

information for interlinguists

ifi

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1. From the Editors

Welcome to the latest issue of IFl. This issue was edited by Humphrey Tonkin with the assistance of Angela Tellier and Yevgeniya Amis and with the support of the Esperantic Studies Foundation. Its aim was to gather in one place assorted information that has recently reached us on Esperantic studies broadly defined. If you find it useful, please be sure to send us information, news, bibliographical references, and so on, for future issues. *Information for Interlinguists* is published in parallel with our Esperanto-language counterpart, *Informilo por Interlingvistoj*, with essentially the same material, so we are happy to receive your contributions in either language.

2. Research Opportunity

Dr. Michele Gazzola (Ulster University) writes as follows: “The UA (University Alliance) Doctoral Training Alliance (DTA3) is offering a Marie Skłodowska-Curie PhD Fellowship at the [School of Applied Social and Policy Sciences at Ulster University](#). The PhD student should work under the supervision of myself and Prof. G. Marnoch (both at Ulster University), and Dr B. Carey (Trinity College Dublin) on a project on [Language policy, linguistic justice and inclusion](#).”

We are looking for an outstanding student in public policy, sociolinguistics, philosophy, or political sciences. I'd appreciate if you could pass the information to your department, potentially interested colleagues and to master students who wish to undertake a PhD in the UK. **Brexit will not affect this job opportunity.** DTA3/COFUND participants will be employed for 36 months with a minimum salary of (approximately) £20,989 per annum (€ 24,150). This project has received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie grant agreement No 801604. In order to be eligible to apply candidates must not have been resident, nor carried out their main activity, in the UK for more than 12 months in the 3 years immediately prior to the call deadline, this date is 12th April 2019. Please see University Alliance [eligibility page](#) and [FAQ page](#) for further details.

For more information, including how to apply please visit <https://unialliance.ac.uk/dta/cofund/>

Submission Deadline: 12th April 2019. Applications can only be made through the University Alliance website, we are centrally managing the call and we cannot accept applications via email, through host university websites etc., the only way an applicant can apply is online via the website:

<https://unialliance.ac.uk/dta/cofund/how-to-apply/>

3. Buchanan Esperanto Day, University of Liverpool, 2 April 2019

This year's Buchanan Esperanto Day will take place at the University of Liverpool on April 2, from 11:00 a.m. to 6:00 p.m. Guest lecturer, Professor Geoffrey Greatrex, University of Ottawa, Canada, ESF Board Member: 'Emperors and eastern campaigns' (in Esperanto). Other lectures: Jessica Iubini-Hampton, Buchanan awardee, PhD Student, University of Liverpool: 'Documentation of Minority Languages' (in English); Dr Damien Hall, Newcastle University, UK (title tbc. in English); Taster session in Esperanto.

<https://www.liverpool.ac.uk/events/event/?eventid=91416>

4. Meeting of Esperanto studies experts planned for Finland

In 2018, at the World Congress of Esperanto in Lisbon, some fifty specialists in aspects of Esperanto studies came together, at the invitation of ESF and CED, in a Nitobe Symposium on the teaching of Esperanto and interlinguistics in universities. The meeting proved very useful, leading to several new collaborative activities. ESF now plans to call a similar but shorter meeting during the World Congress of Esperanto in Lahti, Finland.

In 2018, the meeting began right after the congress closing ceremony, on Saturday, and continued into the afternoon of Sunday. This year, it will be confined to a half day, beginning with lunch on Saturday, July 27, and ending with dinner that evening. The language of the meeting will be Esperanto and there will be no registration charge to attend. If you would like to receive an invitation, please contact Angela Tellier at angela.tellier@esperantic.org

5. Recent publications: Books

Timothy Reagan. 2019. *Linguistic Legitimacy and Social Justice*. Palgrave Macmillan.

<https://link.springer.com/book/10.1007/978-3-030-10967-7#about>

This book examines the nature of human language and the ideology of linguistic legitimacy – the common set of beliefs about language differences that leads to the rejection of some language varieties and the valorization of others. It investigates a broad range of case studies of languages and dialects which have for various reasons been considered 'low-status' including: African American English, Spanglish, American Sign Language, Yiddish, Esperanto and other constructed languages, indigenous languages in post-colonial neo-European societies, and Afrikaans and related language issues in South Africa. Further, it discusses the implications of the ideology of linguistic legitimacy for the teaching and learning of foreign languages in the US. Written in a clear and accessible style, this book provides a readable and pedagogically useful tool to help readers comprehend the nature of human language, and the ways in which attitudes about human language can have either positive or negative consequences for communities and their languages. It will be of particular interest to language teachers and teacher educators, as well as students and scholars of applied linguistics, intercultural communication, minority languages and language extinction.

Max Hans-Jürgen Mattusch. 2019. *Ist Esperanto noch aktuell ? : Ein Essay über ein kontrovers diskutiertes sprachliches Projekt*. Google Books on Demand. In German.

https://books.google.com/books?id=tB-KDwAAQBAJ&lr=lang_en&source=gbs_navlinks_s

The artificially created international language Esperanto is one of the most controversial projects in the linguistic field and, despite its more than 130 years of existence, is still the subject of

intense debate. Even if many of the ideas of its initiator Zamenhof, such as a world without wars or a universal religion, has not been realized, it has created the basis for an easy-to-learn neutral language to which, despite efforts of all kinds for its repression, a worldwide speech community attests. Esperanto, as a second language (in addition to the mother tongue), is not just a language with a global interpreting function, but at the same time a language with a worldwide mission of peace. Esperanto lives and, in so doing, reminds us that in a globalized world where English is currently dominant, a democratic and liberal person-to-person understanding need not remain a utopia, since it offers everyone the opportunity to participate in global communication on an equal footing and is nobody's native language.

Alexander Korženkov. 2019. Ludvík Lazar Zamenhof - život, dílo, ideály. Prago: KAVA-PECH. [Koncizigita versio de Homarano: La vivo, verkoj kaj ideoj de L.L. Zamenhof. 12.30 EUR.](#) <http://katalogo.uea.org?inf=9695>

A few years ago, ESF launched a program to translate an abridged version of the Esperanto-language biography of Zamenhof by Korženkov (Korzhenkov) into additional languages. This Czech-language edition follows the publication of last year's Portuguese version.

Michele Gazzola, Bengt-Arne Wickström and Torsten Templin, eds. 2018. [Language Policy and Linguistic Justice: Economic, Philosophical and Sociolinguistic Approaches](#) . New York/Berlin: Springer (2018).

Language policies are increasingly acknowledged as being a necessary component of many decisions taken in the areas of the labor market, education, minority languages, mobility, and social inclusion of migrants. They can affect the democratic control of political organizations, and they can either entrench or reduce inequalities. These are the central topics of this book. Economists, philosophers, political scientists, and sociolinguists discuss – from an interdisciplinary perspective – the distributive socio-economic effects of language policies, their impact on justice and inequality at the national or international level, as well as the connection between language choices and an inclusive access to public services. The range of social and economic issues raised by linguistic diversity in contemporary societies is large, and this requires new approaches to tackle them. This book provides new input to design better, more efficient, and fair language policies in order to manage linguistic diversity in different areas ...

R.M.W. Dixon. 2016. *Are Some Languages Better than Others?* Oxford: Oxford University Press.

“This book sets out to answer a question that many linguists have been hesitant to ask: are some languages better than others? Can we say, for instance, that because German has three genders and French only two, German is a better language in this respect? Jarawara, spoken in the Amazonian jungle, has two ways of showing possession: one for a part (e.g. ‘Father’s foot’) and the other for something which is owned and can be given away or sold (e.g. ‘Father’s knife’); is it thus a better language, in this respect, than English, which marks all possession in the same way?”

