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Its history and solution

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AN EXAMINATION OF "BASIC ENGLISH"

NOTE—The following article consists of extracts from "A Critical Examination of Basic English" by M. P. West, E. Swenson and others, issued in 1934 by the University of Toronto Press. The criticisms are specially valuable as coming from a source outside the Esperanto movement.

B.L.

The vocabulary of Basic English contains 850 words which can be printed "on the back of a sheet of notepaper." Mr. Ogden claims that by means of these words "all ordinary communication in idiomatic English can be effected" (Basic English, p. 7). The 850 words are said to be equivalent to "approximately 5,000 words in any other simplification of language hitherto attempted". With the addition of 150 words required for science it is said to provide a means whereby "any scientific congress or periodical can achieve internationalism". The total "1,000" word vocabulary is "equivalent to approximately 10,000 words" in any other simplification hitherto attempted (ibid. p. 8). The language of the pupil will, it is promised, have the effect of "idiomatic English with no literary pretensions, but clear and precise at the level for which it is designed".

Of the 850 words, 600 are noun forms. There are 18 verbs (of which three are auxiliaries). The meanings of all the other verbs excluded from the list are expressed by compounding the 15 "colourless" verbs with prepositions and with nouns; e.g.: Insert=to put in; To start=to make a start; Move=to give a thing a move; To play music=to do music.

SUMMARY OF CRITICISMS

(1) The number of words (850) is a considerable understatement.

The actual number of different words included in the vocabulary of Basic English is as follows:

<table>
<thead>
<tr>
<th>Words shown on the &quot;sheet of notepaper&quot;</th>
<th>850</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Words</td>
<td>76</td>
</tr>
<tr>
<td>Onomatopoeic Words</td>
<td>17</td>
</tr>
<tr>
<td>Days, months, numbers</td>
<td>48</td>
</tr>
<tr>
<td>Suffixes and Prefixes</td>
<td>9</td>
</tr>
<tr>
<td>Mr, Mrs, Master, Miss</td>
<td>4</td>
</tr>
<tr>
<td>Pronouns (other than I, He, You, This, That, Who)</td>
<td>18</td>
</tr>
<tr>
<td>Irregular tenses of verbs included in the list</td>
<td>18</td>
</tr>
<tr>
<td>Comparatives (Better, etc.)</td>
<td>8</td>
</tr>
<tr>
<td>Measures of Length (British)</td>
<td>3</td>
</tr>
<tr>
<td>British and American coinage</td>
<td>5</td>
</tr>
<tr>
<td>Essential New Words treated as compounds (viz. away, anyhow, become, today, without)</td>
<td>5</td>
</tr>
</tbody>
</table>

1,061

(2) While the number of words is limited, the number of items developed from them is not. The learner is therefore at first led to believe that he is faced with a small and calculable task, but actually finds later that he is faced with a very large, indeed incalculable, one.
The following is an attempt to calculate the actual number of learning items contained in Basic English. Every word was listed with all the meanings attached to it in The Basic Words, The Basic Dictionary and Basic by Example.

Different meanings of words ... ... ... 2,477
Uncounted items ... ... ... 211†
Actual Basic uses of 62 words‡ ... ... 338
Extra Standard English uses of 62 words‡ ... ... 71

Grammatical uses and forms ... ... ... 828

3,925

(3) Instead of developing an increasing vocabulary always on the highest attainable level of accuracy, this system attempts to develop an increasing accuracy always at the same level of vocabulary. ... It is moreover implied that a considerable proportion of the learners will themselves develop the words into derivatives and idioms,—and so will inevitably be betrayed into numberless errors of language and misstatements of their meaning. Indeed, Mr. Ogden and his associates have themselves been guilty of many such errors in their examples.

Either the pupils will learn the three thousand (odd) items, or they will not. Since it is announced that Basic English can be learnt in a month, we will, for the present, assume that the pupils will not learn them. They are, therefore, allowed to compound the prefixes, suffixes and words at their own discretion. In so doing they are likely to be incorrect and often unintelligible,—the more so in view of the fact that the exposition of the system contains many unintelligible as well as incorrect items.*

The combinations must be learned (and if learned, counted in the word list), lest we roast our dinner in the baker and dismiss the cooker, ask railway information of the stationer, or refer to the senior master of the school as the Header.

(4) In order to use the Basic English vocabulary correctly it would be necessary for a student to memorize most of the developments of words given in the “Basic” textbooks. These developed items are in many cases almost or quite as difficult to learn as new words—but are less useful. In other cases, where the item is of less burden than a new word, the learning effort required is often out of proportion to the usefulness, and a combination of items could be more cheaply replaced by a new word.

(5) While Mr. Ogden has exercised some care in excluding synonyms and duplicates from his list of new words, he has taken no such precautions with the items (idioms, derivatives, etc.) developed from them. As a result the vocabulary taken as a whole is a very wasteful one.

Mr. Ogden’s limitation of verbs is in many ways a severe handicap, for he deprives himself of a number of safe and convenient derivatives which might be had very cheaply (at a cost of little extra learning effort), and would in some cases economize a whole new word or difficult idiom elsewhere. Thus he has agreement but may not use agree or agreed; he must use the clumsy periphrasis I am in agreement with you.

(6) It is claimed that, in respect of its Content words (=the names of things that we talk about) the Basic vocabulary is “equally applicable to every age of learner, to every country and degree of culture.” This is not a fact.

It is impossible for any vocabulary to be equally suitable for all ages and all environments. Mr. Ogden is not to be blamed for having failed in this respect, but it is to be regretted that he has made a claim which is, on the face of it, impossible to fulfil. ... There are two real tests of a limited vocabulary:

(a) Is it capable of expressing (in ordinary terminology) all the ordinary ideas which the learner is likely to wish to convey often?

† i.e., (1062−850)=211 (see preceding Table).
‡ i.e., 62 words in The Basic Dictionary which are shown as usable in all ordinary forms “as in Standard English”.
* Here the authors quote as illustrations a number of derived forms ending in the suffix -er, given in The Basic Words, and there shown to have specialized meanings (as in Standard English) that cannot be inferred from the original roots and to be consequently for all practical purposes new words. Among the examples given are inner (=ship), ruler (for drawing), shutter (= wooden window), steamer (=ship), stopper (=cork), and twister (= cheat).
(6) Is it capable, when it has not got a word, of giving an adequate definition or description, so that the foreigner may be able to get round his difficulty without being laughed at?

The most peculiar and unsatisfactory feature of Basic English is the fact that, while it can sometimes express abstruse ideas aptly enough, it is so clumsy over the ordinary matters of everyday life which everyone needs to talk about.

