

## Esperanto

**I**N this article it is my purpose to treat as briefly as possible of the international congresses; the present status of the movement; the educational value of the study of this language; and its intrinsic value.

Although it is now nearly twenty years since Dr. Zamenhof issued his first pamphlet entitled "Argumento por Lingva internacia by Dr. Esperanto"---the pseudonym signifying "one who hopes"---yet the seed did not take root until 1905 when the first international congress was held at Bologne-Sur-Mer. Then followed in order congresses held at Geneva, London, Dresden, Barcelona, and the sixth and last at Washington in 1910.

The growth of the common tongue is perhaps best shown by the records of the last four congresses. At the third congress held in England 1907, one government was officially represented and a special delegate presented the blessing of Pope Pius X. At Dresden two governments were represented; at Barcelona three and at Washington the following twelve sent official delegates: Spain, Russia, Mexico, Brazil, Guatamala, Costa Rica, Honduras, Uruguay, Persia, China, Japan and Ecuador. There were, besides, delegates from the states of Oregon, South Carolina, Florida, and Louisiana. In the proceedings of the congress delegates speaking thirty-three different languages took part.

In 1906 the London Chamber of Commerce placed Esperanto on its examination list for applicants for positions and it is now one of the subjects which may be presented in applying for teacher's certificates in England. The board of Education of London reported in September 1910 that in the previous year Esperanto had been introduced into thirty-three of their schools. The legislature of the state of Maryland in the spring of 1910 enacted a law placing Esperanto

among the fundamental schools studies of the state. The University of Oregon has recently done likewise and it is being gradually introduced into the schools of other states of the great American Republic.

If after only five or six years of active missionary work this language has been placed upon so strong an official basis, it is but fair to assume that in the next four or five years it will be established as a recognized medium of international communication. To the law makers and educators of Prince Edward Island who may read this article I can only say that since the question of introducing Esperanto into the schools of other states and provinces has been deemed of sufficient importance to merit the serious consideration of national and provincial governments is well worthy attention in order that the pupils now in school may be prepared for the coming situation.

In urging that Esperanto be given the most serious attention with the view of introducing it into schools and colleges I shall undertake to show that as an introduction to the study of ancient and modern languages it has a recognized practical value and that it is a subject of such intrinsic merit as to be well worth the time devoted to its acquirement.

Your attention is called to the fact that the root words of Esperanto were chosen because of their internationality most of them being the same in appearance and pronunciation to those of the chief European languages. Of these root-words 83 p. c. are found in English; 88 p. c. in French; 85 p. c. in Italian; 82 p. c. in Spanish; 76 p. c. in German; 64 p. c. in Latin; 42 p. c. in Russian. Thus in learning Esperanto one learns a practical international language and a vocabulary which will greatly help in mastering tongues. It was knowledge of this fact which caused the learned Dr. D. O. S. Lowell, headmaster of the well known Roxbury Latin School of Boston, Mass. to make the following statement: "If I were autocrat of education in the United States I would not allow a child to study any foreign tongue until he had a term of Esperanto. Hitherto there has been a practical difficulty. There has been no school text-book along practical lines. But now a book firm of wide reputa-



tion has published Dr. Kellerman's complete grammar of Esperanto which solves the problem. In my judgment this book might well be mastered in the fall term by any class just entering high school and I believe the two remaining terms in any language would show as much progress plus a knowledge of Esperanto as the three terms without it would show."

In commerce Esperanto is no novelty. European firms have made serious use of the language for the past several years and a few American and Canadian firms are beginning to use it in international dealings. In Dresden alone for example in the year 1909 one hundred and seventy-five firms employed it in foreign business. The labor organizations of the United States and of other countries are seriously considering the question of its adoption for use in international convention.

In travel, whether for business or pleasure, a knowledge of Esperanto is of great utility, for although the traveller be not able to address the chance passerby with a certainty that he will respond in this language, yet he need only call upon an officer of the the local Esperanto organization in order to be put in touch with the business firms in the line he wishes. Besides, accompanied by the officer of the club, he will receive much better treatment than if he were alone and spoke imperfectly the language of the firm.