Erich-Dieter Krause. 2018. *Vollständiges Wörterbuch Esperanto-Deutsch in zwei Bänden, Band 1 (A-K)*. New York: Mondial.

The Complete Esperanto-German Dictionary, with its approximately 150.000 entries, contains not only the complete lexis of everyday Esperanto, along with numerous compounds and illustrative sentences, but also presents, in broad terms, the lexis of all specialized fields, including newly emerging scientific subfields. The lexical material considerably exceeds that presented in the Nova Plena Ilustrita Vortaro de Esperanto, the standard single-language

dictionary for Esperanto. The dictionary is the result of more than fifty years of collecting lexicological material, and examining the most varied range of texts, from Esperanto publications from all parts of the world. One result of this process is that influences on Esperanto from outside Europe are adequately represented. The dictionary also covers variations in the usage of German in Austria and Switzerland and, to some degree, takes note of regionalisms. S.F.

Alvino E. Fantini. 2019. *Intercultural Communicative Competence in Educational Exchange: A Multinational Perspective*. Routledge.

<https://www.routledge.com/Intercultural-Communicative-Competence-in-Educational-Exchange-A-Multinational/Fantini/p/book/9780815369677>

Alvino Fantini, Professor Emeritus, SIT Graduate Institute, and a member of ESF's Advisory Board, has written an important work related to educational exchange and study abroad. The work includes two important research projects that explore the nature of intercultural communicative competence (ICC), its development during intercultural exchange (summer, short term, and semester programs), and the impact of these experiences on the lives of alumni up to 20 years later. The research was conducted in eight countries (Brazil, Ecuador, Germany, Great Britain, Ireland, Japan, Switzerland, and the United States) involving over 2,000 individuals plus over 200 host families and explores the significance of these programs in transforming people's lives, told in both quantitative statistics and qualitative narratives. It also identifies program aspects that most contribute to their intercultural experience, highlighting family homestays and developing host language proficiency as most significant.

Cyril Robert Brosch k Sabine Fiedler, ed. 2018. *Jahrbuch der Gesellschaft für Interlinguistik 2018 (JGI 2018)*. Interlinguistische Beiträge, u.a. der 27. Jahrestagung der Gesellschaft für Interlinguistik e.V. (GIL), 10. -12. November 2017 in Berlin. The principal topic of the event was Mehrsprachigkeit in Europa (Multilingualism in Europe). The articles are in German, with abstracts in English and Esperanto.

Guilherme Fians

Die Neutralität einer politischen Partei: Sprachpolitik und Aktivismus für Esperanto in den Wahlen zum Europäischen Parlament / The neutrality of a political party: Exploring language policies and activism for Esperanto in the European Parliamentary elections / La neŭtraleco de politika partio: Lingvopolitiko kaj aktiveco por Esperanto en la balotoj al la Eŭropunia Parlamento.

Since the Esperanto speech community cannot rely on intergenerational transmission to guarantee its long-term continuity, the Esperanto movement has emerged as an attempted solution to stabilise the community by promoting the language and encouraging continuous engagement with it. In this sense, one of the most interesting wings of the current neutral Esperanto movement in Europe is the political party Europe-Democracy-Esperanto (EDE), which puts forward candidates for the European Parliamentary elections and uses their election campaigns as a platform to promote the language. Through a socio-anthropological approach, based on long-term fieldwork carried out among Esperanto speakers and supporters in France, this work explores some aspects of EDE's actions, focusing on a controversy: how can a political party be neutral? From this initial interrogation, the diverse definitions of neutrality held by Esperantists will be explored as a means to approach the question of how a concept of neutral politics can be strategically mobilised as a tool in the discussion among this party's members. Also examined is how the outcomes of this party's actions are seen by its members in terms of success and failure, and how the issue of neutrality and political engagement reappears in this discussion.

Sabine Fiedler

Esperanto und die Mehrsprachigkeit / Esperanto and multilingualism / Esperanto kaj multlingveco

The Esperanto speech community has changed its linguo-political and ideological goals over the course of its 130-year history in response to the developments of international linguistic communication and, above all, the position of English as a global lingua franca. Since the end of the 1960s, the Universal Esperanto Association (Universala Esperanto-Asocio, UEA) has shown a clear orientation towards multilingualism, which is evinced by resolutions adopted by World Esperanto Congresses (Universalaj Kongresoj de Esperanto, UK). The first part of this article takes a closer look at these developments, while the second part addresses the question of how multilingualism manifests itself in the speech community today. The areas of investigation are, among others, speakers' actual language use, literary translation, language learning, the use of Esperanto as a working language, and methods for conducting language research.

Michele Gazzola, Sabrina Hahm und Bengt-Arne Wickström

Sind Fremdsprachenkenntnisse mit dem Einkommen und der Beschäftigung verbunden? Empirische Evidenz aus Deutschland und aus der Welt / Do foreign language skill have an influence on salaries and employment? Empirical evidence from Germany and the world. / Ĉu estas estas rilato inter konoj de fremdlingvoj kun salajroj kaj dungiteco? Empiriaj trovaĵoj pri Germanio kaj la mondo

This paper addresses the relationship between language, human capital, and the labour market. It starts with a fundamental discussion on the influence of language on consumption and production. Language skills are seen as human capital that exert influence both on consumption behaviour and productivity in the labour market. It is emphasised that the value of language skills depends both on the demand and the supply of linguistic abilities. Following a review of the rich literature on this topic, empirical evidence is presented, especially regarding the relationship between skills in various foreign languages and success in the labour market. In many cases, foreign language skills come significantly to bear on salaries and employment. A descriptive analysis of the relationship between knowledge of English and salaries and employment status is performed on current datasets for the German labour market.

Bernd Krause

Verortung von Farben und Bildung von Farbwörtern in ausgewählten philosophischen Planspracheprojekten / The place of colours and the formation of colour words in some philosophical planned language projects / La loko de koloroj kaj la formado de kolorvortoj en elektitaj planlingvaj projektoj

Philosophical languages are based on individual conceptions of the world, that is, the systematic positioning of all known elements and conceptions. Following such a system, all words in a philosophical language have a firm, unchangeable place. This article examines how words for colours fit into a number of such systems, which colours these systems include, and how new words for colours are formed. The study reveals that most philosophical languages have basic words for only up to seven colours (Sotos Ochando, early Ro), in accordance with the commonly known simplified spectrum of physical light. Some languages even reduce the number of colour words to five (Wilkins, late Ro, aUI). Ygyde, the outstanding exception, allows the formation of 60 colour words, using a table that shows different grades of mixtures of three primary colours. Here, word formation consists in general of the combination of suffixed syllables or single letters, some of them always having proper meanings (aUI), others added in alphabetical order to put the new words into a sequence – colours mostly according to their order in the spectrum (Wilkins, Sotos Ochando, Solresol, Ro) – or to show the grade of mixture in comparison with

neighbouring colours (Sotos Ochando). In Solresol, a language whose seven phonemes are sometimes even represented as seven colours, these colours are surprisingly hardly related to any systematic order. Contemporary colour theories (Goethe, Lambert, Runge) have been of nearly no relevance in any philosophical language, only Ygyde reflects the complementary principles of additive and subtractive colour theories.