(7) Considered merely as a Reading vocabulary, Basic English would be unnecessarily difficult for an English writer to use, and in large measure impossible for a foreign reader to understand.

Basic English is a very difficult vocabulary for an English-speaking person to use—for it excludes so many ordinary words which one expects to find in a vocabulary of its size†; moreover it expresses ideas in such a peculiar and unexpected way. For these reasons we do not believe that any large body of English-speaking people will go to the trouble of learning it—or will succeed in using it accurately.

Our Opportunity

On September 13th the following circular letter was sent to all Affiliated Groups and Delegates. It is reprinted here, as it will certainly interest most of our readers.

The recent announcement by the Prime Minister of the appointment of a Committee to investigate the possibility of the use of Basic English as an international language has aroused considerable interest throughout the country, and not only in Esperantist circles. Some of our members have asked what we are doing about it, and the following notes may prove useful and save several long letters.

In the first place, it should be noted that the Committee is to enquire into the matter, and this does not necessarily mean that its report will be favourable to Basic English or antagonistic to Esperanto. We are seeing that the members of the Committee at least receive information about Esperanto, and we hope to have an opportunity of fully stating our case.

If the Committee should present a report unfavourable to Basic English this will give us an opportunity such as we have dreamed of, and might even lead to the immediate adoption of Esperanto instead.

But even if the Committee reports in favour of Basic English, this need not necessarily react unfavourably from our point of view. There are four points to be considered:—

1. The Committee is purely an English one, and is concerned in the first instance only with Great Britain and America. This is just the two countries between which the language problem is not felt, and does not touch Europe and Asia in which the problem is a really serious one.

2. It seems most unlikely that other countries would accept this solution. Does it seem reasonable to suppose that Germany and Japan, and other countries under their influence, would accept the language of the victor—even in a "basic" form? (And what of the possible attitude of some of our allies?)

3. If it were decided to introduce Basic English into the schools of this country—or even some of them—it seems quite reasonable to anticipate that after a year or so of such tuition, the teachers and heads of the schools would most emphatically protest, because of the bad effect such tuition would have on the ordinary English of their scholars. Remember that Basic English is not English in its ordinary usage but frequently very different.

4. We believe that it is impossible for the ordinary Englishman to carry on a conversation in Basic English, as he could not remember what he has to forget in order to do so!

And this apparent "boosting" of Basic English has given us an opportunity for publicity such as we have never had before. The action of the Prime Minister has put the international language problem "on the map". Papers everywhere are likely to print letters

† A list of 96 such omitted ordinary words given by the authors includes always, ask, break, chair, count, dish, eat, evening, few, God, guess, heavy, home, honest, hot, husband, kill, listen, many, medicine, stand, string, success, thank, understand, vegetable, wife, wild, world.
on the subject, despite the shortage of paper. So please bear in mind the following suggestions, and act on them if you possibly can.

1. Write to any paper in which you are interested, to put forward our point of view. Use every opportunity you get in this way.

2. Write to your M.P. showing how Esperanto is more suitable than Basic English, and stress its neutrality. Please send us his reply if you get one, and we will follow it up. We already have very satisfactory letters from a number of Members of Parliament, and it may be that we shall be able to attain the support of quite a number more.

This is too good an opportunity to be lost, so don't leave it to the other fellow, but do your share as well. We will do all we can to support, but our staff is small and we cannot do everything. Moreover, letters from non-official sources are more effective, as they have not "an axe to grind".

A copy of our leaflet on Basic English is enclosed. More will be supplied if desired, but our stock is limited, so do not ask for more than you really need.

To take full advantage of this opportunity we should increase our advertising. We will do what we can with our limited resources, but donations to the Advertising Fund would enable much more to be done and would be much appreciated.

CECIL C. GOLDSMITH,
Acting Secretary.

* * *

The results have already been very interesting and satisfactory. A large number of letters have already appeared in the press, and some very useful contacts made with Members of Parliament. Here are comments from four of the latter:

*I think it (Basic English) is a horrible and wordy jargon which won't be of the least use.
As a humble lover, student, and writer of English, I abhor Basic English.
*I am in entire agreement with your views, and will express them should opportunity arise at Westminster.
*I shall keep what you have written in mind, and when the occasion presents itself I shall not fail to express myself in favour of the views you hold.

Recently a member of the B.E.A. wrote to the Orthological Institute (the Basic English headquarters) as follows:

"Are there any people who can speak Basic fluently? Has it ever been used at any international congresses? I know Esperanto well, and have taken part in Esperanto Congresses, where that language has been used by thousands of people with complete satisfaction and ease."

The Secretary of the Orthological Institute sent a very candid reply containing the following passages:

"There are undoubtedly a number of people who speak Basic English fluently among the foreigners who have been taught it in various parts of the world, but you would probably have to go to China, India, Greece, and so on, to find them.
I doubt if conferences have yet been held in Basic, but there is no reason why they shouldn't, and as much goes on in connection with Basic that we do not hear of, it is quite possible that such a conference has already taken place."

It may be suggested to Basic enthusiasts that it would be wise to organize international conferences on a large scale, to demonstrate the possibilities of the language, before offering it to the world as a better auxiliary tongue than Esperanto, but this is evidently out of the question so long as fluent speakers are confined to countries such as those mentioned!

Finally, the following extract from a letter received by another member gives still another point-of-view:

"Perhaps you would be interested to have the opinion of just the average 'outsider', or, at least, one who is only on the very extreme edge of the international language movement. Well, it is this. The current publicity given to Basic English can have nothing but the happiest results for the whole Esperanto movement. It will create public interest in the need for an international language on a scale which has not hitherto been achieved. After the war, those Governments and official bodies which do not wish to see Basic (and since Basic can never pass the test, the oral test, of an international gathering
Japanese technical students study from Russian, English and German textbooks, having learned sufficient from the language to read without being able to speak the language. How they do it I don’t know. While in Tokyo I met a “professor” of English who couldn’t speak a word of English. My knowledge of Japanese was extremely scrappy, being confined to such phrases as “Two beers, please”, but we conversed intelligently enough in Esperanto. I have his card before me as I write; it is inscribed, in Esperanto, “Professor of English at the Seventh High School, Tokyo”, but he couldn’t say even “Good morning”!

From an article “Seeing the World” by Thomas Mason, in the Students’ Quarterly Journal of the Institution of Electrical Engineers, June 1943.

MEMBERS SERVING IN H.M. FORCES

Members serving in His Majesty’s Forces are asked to register with the Association a permanent address, such as their home address or that of a relative, from which they are certain that letters and other communications will be forwarded to them. They are especially asked not to register military addresses, since these may be subject to frequent changes.