If he is travelling for pleasure the traveller who is an Esperantist will receive from fellow-Esperantists the courtesies shown to friends, will see and enjoy more of the cities he visits, and will be assisted in making his arrangements, whereas the traveller who is ignorant of this language will receive little more in courtesy and service than that for which he pays in money.

In order to show how some paragraphs in Esperanto appear, a short story telling of an adventure of "Jack and Jill" is appended. Read the rules of word formation and grammatical endings which are here given, and look up any unknown word roots in the vocabulary which follows.

Jako estis tre bona knabo, kaj Gilo, lia fatino, estis

bone knabino, Ili ludis en la gardeno dum la tuta tago, kaj bonege sin amuzis sen ia dudilo.

Sed baldaŭ la suno komencis sub iri, kaj Gilo diris, "Niag manoj estas malpuraj pro la koto. Ni certe devos lavi la manojn antaŭ ol iri en la domon, ĉar se ni havos malpurajn nanojn, nia patrino eble riprocos nin."

"Jes," respondis Jako, "sed ni havas nenion da akvo. Su vi akompanos min al la fonto por cerpistilon da akvo?"

"Certe mi iros kun vi," afable respondis Gilo kaj si kaptis la tenilon de la sitolo por helpi sian fraton.

To each root in this list is attached the ending which makes of it the part of speech used in the preceding story, or that most natural for its meaning:---

*Afabla*, affable; *akompani*, accompany, *akvo*, water; *al*, to, towards; *amuzi*, amuse; *antaŭ*, before; *baldaŭ*, soon; *bona*, good; *certa*, certain; *ĉar*, because; *cerpl* to draw, (water); *de*, of, from; *domo*, house; *eble*, possibly; *esti*, to be; *fonto*, spring; *havi*, to have; *helpi*, to help; *ili*, they, them; *iri*, to go; *jes*, yes; *kaj*, and; *kapti*, to seize; *knabo*, boy; *la*, the; *lavi*, to, was; *li*, he him; *ludi*, to play; *mangi*, to eat; *mango*, a meal; *marsi* to talk; *mi*, I, me; *neniom*, not a bit; *ni*, we; *nun*, now; *pli*, more; *plori*, to weep; *por*, for; *pro*, because; *pura* clean; *rapidi*, to hurry; *respondi*, to respond; *sitelo*, bucket; *patro*, father; *tago*, day; *teni*, to hold; *tre*, very; *tuta*, whole; *vi*, you.

Nouns end in "o" as *floro* flower; *patro* father; the plural is formed by adding "j" as in *floroj*, *patroj*.

Adjectives end in "a" as *flora*, floral; *bela*, beautiful. Adjectives used with plural nouns are given the ending "j."

The definite article for singular and plural is "la." There is no indefinite.

Adjectives and adverbs are given the comparative and superlative degree by use of the adverbs *pli*, more and *plei*, most.



The personal pronouns are *mi, vi, li, si, gi, ni, ili* meaning I, you, he, she, it, we, they. Possessive adjectives are formed from these by the ending "a."

In the verb the mood and tense are indicated by the ending. In the indicative mood the present tense of all verbs ends in *as*, the past in *is* and the future in *os*, as *mi vidas*, I see; *mi vidis*, I saw; *mi vidos*, I shall see. The verb remains the same for all persons singular and plural.

The infinitive ends in "i" as *vidi*, to see; the conditional in "us" as, *Se mi falus*, if I should fall. The imperative mood ends in "u" as *venu*, come.

The active participles are formed by the endings, *anta, inta* and the passive participles by the endings, *ata, ita, ota*.

The compound tenses are formed by use of the verb *esti*, to be.

The more common prefixes are "dis" denoting separation *ek* denoting sudden action as *ekkrui* to cry out, "mal" denoting the directly opposite and "re" denoting repetition or return.

The most common suffixes are "in" denoting the feminine as *patro*. father; *patrino*, mother; "eg" denoting increase, as *bona* good *bonege* excellent; "il" an instrument as *ludi*, to play; *ludilo*, plaything.

CHAS. J. McDONALD.

### PASS IT ON.

Have you had a kindness shown?

Pass it on!

'Twas not given for you alone:

Pass it on!

Let it travel down the years,

Let it wipe another's tears

Till in heaven the deed appears:

Pass it on!