Accusative Morphemes and their age. A Chapter of Romanian Syntax (1943)* *Elements of Romanian Syntax (1945)*, and *The Romanian Language (1940)*.

Section II, *Romanian Contemporary Grammar Aspects of the Cluj School of Linguistics in the Interwar Period*, constitutes the novelty of this research. We will try to show to what extent one can talk about a degree of continuity of these linguists' theories/ideas that can be identified within post-war grammar school, but not exclusively.

In Chapter 1, *The Syntactic Relation*, we will analyse the concepts *syntactic relation* and *syntagm* which are used by Nicolae Draganu, and the same concepts used by D. D. Draşoveanu. We will examine the difference between the concepts of *syntagm* and *syntactical group*. Also, we will present what are the types of syntactic relations which the linguists have identified and which are the interpretations given by the representatives of the post-war schools. We will present other matters of grammar: the syntactic relation verb – subject and the agreement.

Chapter 2, *The Syntactic Relation of the Subject with Impersonal Verbs, with Interjections or Gerunds*, regards the syntactic relation predicate-subject in different situations, i.e. in situations which, either the predicate is not a verb, but an interjection, or a gerund, either it is an impersonal verb.

Chapter 3, *The Subject in Other Cases than Nominative*, presents some of the most controversial problems in the Romanian grammar. On the premise that a verb-predicate does not relate to nouns in other cases than the nominative case, we will discuss in this chapter both the *partitive structures* and the so-called *sentences without a subject*.

Chapter 4, *The Issue of Ternary Structures*, highlights the syntagms that apparently have more than two terms, such as the *nominal predicate*. We will also analyse the so-called structures with double nominative and accusative and structures that contain *adjectives with prepositions*.

In Chapter 5, *Transformations*, we are going to analyse the structures which have undergone transformation in different contexts, which are the results of changed structures. We focus on the *unipersonal verbs* and on the cases of *ellipsis*.

Chapter 6, *Structures with Genitive/with Possesive Forms*, presents two of the most modern, and probably, the most valuable contributions of Nicolae Drăganu. We believe that these are the most important, especially for the echo they have in the post-war schools of

grammar. We analyse the interpretation of the structures with AL, A, AI, ALE and the structures with *genitive phrases and genitive prepositions*.

Chapter 7, *Grammatical Categories*, presents the structures that Sextil Pușcariu calls *non-casus nouns*. We will also illustrate the interpretation given by Alexe Procopovici to the vocative case. A small part is dedicated to the gender of the nouns. We will illustrate Sextil Pușcariu's interpretation regarding this grammatical category.

Chapter 8, *The Pe Morpheme*, presents the peculiarities of the *pe* morpheme in the Romanian language. We will carry out a comparative study, highlighting the differences and the similarities between Sextil Pușcariu's and Nicolae Drăganu's interpretations.

Chapter 9, *Romanian as a foreign language*, brings into light the modern research of the linguists in the interwar period, namely the concern for Romanian as a foreign language.

Taking into consideration the multiple problems discussed in the field Syntax and Morphology, highlighting not the quantity of the studies, but the small ideas having a long-term effect, we state that Nicolae Drăganu and Sextil Pușcariu had remarkable contributions concerning grammar.

We believe it is entitled to claim that in Cluj in the interwar period the first signs of a grammar system was shaped. We can talk about the existence of (quasi)grammar school in the broader framework of the School of Linguistics.

When discussing facts which have been used by the linguists of The Cluj School in the interwar period, Dimitrie Macrea confirms that nowadays Romanian linguists have the opportunity to leverage many of their suggestions and to solve the issues in their works, regardless the adjustment which is brought by the progress of science<sup>5</sup>.

For sure, one of the strengths of The Transylvanian School is to open discussions and to show new possibilities of interpreting linguistic facts.

The Cluj School representatives have not given final solutions, but analysed in detail, seen through the point of view of their development, their new ideas have constituted the germ of the theories of the new generation of grammarians.

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<sup>5</sup> Cf. Dimitrie Macrea, 1959, pp. 363-364.