PROFESSORS IN CONFERENCE

During the week-end July 16-19, The Association of University Teachers and the Association of University Professors and Lecturers of the Allied Countries in Great Britain held a joint Conference at New College, Oxford.

The proceedings were for the most part in English, though some French members preferred to speak their own language. But one could not fail to notice the waste of effort, both in speech and (still more) in comprehension, and the limitation imposed upon freedom of argument, arising from the want of a common language. Most of the prepared speeches were distributed in typescript to the audience and read aloud by their authors: a procedure convenient to reporters, but not conducive to liveliness.

The topic of an international language was indeed introduced at the very end of the final conference, when Professor A. Sommerfelt of Norway read a brief statement deprecating the use of any “artificial” language, and advocating the teaching of English in all primary schools of non-English-speaking countries and of French in those of the English-speaking. Thus, eventually, there would be two universal auxiliary languages. It was evident that Professor Sommerfelt had not gone deeply into the problem. He stressed without warrant the supposed difficulty of any “artificial” language, and ignored the infinitely greater difficulty of learning national languages. He was answered by Professor Jean Timmermans of Belgium (President Elect of the Association), who, without alluding to the question of an I.L. for everyday use, pointed out that “international trade and scientific intercourse require a language simple, as well as precise and invariable. In order to reach this goal it is essential to use an artificial language, with simplified grammar, and a definition of scientific precision for the meaning of the words used.”

The arrangements precluded discussion, or Esperantists present would have taken part. It is to be hoped that Professor Timmerman’s brief but cogent statement penetrated some of the powerful minds present; though powerful minds are apt to be as powerful in resistance to new ideas as in tenacity of their own.

But it is painful to think of the boredom and frustration one suffers in “international” conferences and committees, with and without translators, compared with the ease and vivacity and mutual intelligibility of an Esperanto Congress.

NOWELL C. SMITH

LA INSTROU DE ESPERANTO (III)

31.—CELO DE DEMANDADO

311 Eltrovi scion (bezonojn) de lernanto
312 Kontroli trafeco de instruo.
   Kion oni ne sukcesis instrui.
313 Eltrovi malfacilaĵoj, miskompreno japon.
314 Stimuli atenton, Pensigi.

32.—SPECJO DE DEMANDO

321 Katekisma, Prifakta.
   "Kion signifas la sufikso ad ?"
   "Kiam uzi se, kiam ĉu, por traduki if ?"
   "Kiujn demandojn faras ĉu? "Kiujn hi-vorto ?"

322 Ripetiga.
   "Diru la Esperantan alfabeton."
   "Nomu la finajnojn de la Esperanta verbo."
   "Deklamu la memorigan versajon pri si."

323 Detaliga, Analiza.
   "Pri kio temis la Zamenhofa parolo en la Guildhall ?"
   "Ekzempligu div. aplikoj de la aukuzativo."
   "Kiujn stadiojn travivis la movado ? la lingvo ?"

324 Resuma, Sinteza.
   "Resumu unufraze la teorion de la aukuzativo."
   "Kion ni studis lastan semajnon ? hodiaŭ ?"
   "Kiujn prefiksojn vi jam sciias ?"

325 Pensiga, Eltira, Stimula.
   "Post kiaj prepozicioj oni povas uzi aukuzatvion de almovo ?"
   "Kial blovado varmigas la manojn sed malvarmigas la teon ?"
   "Difinu la vorton tablo . . . Esperante."

33.—DEMANDADO (Konsoiloj. Avertoj).

331 Antaŭpreparu demandojn.
332 Uzu ki-demandon prefere (Demandu per ĉu tentas al unuvorta respondo per simpla jes aŭ ne (372))
333 La demando petu (ne donu) informon.
   Ne diru, ekz., "Ĉu estas vere, ke oni povas uzu l' post ĉe, de, je, pri, pro, tvoy, sed ne post đa, ĉar ĉe la estas sence neebla ?" (Respondo : "Jes").
334 Studu kiel eliri respondon.

335 Demando al vi mem : "Kion mi mem lernis el la leciono ?" "Kie mi maltrafis ?"

336 Plej bone unu demandu elu alia.
   "Ĉu refleksiva pronomo povas esti la subjekto ? Cu si estas refleksiva pronomo ? Ĉu do la frazo Si estas pronomo estas gramatike malgusta ?"

34.—DEMANDO ESTU

341 Preciza. Difinita. Ne diru, ekz., "Kio estas la penso, kiu venas al ni en la kapon kiam ni legas la Krestomation ?"

342 Ne tro ampleksa.
   "Nomu la Esperantajn prepoziciojn."
   "Kio estas la Esperanta traduko de la vorto take ?"

343 Respondebla de la lernanto.
   Konvena al lia progreso kaj penspovo.

   Ne uzu gramatikajn terminojn aŭ aliajn vortojn, kiujn la lernanto ne komprenas.

345 Konciza. Sen vortoj nenecesaj. Eble en la fino la lernanto forgesos la kemoncon de la demando.
   Evitu "flikvortojn" : Vi sci, Vi komprenas.

346 Sed suficie longa, por esti komprenebla kaj klara.

347 Rilata al la temo.
348 Bonstila laŭ vortoj, gramatiko, prononco, elparolo. Mem liveru bonan ekzemplon.

35.—PREZENTO DE DEMANDO

351 Permesu tempon por pretigi respondon. Minimume 10 sekundojn. Mem sciante la respondon, oni emas esti senpacienca. Tro ofte "Teachers abhor a vacuum".

352 Ĉiu kursano pripensu la demandon kaj povu respondi. Kuna (ĥora) respondado kuraĝigas, paroligas.

353 Okaze ankaŭ demandu —nome al individuo. Ne ĉiam alia memsciante, ceteraj ne atentos.

354 Ne ĉiam demandu laŭvice. Alie la ceteraj ne atentos.
36.—DEMANDOJ DE KURSANOJ

361 Al aliaj kursanoj. Demandado interkur'sana. "Nun vi demandu al F-ino S."


37.—RESPONDO ESTU

371 Ĝusta sence, lingve, prononce, elparole.

372 Ne unu vorto, sed tuta frazo (332).

387 Post la unua stadio, ne simpla ripeto de la vortoj de la demando.

374 Aserto de fakto sciata, ne diveno.

38.—TRAKTO DE RESPONDO

381 De respondo gusta.
Ne kriu "Bone! Prave! Brave!" post ĉiu respondo
Tamen okaza laŭdvorto kuraĝigas.
Ne ripetu ĉiun respondon post la lernanto.