Klaus Schubert

Apriorische und aposteriorische Plansprachen – eine Quellenrecherche / A-priori and a-posteriori planned languages – a research note on the origins of the classification / Aprioraj kaj aposterioraj planlingvoj – esploro pri la origino de la klasifiko

Planned languages are usually classified as either a priori, a posteriori or mixed. This classification is often attributed to a 1903 reference work by Couturat and Leau, sometimes to an 1897 article by Moch, more rarely to the Société Internationale de Linguistique, active around 1858 in Paris, and at times to a letter by Descartes, dated 1629. In addition, the classification is employed by some researchers based on the origin of the lexicon only and by others based on the entire construction principle of the language system. This research note investigates the origins and the criteria of the classification and attempts to place it in the wider context of linguistics. It is contended that the process of coining the terms comprising the classification happened very slowly, meaning that it may not be possible to identify a single author of the classification.

Bernhard Tuidier

Die Sammlung für Plansprachen und das Esperantomuseum der Österreichischen Nationalbibliothek / The Department of Planned Languages and Esperanto Museum of the Austrian National Library / La Kolekto por Planlingvoj kaj la Esperantomuzeo de la Aŭstria Nacia Biblioteko

Thanks to more than ninety years of continuous curation, the Department of Planned Languages and Esperanto Museum – founded in 1927 as the International Esperanto Museum – has become the world's largest specialised library of planned languages and language planning. The Department is not only a library and museum; since its foundation it has also curated archival items. This article provides a brief introductory overview on the history, collections, and mission of the Department of Planned Languages and Esperanto Museum. Furthermore, current projects, including cataloguing, digitalisation (of books, periodicals, tapes, photographs, picture postcards, posters), and preservation, as well as the permanent exhibition, events, and workshops of the Esperanto Museum are presented.

Kristin Tytgat

Mehrsprachigkeit und Sprachbewusstheit / Plurilingualism and language awareness / Plurlingveco kaj konscio pri lingvoj

Knowledge of foreign languages is greatly beneficial for participation in modern life. Several questions regarding school children's acquisition of foreign languages suggest themselves, e.g. which foreign languages children need and when and how these foreign languages should be taught. "Plurilingual people are basically better learners of foreign languages because they develop a higher level of language awareness and language learning awareness during the learning process." This article seeks to examine whether this thesis is also valid for the planned language Esperanto. In the cognitive field, Esperanto offers a clear language model in which the regularity of the language indeed leads to a higher level of language learning awareness. Moreover, a planned language stimulates curiosity for language learning in general. In the social arena, respect and tolerance are important concepts for the Esperanto speaker who possesses a

high level of critical language awareness. These positive results could reinforce interest in Esperanto in the ministries of education in France and Belgium.

Louis von Wunsch-Rolshoven

Zum Bild des Esperanto aus der Sicht einiger Sprachwissenschaftler (Über verschiedene unzutreffende Aussagen zu Esperanto und seiner Sprachgemeinschaft) / The image of Esperanto from some linguists' point of view (On a number of erroneous assertions about Esperanto and its speech community) / La bildo de Esperanto el la vidpunkto de kelkaj lingvistoj (Pri diversaj malĝustaj asertoj pri Esperanto kaj ĝia lingvokomunumo)

This article presents a number of erroneous assertions made about Esperanto by linguists, especially about its practice and language community, as well as some true representations. The collection draws mainly from interviews with linguists appearing in the press, from online discussions involving linguists, and from short mentions of Esperanto in articles or books. Among these errors are the assumptions that there exist no Esperanto language community, no native speakers or only a few of them, no Esperanto authors, and no works in Esperanto, as well as the idea that there is no wordplay in Esperanto (all of these characteristics are present in Esperanto). In light of these erroneous assumptions regarding Esperanto, some of which have spread to the public, "Esperanto" is understood in different ways by different people. The author therefore suggests a distinction between "Esperanto A" (the language as it exists) and "Esperanto B" (the sum of these errors). Communication requires at least a semblance of agreement on how notions are defined, and it is therefore helpful to ensure at the beginning that all parties have at least a basic knowledge about Esperanto and its language community.

6. Recent publications: Articles

Madella, Alessandra. 2019. 'The Light Cloak of the Saint:' The Changing Rhetorical Situations of Esperanto's "Internal Idea" and its Relevance to Contemporary Problems. *Poroi* 14, Iss. 2 (2019): Article 4. <https://doi.org/10.13008/2151-2957.1278>

Esperanto was conceived as a model of commercial usefulness, but also to confront the higher aims of its "internal idea." The interna ideo of Esperanto has historically taken various forms, but it has most often been concerned with protecting a multiethnic world in its diversities, building bridges that allow for a more equitable coexistence of minorities. This underlying ethical thrust makes the international language a potential lever for a more just society in the current global conditions. In order to support this claim, I reconstruct the rhetorical situation of Zamenhof's pronouncements on the "internal idea," including Hillelism and Homaranismo. I also argue that George Orwell's dystopic Newspeak can be considered a political commentary about what would happen to Esperanto if the "internal idea" were to be hijacked in the name of economic progress or the supposed tranquility of commerce.

Rapley, Ian. 2016. Talking to the world: Esperanto and popular internationalism in Prewar Japan. *Japan Society Proceedings* 152: 76-89.

Aray, Başak. 2019. Louis Couturat, modern logic, and the international auxiliary language. *British Journal for the History of Philosophy*, DOI: 10.1080/09608788.2018.1563767. <https://doi.org/10.1080/09608788.2018.1563767>

To some extent, the early twentieth century revival of universal languages was the work of logicians and mathematicians. Pioneers of modern logic such as Frege, Russell and Peano

wanted to overcome the diversity and deficiencies of natural languages. Through the rigour of formal logic, they aimed at providing scientific thinking with a reliable medium free from the ambiguity and inconsistencies of ordinary language. This article shows some interconnections between modern logic and the search for a common tongue that would unite scientists and people of all nations. The French mathematician and philosopher Louis Couturat is a key figure in understanding the interplay between these two movements. Through his work in composing the Ido language as an alternative to Esperanto, Couturat gave a new life to the Leibnizian idea of a universal characteristics. In addition, his multifaceted work provides a valuable insight into some political implications of early analytic philosophy.

Marshall, Colin. In the popular website [openculture.com](http://www.openculture.com) you will find an article by Colin Marshall on the picture pasigraphy ISOTYPE of Otto Neurath: "Discover Isotype, the 1920s Attempt to Create a Universal Language with Stylish Icons & Graphic Design". <http://www.openculture.com/2018/12/isotype.html>

Leoni de León, Jorge Antonio. 2018. Diccionario Elemental Español-Esperanto / Esperanto-Español. *Káñina*, Revista de Artes y Letras, Universidad de Costa Rica 42(3): 31-50. <https://revistas.ucr.ac.cr/index.php/kanina/article/view/35694/36329>
Jorge Antonio Leoni de León notes: "The journal *Káñina* of the University of Costa Rica has published an article, over my name, on a basic bilingual dictionary Spanish-Esperanto / Esperanto-Spanish, which I presented at the 8th Colloquium on Costa Rican Lexicography in 2016. *Káñina* is a multilingual journal on art and literature. It accepts articles in Esperanto."

Lins, Ulrich. The website of the journal *Esperanto* contains a review of the memorial volume for Josef Šemer, well-known Israeli Esperantist - https://revuoesperanto.org/memoroj_pri_nobelo

Minnaja, Carlo, 2019. The February issue of the journal *Esperanto* includes an extensive obituary, by Carlo Minnaja, of Baldur Ragnarsson, who died on December 25, 2018. Ragnarsson, perhaps the most famous and most wide-ranging contemporary poet in Esperanto, contributed extensively not only to poetry but also to literary criticism. His translations from the Icelandic helped spread the fame of Icelandic literature among speakers of Esperanto and at the same time enriched Esperanto literature itself. He was active for many years as president of the Icelandic Esperanto Association and was also at various times a board member and vice-president of the Universal Esperanto Association and chaired the organizing committee for the World Congress of Esperanto in Reykjavík in 1977.