382 De respondo parte ĝusta.
"Kion signifas ĉi tiun? (ulo?)" "Personon." "Jes, sed pli precize?"

383 De respondo malĝusta.
Ne preterlasu sen korekto. Ofte ĝi liveras okazon eltiri ĝustan respondon per pluaj demandoj.

384 Kaŭzoj de malĝusta respondo.
Oni ne scias (Lernigu).
Oni timas (aŭ ne volas) respondi (Takto).
Oni ne atentis (Disciplino).
Vi demandis fuŝe (Demadu pli lerte).
Vi instruis maltrafe (Instruu pli bone).

LI DIRIS LA VERON!

Viro kaj lia edzino, kun kvin infanoj, provis trovi loĝejon en la urbo, sed renkontis ĉie la saman barilon—la domposedantoj ne volis akcepti tian grandan familion. La paro ne plu sciis, kion fari. Tiam la patro diris:

"Enjo, morgaŭ vi konduku la tri etulojn al la tombejo, por viziti la tombron de via patrino; kaj mi premos la aliajn du, por serĉi loĝejon."

Li trovis loĝejon konvenan, kaj tiam oni faris al li la kutiman demandon: "Kiom da infanoj vi havas?"


El Amerika Esperantisto

MI SCIAS TION


"Mi dankon!" diris la viro.


Trad. J. H. Gittens

KIUJ HOMOJ ESTAS LA PLEJ SUPERAJ

Ĉina Legendo

Dio jam kreis la mondon, sed li sentis sin iom soleca. Do li decidis krei la homon. Li prenis kalkon, kaj ĝin formis en la figuron de homo. Li ĉehegis forno, kaj sia ĉiujn morton por bakiĝi. Kelkan tempon li atendis, kaj en iris ĉiujn ĉambrojn por sin razi. Li eliris al mi "Johano! Jen ĉevalo en ĉiujn ĉambrojn!" kaj tiam mi respondis "Jes, mi sciis tion!".

Tiel kreigis la nigruloj.

Dio ne estis kontenta. Li prenis pluan kalkon, kaj ĝin formis en la figuron de homo. Li ĉehegis forno, kaj sia ĉiujn morton por bakiĝi. Kelkan tempon li atendis, kaj eniris ĉiujn ĉambrojn por sin razi. Li eliris al mi "Johano! Jen ĉevalo en ĉiujn ĉambrojn!" kaj tiam mi respondis "Jes, mi sciis tion!"

Tiel kreigis la blankuloj.

Dio ne estis kontenta. Li prenis pluan kalkon, kaj ĝin formis en la figuron de homo. Li ĉehegis forno, kaj sia ĉiujn morton por bakiĝi. Kelkan tempon li atendis, kaj eniris ĉiujn ĉambrojn por sin razi. Li eliris al mi "Johano! Jen ĉevalo en ĉiujn ĉambrojn!" kaj tiam mi respondis "Jes, mi sciis tion!"

Tiel kreigis la Ĉinoj.

Goboto
Our Bookshelf

Our Language. J. M. Clark, M.A., Ph.D., Craig and Wilson, Glasgow. 1932.

The author discusses briefly the evolution, structure, and tendencies of English; the desirability and possibility of making English spelling conform to pronunciation (or alternatively, of making English pronunciation conform to spelling); English as a world language; and other matters.

Dr. Clark says many things that are wise and true, and says them clearly and well. He recognizes that there are two sides to many questions, and he states objections fairly, though perhaps he does not always give them sufficient weight.

Basic English he rejects (on grounds already given more fully in our own columns). He denies that Basic helps concise and clear expression of thought. "An efficient workman needs good tools... To give him a blunt instrument and tell him that it will promote his skill is unkind." As an approach to English, Basic is "at best only a makeshift. Among those whose native language is English we cannot see any field for Basic. The task of education is not to limit vocabulary, but rather to increase it; not to restrict the range of ideas, but to enlarge it."

Most of this booklet is written so reasonably and well that it is a disappointment to turn to the chapter International Languages in Theory and Fact, which is a typical example of the way in which the scholastic mind will make a learned pronunciation on something it does not understand, swayed by prejudice and theory without reference to fact.

The author rightly rejects an a priori I.L. Among a posteriori schemes, designed more "for commerce and ordinary international relationships" than "for scholars and scientists", he classes Volapük, Anglic, Pasilingua, Esperanto, and Ido! (Anglic, by the way, was merely an abortive scheme for reforming English spelling). "Esperanto has the merits of clarity and simplicity, and has been the most successful of all the artificial languages." Nevertheless, "it is doubtful whether it will long survive the present war." (We are not told why).

Esperanto being dubbed "artificial" (see B.E., May, p. 29), all the hoary old prejudices and fallacies are trotted out again, as (by implication) applicable to Esperanto.

"An artificial language has no tradition, no poetry. It is a medium for conveying ideas, not for expressing feeling... It must necessarily sacrifice metaphor and imagery. It is a vehicle for recording cold statement, and must renounce beauty and charm. There are no delicate nuances, no half-tones of expression, no room for individual taste, for flights of oratory or imaginative power."

And so on. How foolish this sounds to anyone acquainted with Esperanto literature! "No one could hope to understand and use the new medium properly unless he already had a full command of the resources of at least one living language." (But is there any intelligent adult who has no single living language at his command?). "All those who knew the former would necessarily know English or French or German or Spanish. (Do no other nationalities exist?). "It would therefore be much simpler to adopt one of these" (a clear non sequitur).

Such generalizations might have had weight fifty years ago. But to apply them now to Esperanto is merely to expose an ignorance of the subject which is inexcusable in a discussion supposedly serious. "Theory"? Yes! "Fact"? No! Yet—as a fact—the author does bring forward one sad story. Here it is in full.

An international conference of Esperanto was once held in a Central European city. For the first couple of days all went well. Expert spoke with expert in the new tongue. But then the delegates discovered that besides Esperanto each of them spoke one or more of the great European languages, English perhaps, or French, or German. They therefore began to practise their skill in these languages, and found it so very much easier than in Esperanto. At the end of the week Esperanto had ceased to be spoken at all, and the congress ended in its own reductio ad absurdum.

This "flight of fancy" might impress a very stupid outsider who knew nothing of Esperanto Congresses, and who—unless he stopped to think—might imagine that it described something that really happened. It has already been requoted from this booklet as though it were true, and a conclusive argument against Esperanto. This absurd story has long been current in various forms: opponents copy it from one another. Who invented it we do not know. We have asked Dr. Clark for details, but have had no reply. Another popular variant tells how a dozen Esperantists at an Esperanto Congress were unable to converse with one another till a kindly Cook's interpreter came to their aid. But fairy-tales are a poor substitute for fact.

We have a right to expect that an author should not base judgments on prejudice and theory without personal investigation and verification.

It is a pity that a work in many ways so excellent, and elsewhere presenting its case objectively and fairly, should be marred by a chapter of which these things cannot be said.

Mr. Dutton has no quarrel with Esperanto. He admits that Esperanto "has the greatest vogue", and "answers all the requirements of an I.A.L." But he is impatient of the apathy of the British Public on the question, and hopes to conquer this apathy with Speedwords, which has the special advantage of striking brevity. By shortening 488 Aryan roots to the extreme minimum (1-4 letters), he enables them to be written more quickly and printed in less space than in any other language. Whether, to secure this advantage, he has jettisoned other requirements far more important, is not discussed.

Joard provides a preface on post-war problems, but this has no relation to the scheme. Shaw writes that he is in favour of short forms in writing and speech—Why not say I be, you be, he be? But he does not say that he intends to use Speedwords.

It s obv tht ppl ign t shrtn cd abr Eng wds f rap wrt, & sv wrts h dn so b vrs mthds o syst abrn. But Speedwords is not this. It is an entirely new language, intended "to sweep away for ever all language barriers, to produce the literary and technical works of all nations at a third of the cost of publication, and to become not only the international but also the national correspondence medium of commerce in all countries." Text-books must be published in all languages. "Grants from the profits on these will be used to finance World Youth Social Centres and Youth Hostels in all countries" (with Speedwords, we suppose, as the medium of intercourse), "and to create the first truly international library" (presumably also in Speedwords), "embracing every conceivable subject of research, that the world has ever known". We have no right to ridicule small beginnings or high aims. But we do not share the author's optimism about his project.

Speedword vowels have two sounds each, and are not always written. The accent lies sometimes on the first syllable of a word, sometimes on the last. The author adopts the Chinese lack of grammatical endings: the distinction between beauty, beautiful, beautifully, and beautify, may be shown by examples the first sentence on which our eye falls (any other will do as well): J vy v gar c rce so z fxz ul paso axi j adi pa. In short, the scheme has all the drawbacks of the old a priori systems now universally rejected, without their advantage of a philosophical basis. Objections on the ground of artificiality are here definitely valid.

The many monosyllabic words with the ending e(7) would seem to be monotonous and liable to be misheard; and a congestion of one-letter words lends itself to errors in printing and typing.

Definitions of suffixes do not suffice to make the meaning of the derivative clear. Would any student guess, if not told, that the "augmentatives" of photograph, write, are cinematograph, shorthand? Even more vague is the "s" to denote "complement": ri=write, ris=read; stu=study, stus= teach; vo=will, vos=shall. And still more vague are the suffixes v, f, of "association", and l of "special derivatives".

All forms and definitions are dependent on the arbitrary choice of the author. His Universal Speedscript (or International Shortwords) of 1941 is not the same as World Youth Speedwords of 1943, and we see no guarantee on questions of stability and natural growth—questions so satisfactorily solved in the case of Esperanto.

Doubtless Mr. Dutton, as an intelligent business man, would not advertise the scheme unless he were personally convinced that it was workable. But question of its feasibility and acceptability for social intercourse and public debate among diverse nationalities could of course be definitely settled only by actual trial: e.g., by convening a large international assembly (like our Esperanto Congresses) at which it was the sole official tongue.

We can imagine English friends, wishing to experiment with a highly ingenious back-slang or secret code, learning the system and using it with enjoyment and even enthusiasm. But frankly we do not see it as a serious contribution to the I.L. problem.

Tutmonda Junular-Organizo. The Annual Report for 1942 (61 Vandyke Rd., Leighton Buzzard) has a most interesting history of TJO, and reports an increase of 76% in membership.

"Chemical Products" (July-Aug.) contains an Esperanto summary of a paper on Deoxycholic Acid, a rubric Eroj Interesaj, and a sympathetic letter from W. O. Kermack (K.C.P. Laboratory, Edinburgh).

B.E.A. Library. Many thanks to A. Matthews and R. Murray for gifts of 5/- each for binding purposes.

Ĉi tiuj libretoj liveras por la junularo simplan kaj interesan legaĵon pri kulturaj temoj, malpezigitan de bildoj. Lingve la tekstoj estas "bonaj, sed ne tre", kaj (kiel ĉe numeroj l-2) ni konsilas pli zorgan kontrolon. Landnomoj per -io anst. -ujo, kaj aliaj eraretoj aŭ strangaĵetoj facile korekteblaj, iom difektas la plezuron de la leganto. E.g., estante ŝirmataj, la frosto estus preferinda. 4 metroj po sekundo (=po 4 metroj). Pli granda estus la danĝero se, malpezigita la balono, la nokto fermiĝus kiam ankoraŭ en la aero, me estante ebla vola alterigo (=se noktiĝus, kiam la malpezigita balono estas ankoraŭ en la aero, ne povante alteriĝi laŭvole).

Aparte kritikinda estas Vivo kaj Morto. Kelkafoje mankas subjekto de frazo: ĉaj (ĝi) forpelis (5); oni ne vestas kostumon, boton, sed sin, piedon (8, 30); posi kiam li estos ilin konvenkitaj (= kiam li konvinkos ilin) (12); profesoroj, al kiuj oninomas ..., tio, al kio oni nomas (==kiujn oni nomas, kion oni nomas) (12); knaboj, kiuj sidiĝis suy la benkojn ripozante (13). La punktado konsistas preskaŭ ekskluzive el komo kaj punktokomo, kun punkto fine de paragrafo: oni trovas frazojn 17- kaj 21-liniajn, kaj la fina paragrafo estas frazego 22-linia.

Malgraŭ tiu amika kritiketo, ni gratulas la eldonejon, kaj deziras al la serio sanan kreskon, longan vivon, kaj bonan akcepton.

ROYAL SOCIETY OF ARTS

There were 68 entries in the 1943 examinations (a good increase on the 1942 entry (42)). The results were Credit 35 (19), Pass 18 (18), Fail 15 (4) (1942 figures in brackets). In 1944, if sufficient entries are forthcoming, in addition to the usual Stage I (Elementary) examination, one will be held also in Stage II (Intermediate).