7. Dissertations

Prof. Nina Daniljuk informs us (Nov. 2018), that a doctoral dissertation on the Esperanto movement in Ukraine has recently been completed: "The dissertation and author's paper was written in Ukrainian, but with a summary in English at the end of the text. The author, Klimenko Julija Anatolijivna, is professor of history and education at the Pavlo Tichina State Pedagogical University. In Ukraine, we must defend two dissertations – the first for doctoral candidacy and the second for the doctorate in sciences; this dissertation is the second, so a Ph.D. It is of very high quality. The title can be translated as *Development of the Esperanto Movement in Ukraine from the End of the Nineteenth Century to the Mid-Thirties of the Twentieth Century* (Uman, 2017, 456 pp., additional documents pp. 329-456). In Esperanto: *La sociaj kaj pedagogiaj principoj (aŭ bazo) de disvolviĝo de Esperanto-movado en Ukrainio (fino de la XIX - mezo de la 30-aj jaroj de la XX jarcento)*, defendita la 26.04.2018 j.

S. Morales. The Languages of the Republic: A Republican Theory of Linguistic Justice. Katholieke Universiteit Leuven. 2018/12. <https://lirias.kuleuven.be/2340435?limo=0>. Summary:

“Throughout history humanity has been socially, economically and politically organised in very different ways. Each way has one element in common: codes of communication for each are an indispensable element of interaction. Communication is an intrinsically indispensable element of any collective endeavour, from a small family to a huge civilization. In general, human communication is fundamentally mediated by language. Therefore, language plays a major role for individuals as linguistically embedded beings in their inescapable relationships with other human beings. However, communicative codes have evolved in very different ways and for very different reasons all over the world, giving birth to thousands of different linguistic codes (or languages). Ethical and political dilemmas often arise from linguistic diversity in both theory and practice. The rise of English as a possible global lingua franca, the huge increase in immigration and refugee claims, and the (linguistic) claims of sub-state national minorities have been important topics from the late 20th Century onwards. The answer to these issues is the main goal of any philosopher involved in the so-called linguistic justice debate. This dissertation is centred on linguistically mixed societies, where several language groups share the same territorial space and live together in the same regions, cities and neighbourhoods. (i.e., the Valencian Country, Balearic Islands, Catalonia, the Basque Country, Galicia, Aosta Valley, Wales, Bolivia, Brussels, Quebec, Papua-New Guinea, Latvia, India, etc.). The fundamental question that I am intending to answer is: what normative principles should guide linguistically mixed societies in order to be linguistically just political communities? So far there are three mainstream liberal theories dealing with such cases: linguistic neutralism, linguistic nationalism and linguistic pluralism. Nonetheless, none have provided a completely convincing theory of linguistic justice for linguistically mixed societies. In this respect, this work is an attempt to construct the main foundations of a new and more normatively appealing approach to language politics: a republican theory of linguistic justice.”

8. News on periodicals

Internacia Pedagogia Revuo (IPR). Editor-in-chief Jozefo Nemeth is hard at work on upcoming issues of IPR. The journal aims to cover all fields of interest to ILEI, the International League of Esperanto-speaking Teachers, including current information on the operations of the League and on education in general. Cooperation between the editor-in-chief and the president of ILEI, Mireille Grosjean, is both harmonious and effective. (M.G.)

Juna Amiko (JA). A process of reinventing the paper is now underway. Number 4/2018 included a survey on the use of JA in Esperanto teaching. ILEI’s board calls on everyone to complete the survey and send it in. (M.G.)

Xavi Alcalde informs us that the current issue of **Kataluna Esperantisto** may be of particular interest to readers of Ipl/Ifi. Articles are in Catalan with summaries in Esperanto:

<https://www.raco.cat/index.php/KatalunaEsperantisto/issue/view/26824/showToc>

9. The ESF History Project: help needed

Just over fifty years ago, in 1968, the Esperantic Studies Foundation was incorporated as a charitable organization. Since that time, it has remained active in grant-giving, support for programmatic activities,

and the actual administration of programs – not just in North America, but all over the world. Its three founders, young at the time, are still with us as board members or consultants.

Over the years, ESF's administration has gone through many changes. In this process, documents have been lost or scattered, researchers and program organizers are in many cases no longer living, and there is a distinct risk that valuable information on the history of the Foundation will disappear.

There is a pressing need both to preserve the written history and to gather the memories of participants in ESF's activities. The Board has accordingly decided to finance a modest project to achieve these goals, perhaps leading in due course to a published history of the Foundation's first half-century.

The Foundation is interested in hearing from individuals in the United States and Canada who might be interested in participating in, or leading, an ESF History Project. If you are interested, please write to our Executive Director, Chuck Mays, at chuck.mays@esperantic.org, before April 30, 2019.

10. The Study Group on Language and the UN invites you to a Symposium on “The United Nations at 75: Listening, Talking and Taking Action in a Multilingual World”

Thursday & Friday, May 9-10, 2019, at the Church Center, 777 United Nations Plaza, New York, NY 10017, USA (First Avenue at 44th Street).

The United Nations Charter was signed in San Francisco on 26 June 1945, and came into force on October 24 of that year. Thus the United Nations will celebrate its 75th anniversary in the year 2020. For the past 74 years, the United Nations has worked (in the words of the Charter) “to save succeeding generations from the scourge of war,” “to reaffirm faith in fundamental human rights,” and “to promote social progress.”

In short, it has created a framework of international agreement and cooperation that, though fragile and often threatened, has endured for three generations. What can be done to secure its future?

According to Article 1 (3) of the Charter, among the purposes of the United Nations is the achievement of “international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion.”

This symposium will give particular attention to the question of language. Although the UN has always promoted dialogue, in recent years it has grown more sensitive to the need for equality in dialogue. In other words, it has become increasingly aware of the need to listen to its constituents rather than simply talking to them, and to understand as well as to be understood. Such concepts are inherent in the Sustainable Development Goals accepted in 2015 and setting the agenda for the UN as it grows closer to its first hundred years. In a world in which thousands of languages are spoken, is the UN ready for equal dialogue, now and in the future? If not, what is to be done to create linguistic readiness – both in the internal workings of the organization and in its relations with the larger world? These questions have particular relevance in 2019, the UN's International Year of Indigenous Languages.

Among the topics we hope to consider in the Symposium are:

- Dialogue in development
- Language policy in the UN and other international governmental and nongovernmental organizations
- Translation and interpretation (e.g., translator and interpreter training, working with translators and interpreters, ongoing professional development for language proficiency maintenance)
- Multilingualism at the UN and in international co-operation

- The role of language in public diplomacy, outreach, and other fieldwork
- Professional development needs for multilingual operations, including development, peacekeeping, and diplomacy
- Language and the three pillars of the UN: human rights, peace and security, and development
- Professional development for language proficiency: Building organizational language capacity as a human resource
- The role of language in negotiation
- Monolingualism and the illusion of consensus
- Language problems and miscommunication
- Language awareness among UN agencies and staff
- Language education: Preparing the next generation for international relations
- Indigenous languages and the work of the United Nations

The final programme and details of registration will be available by mid-March 2019 at www.languageandtheun.org.

11. Call for contributions: Special issue on Agency in Language Planning and Policy

The journal *Current Issues in Language Planning* invites contributions to a special issue on Agency in Language Planning and Policy. Due date for submissions: 30 June 2019. Submissions should be uploaded on the journal website: <https://www.editorialmanager.com/rcpl/default.aspx>. For information on preparing articles for the journal, please see <https://www.tandfonline.com/action/authorSubmission?show=instructions&journalCode=rcpl20>

The agency of language planners has emerged as a focus in recent language planning scholarship, especially in the area of micro-level planning. Ricento (2000, p. 206) argues that the distinctive feature of “newer critical/postmodern [approaches] is agency, that is, the role(s) of individuals and collectives in the processes of language use, attitudes and ultimately policies”. A focus on agency involves exploration of locations of acceptance, resistance and reinterpretation of policy and the role of actors in interpreting and shaping educational policy at the grass-roots level (Hornberger & Johnson, 2007). However, Zhao and Baldauf (2012, p. 5) critique language planning and policy scholarship for often reifying “actors’ individual or group roles in the examination of the policy implementation process” and Liddicoat (2019) has maintained that studies of agency often focus on the positive side of agency rather than looking at constraints and problems. Johnson and Johnson (2015) also argue that there are important issues of power that impact on language planning and policy processes. The study of agency in language planning and policy research therefore appears to open up layers of complexity in understanding the agency of various actors in the process, and this special issue aims to explore these layers. The issue will investigate agency broadly and focus on questions such as:

- Who has agency in language policy and planning?
- How is the agency of individuals and groups exercised in the process of language planning and policy development?
- How is agency claimed, rejected or contested in language planning processes?
- What features of language planning contexts facilitate or constrain actors’ agency?
- How does the agentive action of language planners influence or interact with the agency of others?
- What sorts of impact do actors have on language policy and planning?
- What do empirical studies of language planning and policy show about the nature of agency?

Hornberger, N. H., & Johnson, D. C. (2007). Slicing the onion ethnographically: Layers and spaces in multilingual language education policy and practice. *TESOL Quarterly*, 44(3), 509-532.

doi:10.2307/40264383

Johnson, D. C., & Johnson, E. J. (2015). Power and agency in language policy appropriation. *14(3)*, 221-243. doi:10.1007/s10993-014-9333-z

Liddicoat, A. J. (2019). Constraints on agency in micro-language policy and planning in schools: A case study of curriculum change. In J. Bouchard & G. P. Glasgow (Eds.), *Agency in language policy and planning: Critical inquiries* (pp. 149-170). New York & London: Routledge.

Ricento, T. (2000). Historical and theoretical perspectives in language policy and planning. *Journal of Sociolinguistics*, 4(2), 196-213. doi:10.1111/1467-9481.00111

Zhao, S., & Baldauf, R. B. (2012). Individual agency in language planning: Chinese script reform as a case study. *Language Problems and Language Planning*, 36(1), 1-24. doi:10.1075/lplp.36.1.01zha

12. Teacher training in collaboration with the UAM Interlinguistic Studies Program, ILEI & Edukado.net

The Interlinguistic Studies Program at Adam Mickiewicz University, Poznan, Poland, in cooperation with ILEI, the International League of Esperanto-speaking Teachers, will again offer a one-year teacher preparation program with the help of the website Edukado.net. The program will provide the basic skills needed to teach Esperanto and provide methodological training to the participants.

The program will require two one-week on-site intensive sessions (14-20 September 2019; 1-7 July 2020) plus off-site study, online tasks, consultation with course leaders, and, finally, preparation of an extended essay on a methodological topic, whose presentation, long with the final examination, will take place in September 2020. Participants will receive a teacher preparation certificate from ILEI.

Requirements: a good knowledge of the language (at least B2, a certificate of examination in Esperanto is also welcome) and basic familiarity with Esperanto culture, plus high school completion (Abiturient or equivalent).

Tuition: A-countries: 300 EUR, B-countries 130 EUR per semester.

Information and registration: interlin@amu.edu.pl or ikoutny@amu.edu.pl.

13. Bachrich library support program gives awards to 15 libraries

The Maria and Johano Bachrich Memorial Library Fund, whose goal is to support and enhance the collections in Esperanto libraries, has recently awarded grants – to be used to acquire books or other materials available from the UEA Bookstore – to fifteen libraries:

Flemish Esperanto League, Belgium; **Centre d’Orphelinat La Providence**, Benin; **Esperanto-Klubo Kariri**, Brazil; **Biblioteko Jerônimo dos Santos**, Brazil; **Biblioteko Carlos Domingues** (Brazilian Esperanto League), Brazil; **Pernambuco Esperanto Association**, Brazil; **Auta de Souza Research Society**, Brazil; **Svytavý Esperanto Museum** (Czech Esperanto Association), Czech Republic; **Esperanto Cultural Centre Kastelo Greziljono**, France; **Espoteko** (Berlin Esperanto League, Berlin-Brandenburg Esperanto Association), Germany; **Intercultural Centre Herzberg**, Germany; **Petro Nuez Library and Archive** (Catalan Esperanto Association), Spain; **Trieste Esperanto Association**, Italy; **Moscow Esperanto Library**, Russia; **Verda Stelano Club**, Uganda.

The requirements for the Bachrich Program can be consulted at https://uea.org/teko/regularoj/regularo_biblioteka_apogo.

The Bachrich Fund – established by the Universal Esperanto Association (UEA) in 2014, thanks to a generous donation from the family of Mr. and Mrs. Bachrich (Venezuela) – addresses one of the most sensitive cultural needs of the Esperanto movement by supporting Esperanto libraries that do not receive financial support from state, city or other non-Esperanto sources and are therefore always at risk of having insufficient resources to increase their collections.

UEA is working to create other similar possibilities to strengthen Esperanto culture, and encourages such initiatives. Contributions with this goal can be made to UEA's Africa Fund, its Fund for the Americas, and its Fund for Cultural Development. Details on how to contribute can be found at: <https://uea.org/alighoj/donacoj>.

14. Esperantology Conference 2019

The organizers of the Esperantology Conference for 2019, to take place in Lahti, Finland, in the context of the 104th World Congress of Esperanto, call on all scholars, scientists and other congress participants to take part in the 2019 conference, under the auspices of the Universal Esperanto Association (UEA) and the Center for Research and Documentation on World Language Problems (CED).

This year's conference will address two special concerns:

1. Interlinguistic approaches to pidgins and creoles. The topic was proposed by Dr. Bengt-Arne Wickström.
2. Indigenous languages, now and in the future. The topic was chosen to mark the International Year of Indigenous Languages, which the United Nations is celebrating in 2019.

The conference will take place in two parts. The morning session will be devoted to papers on the conference's special topics, and in the afternoon session participants will have an opportunity to present their work in the various fields of Esperanto studies. Contributions for the second part will be in the form either of paper presentations or of poster sessions.

We welcome proposals, particularly from younger scholars and new participants. Please send such proposals, including for poster sessions, as soon as possible to ek@kulturo.net. Deadline for proposals: 30 April 2019.

15. Staatsbibliothek zu Berlin

On December 15, 2018, Stabi Berlin, the Staatsbibliothek zu Berlin (Haus Potsdamer Straße), celebrated the anniversary of its opening 40 years ago (in 1978) in what was then West Berlin. Almost from the start, the library contained a growing collection of Esperanto literature, including UEA's journal *Esperanto*. This year, the current editors of *Esperanto* donated a number of further titles from their publishing house, Impeto.

The "Esperanto-Libraro", a branch of the Bialystok Library, Poland, also donated additional titles, which are now registered in the OPAC catalogue of Stabi Berlin and are available for borrowing. The name

Staatsbibliothek zu Berlin – Preussischer Kulturbesitz, (SBB-PKB) was also given to the Deutsche Staatsbibliothek (former Preussische Staatsbibliothek) by the Prussian Cultural Heritage Foundation in 1992 when the two libraries merged. The latter library is situated in East Berlin, on Unter den Linden.