ESPERANTO KAJ MUZIKO


Ni gratulas S-ron Merrick pri lia paŝo sur tereno ĝis nun apenaŭ esploritan, kaj esperas, ke liaj vortoj trovos aŭskulton kaj akcepton.
EDZIGO


MORTO

Beveridge—Je 29 Augosto, en Edinburgo, Pastro John Beveridge, B.A., M.B.E., K.S.O.; la unua Prezidanto de la Skota Esperantista Federacio, kaj unu el la tradukintoj de la Nova Testamento. La bela versaĵo Kion ni semis hodiaŭ? (Step by Step, p. 141) estas el lia plomo.


MNEMONICS

We thank an anonymous member for the following (pp. 45, 56):—

Ad adds to the duration. When many of the same sort are together, the lot is an arro. When he wedz he is an edz'; two edz are better than one. A mixed party is more ge than one all boys. An ingo holds one thing-o; an ulo is some kind of a fool-o. One hops on one (foot) at a time.

Ankañ-anorkañ. In the field was a horse, and a cow also. The anchor dropped to the bottom of the sea: it is still there. La alaŭdo laŭdas laŭte, An Irishman says: "It's foine for the hay!" For reminds one of Foro! (away) in golf!

To be, or not to be: that is the question! The best is yet to be!

Polvo : mind the polish when dusting.
浦AUD : used when dressing.
Publo : pull the trigger.
Pulvoro : pulverized material.
As, at present. Is, in the past. Os, on a future occasion.
Us, under certain conditions. U, you (let him) du it.
As, am, are. Is, did (when a word ends with is one may put down did). Us, sud, wound.

NUMBERS. Visualize the figures, and say what each stands for (O=nothing, so say nothing).

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Mil okcent sepdek naŭ Dumil tri

Small Announcements

1d. per word. Minimum 1/- per issue. Prepaid. Copy must be received at our offices by the 6th of the previous month.


Wanted — La Fundamento; Ellernu; Fundamenta Krestomatio; Plena Vortaro. State price, condition, edition, date. Foster, 57 Onslow Gardens, Wallingford, Surrey.

All enquiries about the Workers' Esperanto Movement should be addressed to: S.A.T.E.B., 79 Bent Street, Manchester 8.


Skoltoj! Aliĝu al Skolta Esperanto-Ligo, 42 Westbourne Street, Oldham, Lancs.


La Preĝo de Nia Sinjoro. Signifoklarigo de H. T. Hamblin. "Ci tiu librieto estas klara kaj simpola, kaj malkaŭas la superegon fakton, ke la Regno de la Ĉielo ne estas malproksima." Derek Neville. Prezo 7 pencoj afrankite; Hipsley, 17 Abbot's Road, Birmingham 14.

Typewriting—Esperanto and English. 9d. a thousand words. F. G. Rayer, Longdon, Gloucester.


Neglected positives—A writer in "Auto-car" asks why we say uncouth, but not couth? What about cognito, delible, domitable, ebriate, gainly, gruniled, hevelled, kempt, maculaie, mantle, mayed, nocent, peccable, pecunious, pregnable, ruly, sightly, toward (adj.), wieldy... as back-formations from their negatives? In Esperanto, of course, no such problems arise!
LOCAL CLASSES AND ACTIVITIES

**Balham**—On 14 Sept. Mr. Stone-Fry addressed the Woodcraft Folk, and on 17 Sept. Rotarian L. Kuyk the Rotary Club, with good results.

**Blackpool**—W.E.A. Class at the Technical College.

**Bournemouth**—Class (Wed.) at the Municipal College.

**Buckhaven**—Class (Wed., 7.0) at the High School.

**Burnley**—On 18 Sept. Mr. F. Parker addressed 300 members of N.U.T. and W.E.A., putting the case for Esperanto against Basic. Burnley Express published a column report of a similar talk given by him to the Rondo Esperantista.

**Chesterfield**—Class at Girls' High School.

**Dunstable**—Class at the Girls' Club (Mrs. Lewin).

**Cleckheaton**—Rev. L. Blackburn addressed the Rotary Club.

**Eastern Federation**—All Esperantists in Norfolk, Suffolk, and Essex are invited to the Conference at 50 Woodlands Rd., Ilford, on Dec. 10, 11, and 12.

**East Molesey**—Monthly meetings (at full moon) at 33 Spencer Road, 8.0.

**Edinburgh**—Group meetings at 29 Synod Hall (3.30-3.30). Class at 2.30.

**Erith**—Class Sun. and Wed. (7.30), at 17 Oakdene Avenue.

**Halifax**—Group meetings, 2nd and 4th Weds., 6.30. Class at the Modern School (Tues., 6.50).

**Hampstead Garden Suburb**—Meetings alternate Saturdays, 3.0, at 40 North Way, N.W.11.

**Harrow**—W.E.A. Class (details from 8 Royal Crescent).

**Ilford**—Class at Girls' County High School, Wed., 7.0.

**Ipswich**—Group meetings, Mon., 7.30, at 30 Silent St.

**Leeds**—Meetings 1st and 3rd Sat., 3.0-5.0, at 219 Woodhouse Lane, Leeds, followed on 1st Sat. by a social. Sec.: Miss Langnick, Bay Horse Farm, Shadwell.

**Leicester**—In August a propaganda shop window attracted much attention. A propaganda meeting (with a varied and excellent programme) was attended by 100. 130 books were sold. 11 Group-members entered for the R.S.A. exam.; 10 passed, 4 with credit. On 29 Sept. a lecture at Clarendon Methodist Hall. Group meetings: 2nd and 4th Weds. (7.0), at 40 Equity Rd.

**Lincoln**—An Esperanto Display at the Public Library aroused much interest and a class under Miss Walters has been opened at the Technical College.


**London, W.C.1**—Classes at City Literary Institute, Stukeley St., Wed. and Thurs.

**Londona Diservo**—Diservo okazos ĉe St. Ethelburga's Church, 72 Bishopsgate, je 14 Nov. (F-ro H. Jones), kaj 12 Dec. (F-ro M. Jay). Nova horo: 8.0.

**Manchester**—Ok lernantoj de S-ro Hartley juš gajnis la Diplomon. La Manchestra Societo kunvenas 2.30 ĉe 39 High St. 27 Nov., Jarkunveno. 18 Dec., F-ro Broadhurst pri Svisujo.

**Newcastle**—In connection with 25th birthday celebrations of the group Mr. G. Shepherd (318 Heaton Rd.) wishes to contact all former members and students in the district.

**New Malden**—A class of 15 at 50 Chestnut Grove, Mon., 8.30. For details of a second class write W. J. Brigden, 125 Drakefield Rd., S.W.17.

**Parkstone**—After a lecture by Mason Stuttard (presided over by Ald. A. Carter, J.P.), a resolution was carried nem. con., asking the Board of Education to introduce Esperanto into all schools. Eight group-members took the R.S.A. examinations; all passed, 6 with distinction.