The old library on Unter den Linden regained its historic name Preussische Staatsbibliothek during its recent renovation. The two libraries contain many of the same titles, for example Esperanto dictionaries, obviating the need to move back and forth between the two buildings. There is a further collection of children's books in Esperanto in the Westhafen branch of the Staatsbibliothek zu Berlin.

16. UMEA: Medical dissertations in Esperanto?

The organization of medical specialists *Universala Medicinista Esperanto-Asocio* (UMEA) has recently announced that it is now “possible to write a medical or pharmacological dissertation in Esperanto under the auspices of UMEA, which is collaborating to that end with Jagiellonian University in Krakow, Poland. Qualified individuals, including interested students in medical or pharmaceutical faculties across the world, may contact umea@interlia.pl.

17. Conference: Multidisciplinary Approaches in Language Policy and Planning

This year's Conference on Multidisciplinary Approaches in Language Policy and Planning will be held August 22–24, 2019, at OISE/University of Toronto. In addition to research and practitioner sessions, the conference will feature keynote presentations by:

- **Lindsay Keegitah Borrows** (Indigenous Law Research Unit, University of Victoria), author of *Otter's Journey Through Indigenous Language and Law*
- **Angel Lin** (Simon Fraser University), author of *Language Across the Curriculum & CLIL in EAL Contexts*; and
- **Jonathan Rosa** (Stanford University), author of *Looking Like a Language, Sounding Like a Race: Raciolinguistic Ideologies and the Learning of Latinidad*.

For registration and other details, see: <https://wordpress.oise.utoronto.ca/lpp-conference/>

18. Misassertions on Esperanto

Contribution by Lu Wunsch-Rolshoven (lu.esperanto@gmx.de):

In recent years I have noticed with increasing frequency how many false assertions about Esperanto circulate (in scholarly circles). It is apparent that even linguists make such assertions, generally unaware of their inaccuracy. I have been researching this issue and finally published a first article on the topic in the yearbook of the Society for Interlinguistics (see Section 5, above): see <http://www.interlinguistik-gil.de/wb/media/beihefte/JGI2018/JGI2018-Wunsch.pdf>
I am planning translations into Esperanto and English, maybe additional languages.

We all know that Esperanto has native speakers, that there exists a speech community, literature, authors, wordplay, a living culture, language change, that the language is easier for Asians to learn than, for example, French – and that as a result of these facts, Esperanto today is a living language created

and expanded over a full century. Yet I have found the opposite assertions for all of these things from the pens and mouths of professors of linguistics. I must say that I find this somewhat shocking.

So it seems to me that one of the current priorities of Esperanto activities should be to inform linguists and groups of linguists about the actual state of Esperanto – thereby at least trying to reduce the constant flow of misinformation about Esperanto that emanates from their circles.

A new information sheet on Esperanto, primarily for linguists and students

To get beyond mere complaint, I recently created, on the occasion of a conference on multilingualism in Berlin, a text and leaflet that presents the facts, particularly those that show that the majority of the above-mentioned beliefs and misassertions are wrong. Many people gave of their time for translation, revision and graphics, and Renato Corsetti graciously helped with the organization.

I laid out and distributed the information sheets in four languages at the conference. The Italian, French, English and German versions are available at:

<http://www.esperantoland.org/dosieroj/it1.pdf>

<http://www.esperantoland.org/dosieroj/it.pdf>

<http://www.esperantoland.org/dosieroj/fr1.pdf>

<http://www.esperantoland.org/dosieroj/fr.pdf>

<http://www.esperantoland.org/dosieroj/en1.pdf>

<http://www.esperantoland.org/dosieroj/en.pdf>

<http://www.esperantoland.org/dosieroj/de1.pdf>

<http://www.esperantoland.org/dosieroj/de.pdf>

Circulating the material

Several of us in Berlin have agreed that we will distribute the information sheets to university language programs so that we can, in effect, vaccinate the students against professorial misinformation about Esperanto. Please consider doing the same in other universities.

Collecting misassertions on Esperanto?

The following continue to function:

Eraroj kaj mitoj pri Esperanto

https://eo.wikipedia.org/wiki/Esperanto#Eraroj_kaj_mitoj_pri_Esperanto

and

Stop talking down Esperanto, en Facebook

<https://www.facebook.com/groups/250353055389540/>

19. Africa in the World of Languages

In Spain, the University of Seville (Universidad de Sevilla → Unibersidad' de Sebiĝa) is providing moral and financial support for the project “Africa in the World of Languages” which is being set up between January and May of 2019. The topic has four branches. The first is the production of five videos, each on the language situation in a specific African country, particularly the situation of local languages, the

colonial language (generally French) and the world hegemonic language (English). Each video is the responsibility of an Esperanto speaker in the country in question, who will provide commentary in Esperanto.

The second branch is the organization of a seminar at the university, to which the university community and the local public will be invited. Each session will have the same format: an introduction on the general theme of linguistic justice and the specific situation in Africa; a presentation of the video, and, finally, a Skype conversation with the country representative. The conversation will take place in Esperanto, with simultaneous interpretation.

The third branch will be the translation of the videos at least into Spanish and their online distribution without charge.

And the fourth branch will involve writing and publishing a book containing not only five specific chapters on the five countries, but also additional chapters by other scholars. The African participants are Adjei Adjei (Togo), Bernard Granada (Benin), Byelongo Elisee (South Africa), Drissa Flayoro (Mali) kaj Joel Muhire (D.R. Congo). Spanish participants will include several specialists in linguistics and anthropology.

The coordinator is Vicente Manzano-Arrondo (Viko). For more information, write to viko@us.es.

20. Esperanto course at Allame Tabataba'i University, Iran

A report from Ahmadreza Mamduhi, national representative of UEA, and head of the ILEI section in Iran:

In December the fourth Esperanto course at Allame Tabataba'i University was completed in the Allame Language-Teaching Center, where some ten foreign languages are taught for students and the public. Each course consists of 12 sessions and each session lasts two hours.

On the occasion of the 2018 commemoration of Zamenhof's birth, December 15, an Allame Tabataba'i University Esperanto Club was founded. It includes a small physical office at the university and a virtual club in Telegram. The latter already has 106 members. It has featured presentations on Esperanto and Zamenhof, and opinions and statements by famous people about Esperanto, such as Gandhi, Umberto Eco, Mario Pei, along with items on the propedeutic role of Esperanto, the Pasporta Servo, and the role of local UEA representatives in international academic research.

The propedeutic value of Esperanto as an introduction to language study has been addressed in a presentation on a new way of teaching various languages after several months of studying Esperanto.

21. Esperanto at the Linguistic Society of India Conference

The 40th International Conference of the Linguistic Society of India (ICOLSI-40) was held at the Central Institute of Indian Languages (CIIL), Mysuru, India, in December 2018. The organizers invited A. Giridhar Rao (Azim Premji University, Bengaluru, India) to offer a session on Esperanto. Since early 2017, Dr. Rao has presented Esperanto several times at the National Translation Mission workshops held at the host institute, CIIL.

The ICOLSI-40 session was called “Esperanto Express: Language, Community, Culture”. It was attended by about 40 professional linguists, almost all from various universities in India. Most had never heard of Esperanto, and the few that had, knew little beyond the label “artificial language”. Over the next hour, the session walked the participants through a history of Esperanto, its phonology and morphology (especially the productivity of its affixes), the diversity of its community, some examples of its cultural vibrancy, and an overview of its ideological moorings (the Prague Manifesto, for example).