**Poole**—Following the Parkstone resolution (see above), Poole Education Committee resolved that the teaching of Esperanto in schools should be encouraged, and that the Board of Education be informed accordingly.

**Preston**—Group meeting: last Sunday in each month.

**Sutton**—Class (Wed., 7.15) at Clyde Rd. Evening Institute.

**Swindon**—Class by Sergt. Brake, R.A.F., at Swindon College.
**NEFORGESEBLA SEMAJNO**

**S.B.E.T. Somera Lernejo, Heys Farm.**

**Jul. 31-7 Aŭg.**

"Ĉu la Esperantistoj estas homoj amikemaj?" "Ĉu la Somera Lernejo valoros la longan lacigan vojaĝon?" "Ĉu mi povos iom kompreni, kaj lerni iomete paroli?" Tiaj demandoj zumadis en mia kapo dum la vojaĝo al Heys Farm por mia unua Esperanta Konferenco. La respondo, certigita dum la unuaj horoj, estis granda JES. Oni kvazaŭ eniris grandan intiman familion, kun samaj idealoj kaj amikaj sentoj. Eĉ la plej timema novulo ne povis longe senti sin fremda. Heys Farm estis dum unu semajno Esperantujo, kaj Esperantujo estas lando de amikoj.

Por mi, komencanto, la plej helpa parto de la konferenco estis la babilado dum la mangon kaj promenoj, per kiuj mi ekzerciĝis pri vortoj kaj frazoj ĉiutagaj. Mirigis min la helpmejo de la spertoj kaj la bonkora pacienco de la spertoj, kiuj ŝajne neniam tediĝis de la senĉesa demando: "Kio estas ... ?" "Kiel diri ... ?" En konversaciaj grupoj ŝanĝemis post la matenmanĝo, oni ĝen kunmetis la spertulojn kaj la komencantojn: do ĉi tiuj povis aŭskulti kaj provi partopreni la interparolon.

La "ĉerbularo" tre sukcesis. Kvankam la demandoj (kompreneble, pri Esperantaj aferoj) estis vere malfacilaj, la "ĉerbuloj" montris, ke ili vere rajtas tiun nomon. Ni estis bonsancaj havi inter ni F-inon Rowlandson, kiu donis al ni kaj ne ne intereteri parolon pri siaj spertoj en Francujo antau kaj dum la milito, sed ankaŭ ekzemplon de bonega Esperanta elparolo; S-ron Wright, kiu lerte priskribis diversajn proponojn pri solvo de la lingva problemon; kaj S-ron Grocott, kiu priskribis ilin aliladan, per vizita la urbojn de antaŭaj Kongresoj. Parente — ni ĝenerale estis intajmaj detaloj pri la vojaĝmetodo de kelkaj geamikoj!

Ni ne forgesu la ĉarmajn paroladetojn pri nia studlibro "Rakontoj pri Nederlando". Nek la "Verketon"! Dum la unuaj tagoj de la konferenco diversloke vidigis jen unu, jen alia, sulkiganta la frunton, mordanta la krajonon, kaj sublimanta la korjon, ili rajiĝis ĉiuj aliaj ĉeestantoj. Fine la tremantaj viktimoj devis stari kaj legi siajn verkojn. Kelkaj estis vere ĉarmaj.

La ekskursoj lerte gvidataj de S-ro Bolton, la ludoj distra aŭ cerbumigaj, kaj la vigla vespera kantado, longe vivos en la memoro de ĉiu, kiu havis la bonŝancon ilin partopreni.

Pro ĉio ni ŝuldas tutkoran dankon al nia nelacigebla sekretario F-ino Nixon, kiu bonkore prizorgis nian komforton; kaj al nia "Estriono", F-ino Jay, kies klara krio "Gesinjoroj, mi petas!" manĝfine silentigis la bruon kaj altiris ĉies atenton.

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Čeestis 36 membroj, kaj 10 okazaj vizitantoj. La sola malgrafo de la paroloj de la tuta konferenco estis tiu, en kiu ni devis diri "ĉi la revido!".

H. M. HOGBEN

**IMPORTANT NOTICE TO LABOUR PARTY MEMBERS**

An attempt is to be made to get a Resolution in favour of Esperanto on the Agenda for the Labour Party Conference next Whitsun. To ensure this, it is necessary for our members in the Labour Party to get such resolutions passed by their local bodies without delay. Those who have influence in such circles are advised to get into touch with S-ro A. Fisher, 15 Whitecliff Crescent, Parkstone, Dorset, so that concerted action can be taken.
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Lawrence, Miss G. E. Ystradgynlais  
Morris, R. A. Gloucester  
Murray, I. G. Manchester  
McIann, J. D. Manchester  
Nelson, A. Bolton  
Shaffer, S. E. Manchester  
Smith, J. C. D. Burnley  
Stanton, R.  
Thomas, Miss B. Lower Cwmwrch  
Tustin, J. E. Birmingham 27  

NEW AFFILIATED GROUP  
Hull—Sec.: A. E. Wood, 49 Strathmore Avenue.  

NEW LOCAL DELEGATES  
Kilmarnock—D: A. Gordon, 28 Holehouse Road.  
Manchester 12—VD and FD (Kalkulašin-oj): F. H. Shawcross, 10 Grafton Street, Ardwick.  
Rochdale—VD: J. Holden, 27 Maldon St.  
Whitstable—FD (Muziko kaj Lingvoj): L. Waite, 54 Queen’s Road.  

DONATIONS TO B.E.A. DURING AUGUST AND SEPTEMBER  
General Funds—W. G. Adams, 20/-; D. Aikman, 7/-; J. Farmery, 1/-; J. T. Haxton, 7/-; London Labour Esp. Club, 5/-; H. Willer, 5/6; F. Booth, 1/8; Miss L. M. Beaumont, 2/6; G. S. Gildersleeve, 2/6; J. Course, £10; Mrs. E. Speak, 2/-; Mrs. J. S. Ryan, 2/8.  
Advertising Fund—S. C. Seabright, 6/-; B’ham. Y.P.E.C. Garden Party, 20/-; W. K. Robinson, 20/-; H. W. Southcombe, 8/; J. R. Pfanner, 7/-; F. C. Rudman, 10/-; C. D. Langford, 2/6; Dr. J. M. Marshall, 20/-; D. D. Simpson, 5/9; Dr. W. A. Gibson, 6/3; Miss M. Thorpe, 3/-; A. S., 7/8; Miss E. Kirby, 7/-; P. H. Lewis, £10; Dr. J. Alker, 5/-; B. McGrath, 10/-; H. P. Saunders, 5/-; A. G. Batt, 1/3; S. Packard, 1/9; Miss J. Crosby, 10/-; Miss A. B. Edwards, 6/4; N. H. C. Macpherson, 10/-; J. Course, £10; Miss E. A. Jones, 20/-; Miss H. Mayne, 2/6; J. Cresswell, 10/-; Mrs. E. M. Kendrick, 10/-; Miss V. C. Nixon, 20/-; T. J. Gueritte, £5; C. A. Baker, 9/-; Miss C. Sawyer, 4/-; Miss E. Garraway, 20/-; J. Alker, 5/-; J. Nicholson, 5/-; H. Spackman, 4/-; T. K. Slade, £2; A. Gordon, 4/-; T. Pendlebury, 1/9; G. F. Millne, 3/9; E. Kinnaird, 6/-; L. W. Ward, 11/-; “Skoto,” £5; Milnsbridge Wesley Guild, 5/6.  