In the hour-long, lively discussion that followed, many of the questions understandably were about language change and variation, dialectization, terminology, and domains of use. The listeners remarked on how Esperanto is an entirely normal language, and yet something special. Several participants resolved to explore the matter further. (<http://www.ipernity.com/blog/giridhar/4714720>)

22. Research project on the early Esperanto movement in Europe

A 'hopeful' language in a 'friendly place': actors and networks of Esperanto in Western Europe (ca. 1880s-1920s) is a research project currently being conducted by PH.D. candidate Jordan Girardin, of the University of St. Andrews with partial funding from ESF: <http://www.jordangirardin.com/books.html>. Major funding is from DAAD through a Leibniz postdoctoral research fellowship. The project explores networks of Esperanto speakers in the early 20th century in Europe and questions how Esperanto was used as a socio-cultural connector across national borders.

23. Conference attendance

Macao. On November 1, 2018, Dr. Alessandra Madella, representing the Universal Esperanto Association, attended the 2nd Conference on Assessing World Languages at the University of Macau. Dr. Madella, of Italy, is a faculty member at the Kunming College of Art, China. Her presentation examined the formal and informal assessment of the Esperanto courses at Kunming College of Art as compared with the KER examination system. She also drew attention to the Esperanto-language edition of the *Unesco Courier*, the Esperanto courses based on the *Courier* taught by Dennis Keefe in Korea and France, the “Teo kaj Amo” (Tea and Love) Competition, and Esperanto teaching in the Baiyangshujie Elementary School and the University of Zaozhuang. Her attendance was supported by a grant from ESF.

Russia. Dima Shevchenko and Anna Striganova report: “On November 9 [2018] we attended the 9th All-Russian Practical Science Conference on ‘Mass Communications in a Multipolar World: Problems and Perspectives’ in Moscow. We gave papers on ‘Literary reviews in the journal Esperanto’ (Anna), and ‘The *Unesco Courier* in Esperanto’ (Dima). Both papers will appear in print in the proceedings of the conference.”

24. A new editor for LPLP

John Benjamins and CED (Centre for Research and Documentation on World Language Problems) is pleased to announce, that as of Volume 43:1 (2019), François Grin (University of Geneva) will succeed Timothy Reagan as Editor-in-Chief of the journal *Language Problems and Language Planning*. Michele Gazzola (Ulster University) will work with him as editor, and Lisa McEntee-Atalianis (Birkbeck, University of London) will serve as book review editor, along with a newly constituted editorial board. (<https://www.benjamins.com/catalog/lplp>).

Language Problems and Language Planning (LPLP) is a peer-reviewed international and multilingual journal devoted to the study of multilingualism and language policy. It has a particular interest in contributions on relatively large-scale language issues and their international implications. LPLP encourages interdisciplinarity in the study of multilingualism and language policy. Contributions from any of the language disciplines, as well as from other fields in the social sciences (including political science, sociology, economics, education sciences, psychology, philosophy, history, law, etc.) are welcome, with a priority for papers offering a strong analytical orientation (whether theoretical, empirical, methodological, or a combination of these). A more detailed Editorial Statement by the incoming Editor-in-Chief is available online: https://benjamins.com/series/lplp/Grin_Editorial.pdf

25. University of Vienna receives the papers of Eugen Wüster

Since 1997, the estate of the internationally renowned interlinguist and founder of terminology science Eugen Wüster (1898 - 1977) has been on loan to the Institute for Philosophy of Science and Research at the University of Vienna. Austrian Standards International, as owner, has now officially donated the estate to the University of Vienna. <http://www.univie.ac.at/voeb/blog/?p=47925>

26. Esperanto in universities

Costa Rica. Dr. Jorge Antonio Leoni de León, director of the Institute for Linguistic Research at the University of Costa Rica, has informed us that the recent Esperanto course in the School of Philology, Linguistics and Literature was attended by 30 students from various fields, of whom 26 successfully completed the course. There is interest in announcing a new course for the second semester of 2019 as a follow-up to the first.

Ukraine. On December 14, 2018, an open session entitled 'International Languages: Esperanto' was organized at the Lesja Ukrainka Eastern European National University (u. Lučjk) under the direction of Professor Nina Daniljuk. The session took place on the day before the annual celebration of the birth of L.L. Zamenhof, the creator of Esperanto. The session was part of the regular Introduction to Linguistics course, for students in the departments Ukrainian Language and Literature and Polish Language and Literature (Faculty of Philology and Journalism) and at the same time part of a special course, Artificial Languages and Interlinguistics for students in the departments of English Language, French Language, and Applied Linguistics (Faculty of Foreign Philology). Participants watched an online presentation on ethnic and artificial languages that have served as international languages at various times and in various parts of the world. They learned about the beginnings of Esperanto and the Esperanto movement, practitioners of Esperanto in Ukraine, and Esperantology as part of the field of interlinguistics.

Ukraine. On November 13–14, 2018, at the Esperanto Center, Lesja Ukrainka Eastern European National University (u. Lučjk), a roundtable took place on 'Planned languages in historical perspective'. It was attended by 18 master's candidates from the Faculty of Foreign Philology who had elected the course Artificial Languages and Interlinguistics taught by Prof. Daniljuk.

Russia. The Third Moscow Reunion of Esperanto Students (MERL) took place on December 22. As of the year 2014, MERL brings together beginning and advanced students from the various Esperanto courses taking place in the People's Friendship University (RUDN). This year's special guest was Fransoazo Oazo,

from France, who led the attendees in singing, dancing, and making music, and who gave a presentation on the regions of France, with video illustrations.

China. The official founding of the Esperanto association of the Beijing University of Language and Culture took place on September 15, thanks to Prof. Li Weilun and his students, who for the first time sought new students of Esperanto among the members of the university and who succeeded in interesting and informing numbers of Chinese and international students about Esperanto. Some 39 new members of the association were registered and joined the Esperanto courses led by Professor Li.

Philippines. Albert Stalin Garrido albertstgarrido@gmail.com reports: “The second of the podcasts created by the Esperanto Society of the University of the Philippines (“UP Esperanto-Societo”) was launched on Monday, January 21. Like the first, this edition had varied contents -- Christmas, New Year celebrations, and the anniversary of the death of the national hero Dr. José Rizal. We read a poem and performed songs that we had ourselves translated into Esperanto: <https://soundcloud.com/up-esperas/up-esperas-podkasto-02>. These podcasts are the first to be created in the Philippines Esperanto movement – that is, podcasts with original contents created by Philippine students. At the microphone were MCs Anne Frances Calceta, publicity director for the society, and Carl Dizon, the society’s director of education. Editing and additional direction were provided by Albert Stalin Garrido, president.”

Japan. Esperanto courses at the Tokyo University of Foreign Studies: The Open Academy at the Tokyo University of Foreign Studies has begun to recruit students for courses, at various levels, in 38 world languages, due to begin in April. Among them are two Esperanto courses (elementary and intermediate levels) at the Aoyama Gakuin campus. <https://tufsoa.jp/>

27. Fifth Anniversary of the Zaozhuang Esperanto Museum, China

A meeting to commemorate the 5th anniversary of the Esperanto Museum took place at the Zaozhuang College in Shangdong province on December 1 and 2, Over 200 people, Chinese and foreign Esperantists, including media representatives, professors and students from Zaozhuang College, attended the commemoration.

Since the establishment of the museum, more than twenty associations and over a hundred people have donated more than 40,000 objects. In the past five years, the museum has accepted 42,000 visitors from over twenty countries and regions. More than 1.8 million people visited the museum's website. This year, the college recruited its first students in Esperanto, and faculty from Japan, Korea and Poland were hired to teach the courses.

Among those sending greetings to the event were the Universal Esperanto Association and the Chinese Esperanto League. Mark Fettes, president of the Universal Esperanto Association, noted the important contribution of Zaozhang College for the fostering and dissemination of Esperanto. In his message he stressed that the Esperanto Museum enjoys the confidence and hope of Esperantists from around the world.

28. Seventy years of ILEI

The year 2019 marks the seventieth anniversary of the International League of Esperanto-speaking Teachers, *Internacia Ligo de Esperantistaj Instruistoj* (ILEI). On the occasion of this jubilee the League

welcomes ideas about teaching Esperanto, the League itself, its development, its growth, etc. The League has created a symbol of the Jubilee year and a proposed plan for the celebration. The ILEI board is researching the history and activities of the League, and seeks a coordinator for the entire event. The Board is planning to create a film, dedicated to the work of ILEI and its jubilee.

29. Commission on university activities formed

Mireille Grosjean, president of ILEI, reports: "The Nitobe symposium held in Lisbon on August 4 and 5 provided an occasion for fifty experts to examine the emergence of Esperanto studies in universities and outline future needs. It was immediately evident that the University Commission of ILEI (International League of Esperanto-speaking Teachers) is well placed to play an important role. The Esperantic Studies Foundation (ESF) has helped revive the commission and asked Angela Tellier to help stimulate its activities. In October 2018 a working group consisting of Angela Tellier on behalf of ESF and members of the ILEI University Commission, namely Renato Corsetti (Italy / United Kingdom), Vicente Manzano-Arrondo (Spain) and ILEI board member Radojica Petrović (Serbia). The commission was later joined by Elisee Byelongo (South Africa) and Kimura Goro Christoph (Japan). "

30. 52nd ILEI Congress, Čačak, Serbia, July 13-20, 2019

Registration for the congress is now open at <https://goo.gl/forms/TOrY5bltJtK0BKeG2> . Updates are communicated through the Facebook group ILEI-kongresoj, and other channels of communication. The first registrations have already been made by participants from Bulgaria, Switzerland, France, Serbia and China. The congress program will have two foci:

1. Commemoration of ILEI's 70th anniversary,
2. The congress theme "Learning in Virtual Communities" in the context of the International Year of Indigenous Languages 2019, proclaimed by the United Nations (sub-themes: Virtual learning communities in indigenous languages, and Learning indigenous languages in virtual contexts).

ILEI, along with the local organizing committee, has arranged with the board of the local Faculty of Technical Sciences, host of the congress, for an international conference on the congress theme jointly organized by the Faculty and ILEI, to take place in three languages (Esperanto, Serbian, English). As a result:

- The Serbian Ministry of Education will list the conference in its register of international conferences giving points for professional advancement,
- The Serbian Institute for the Advancement of Education will recognize the conference as a training venue for intermediate and elementary teachers required to attend such training for renewal of their teaching licences.

31. Esperanto Congress at Shenyang University, China

On January 5, 2019, the 11th Liaoning Esperanto Congress was held at Shenyang University's Foreign Languages Institute. At the same time, a so-called Research Base for Esperanto was established. Some sixty Esperantists from the province attended. Professor Wang Yan was elected as the new president of Liaoning Provincial Esperanto Association (LEA). University lecturer Pan Chengbo, deputy general secretary, presided.

The institute, chaired by Prof. Dr. Wang Yan and founded in 1980, has created a number of separate units, including faculties of English, Japanese and Russian, and the Institute of Chinese and Ethnic Culture and Education. It has a long and friendly collaboration with many universities in the United Kingdom, Japan, Russia and the United States. In 2006 it introduced Esperanto as an elective option, creating a worldwide Esperanto-teaching network, allowing more than 600 students to participate in the courses. An Esperanto organization for students, the Shenyang University Esperanto Society, is now active.

Letters of greeting were read by Jiao Xiyang, and Mr. Wu Guojiang reported on the role of Esperanto in the context of China's forty-year reform and its implications for Liaoning. Mr. Liu Enwei presented a biography of Dr. Zamenhof, creator of Esperanto. Mr. Liu Zhengkun summarized the LEA's current and past activities.

Professor Wang Yan welcomed the participants and laid out five priorities for the future work of the association. The first is **organization building**, emphasizing the foundation and development of Esperanto associations in cities in addition to the internal structures of the provincial association itself. The second is **scaled development**, aimed at attracting numerous teachers and students to the association to increase the membership; hopefully, they will become the main force to advance the association. The third is **content expansion**, aiming not only for the dissemination of Esperanto, but also capability in other national languages such as Chinese, English, Japanese, Russian, German, French, Korean etc., aimed at variety, co-existence and co-operation among world languages. The fourth priority was to follow the construction of an Esperanto platform with the **establishment of general Esperanto courses** in colleges, and the implementation of Esperanto courses in communities and schools, and research and production of an online video mini-course in Esperanto. The final priority relates to **academic research**. The association will take advantage of the two platforms of (1) the Liaoning Research Center for Esperanto Education and Culture at East Liaoning University and (2) the Liaoning Esperanto Research Base at Shenyang University, for detailed study of academic questions related to Esperanto, and to create numerous new opportunities for academic exchanges designed to increase the level of production, education and research.

32. Universal Esperanto Association: Message to the United Nations and to UNESCO on International Mother Language Day, 21 February 2019

On 21 February 1952, the police shot and killed numbers of demonstrating students at the University of Dhaka, today the capital of Bangladesh. These students were demonstrating for the recognition of the existence of their mother tongue, Bangla, which the authorities wished to ban from the university in favour of a "bigger" language spoken by those in power at the moment.



Universala Esperanto-Asocio

This is a pattern repeated, in various forms, throughout the world and throughout history, for example in connection with indigenous languages, but also with other languages which because of their "weakness" or minority status, are not heard in schools, do not appear in official contexts, are not part of public life, and so lose their recognition and prestige.

In this way, languages gradually disappear or die, and entire populations lose their intellectual wealth – as many linguists have remarked, and as the United Nations and UNESCO are bringing to our attention in 2019.

In addition to the social injustice and psychological problems resulting from people’s loss of the use of their mother tongue, and in addition to their lack of experience in using a language forced upon them, we should also be aware of other realities: biological and linguistic diversity are indivisible, interconnected, and dependent on one another. The loss of linguistic diversity results in the loss of the traditional knowledge necessary, for example, for sustainable biodiversity and cultural continuity.

In 1999, UNESCO proclaimed 21 February *International Mother Language Day*, to be celebrated annually. Its first and primary goal is to reiterate the educational advantages of using the mother tongue in schools, particularly primary schools. Children learn to read and write faster in a language that they fully understand – or, more precisely, they suffer a disadvantage if they are obliged to begin their learning in a language that they *do not* understand, either partially or completely.

In her message to the 103rd World Congress of Esperanto in 2018, Audrey Azoulay, Director-General of UNESCO, declared: “Our Organization shares with the Esperanto movement common values: the aim of building a peaceful world, empathy among the peoples, respect for cultural diversity, solidarity across borders.”

The Universal Esperanto Association (UEA) congratulates UNESCO and the United Nations on its growing attention to linguistic diversity, but emphasizes that sufficient attention is still not being paid to the question of linguistic justice and linguistic equality. As one of the few nongovernmental organizations concerned with questions of language, UEA calls on UNESCO and the United Nations to give greater emphasis to linguistic justice in all areas, particularly in education.

<http://www.esperantoporun.org/> <http://www.linguistic-rights.org/>

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