Motor Car and Propaganda Fund—A. M. Rice, 2/6; L. Goulding, 20/-; E. J. Watson, 5/11; Miss A. B. Edwards, 6/3; T. J. Gueritte, £2; J. Alker, 5/.  

These donations are acknowledged with grateful thanks.  

B.E.A. EXAMINATION SUCCESSES  
Diploma—O. P. Davies, Upper Fern Tree Gully, Vic., Australia; Mrs. O. Glenie, Melbourne, Australia; A. McDonald, St. Helens; F. A. Pitt, Garden Vale, Vic., Australia; G. R. Primavesi, Burgh Heath, Surrey.  

Advanced Correspondence Examination—  
*Miss E. E. Duthie, Aberdeen; D. C. Miller, Victoria Park, W. Australia.  
*With Distinction  

COUNCIL MEETING  
October 9th, 1943  

Present:—The President (in the Chair), the Hon. Secretary, the Hon. Treasurer, R. Anderson, Miss B. Ashby, Miss M. L. Blake, Miss A. Borel, Miss R. A. Davey, E. D. Durrant, W. A. Gettig, Miss M. C. Groen, H. J. Harris, C. L. Hinton, Mrs. E. M. Kendrick, J. Marshall, Miss H. M. Mayne, R. Murray, W. K. Nash, Miss V. C. Nixon, Mrs. E. C. Oliver, G. L. Preedy, Miss S. V. Reed, Miss P. M. Strapps, Mrs. E. Warren, Miss E. M. Wheatley.  

In attendance:—The Acting Secretary, the Education Secretary.  

Finance and Sales—Consideration was given to the financial position up to the end of September, which was very satisfactory, and to an estimate for the entire year submitted by the Hon. Treasurer, from which it appeared unlikely that more than half the Guarantee would have to be called up. It was decided to defer the call on the Guarantors until the accounts for the year were complete.  

Correspondence Courses—It was reported that the total enrolments to date were 2,660 for the “Popular” Course and 234 for the Intermediate Course, whilst the entries for the Standard Courses were being well maintained. A French edition of the “Popular” Course had been prepared, and would shortly be available for students at a fee of 6s. A Course for students aiming at the L.B.E.A. examination was in preparation.
New Fellow—Mr. J. F. Souter was elected a Fellow of the Association.

The Journal—In view of the paper shortage and the recent influx of new members, it was decided that until the paper position improved no copies of The British Esperantist should be sold, or subscriptions accepted, but that all copies should be reserved for present and future members.

Examinations—It was decided to rename the Preliminary Examination, both by attendance and correspondence, the "Elementary" Examination.

The Council accepted a recommendation of the Joint Examination Committee that as from January 1st, 1944, the present Diploma Examination by attendance be abolished, and a uniform system adopted for all candidates (see next column).

Among other matters dealt with by the Council were staffing arrangements, the issue of certain publications, and the appointment of additional Special Examiners.

Cecil C. Goldsmith, Acting Secretary

Notes from the Office

Subscriptions 1944—Although subscriptions are not actually due until January, we are inserting subscription forms in the present issue of the Journal in the hope that those members who can will pay their subscriptions early, and so relieve the January rush. Our staff is really far too small to deal rapidly with the hundred or so letters daily which we receive at the beginning of the year, and if a few hundred members will be good enough to pay their subscriptions before Christmas, this assistance will be much appreciated.

New members—The influx of new members this year has been exceptionally large, and we believe all members will be pleased to see the figures for 1943 which we expect to publish in the March issue. We are now aiming for a five thousand membership in the near future. We would remind members that the beginning of a new year is the best time to enrol those Esperantist friends who are not yet B.E.A. members. Subscriptions for members commencing in January will now be accepted—and welcomed! Application forms will be supplied on request.

French Popular Course—A version of the Popular Course for French-speaking people is in active preparation, and should be ready shortly. The price will be 6/—, and prospectuses may now be obtained from the office. We shall be pleased to hear from French-speaking members who are fully competent to act as tutors for these students.

Basic English—Supplies of our leaflet on Basic English are now available, price 5d. doz. A small quantity of reprints of the article English and French as International Languages which appeared in our last issue is also available, the price being 4d. doz.

The British Esperantist—Owing to our rapidly increasing membership, and to paper rationing, we regret that separate subscriptions to the magazine cannot be accepted, nor can copies be supplied to the trade after this issue. In future copies can only be supplied against membership subscriptions.

Gramophone records—We regret that our stock of the Practical Course record is now exhausted. Negotiations for a fresh supply have been going on for months, but so far we have been unable to obtain the necessary raw material. An announcement will be made when this record is again available. We still have good stocks of the Findlay-Gregg records.

C.C.G.

Examinations

As announced on another page, drastic alterations in connection with the Examinations were decided upon at the last meeting of the Council. A new Examinations Prospectus is in preparation, and will probably be ready by the time these lines appear, but here is a summary of the changes.

Elementary Examination—No changes, except the new name, but new papers have been prepared for the Examination by Correspondence.

Diploma—The arrangement by which this examination could be taken at a Centre under the supervision of three holders of the Diploma is abolished. As from January 1st, 1944, the Diploma can be obtained only in the following manner. All candidates will take the Advanced Examination, Written Part (for which new papers have been prepared), by correspondence. Two months are allowed for the working of the papers, and the fee is 10/—. Either before or after this the Oral Portion of the Examination (fee 2/6) may be taken, but this can be conducted only by one of the Special Examiners, of whom a number of new ones will shortly be appointed. A copy of the new Examinations Prospectus, and a specimen paper for the written part, may be obtained for 6d. post free.