**Universal International Auxiliary Language Project**



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# **1. Introduction**

**The notion of a universal international auxiliary language (UIAL, pronounced ‘you-eye-al’) is sometimes unclear because it is not a commonly used term. It can be best understood by considering each of its constituent words.**

**‘Universal’ implies that a language can be used for all possible purposes that a language could be used for. So, for example, a universal language could be used for traditional longhand writing and reading. It could also be used for modern digital applications such as word processing and voice dictation.**  [**‘International’ implies that a language can be easily learned by people from anywhere in the world — regardless of whatever national language they speak.**](https://app.site123.com/?w=2475112&disableCache=5299693#_ftn1) [**‘Auxiliary’ implies that a language could efficiently serve as a secondary language — not necessarily as a replacement for natural legacy national languages.[[1]](#endnote-1) (Although it seems likely that many people would not continue using their inefficient old legacy national languages once they experienced the benefits of using a much more efficient UIAL.**](https://app.site123.com/?w=2475112&disableCache=5299693#_ftn1)**)**

**People have been arguing about the idea of a universal international auxiliary language for centuries. This document is written in the hope that we might finally be willing to move past the theoretical and partisan arguments. It presents a proposal for finally taking practical action to develop and implement such a language.**

**The world is rapidly becoming a global village. The amount of international communication involved in science, business, travel, entertainment, sport, study, and diplomacy is ever increasing. Yet, our ability to efficiently cooperate and to understand one another on a person-to-person level remains compromised by the fact that we are divided by our many national languages. As Mario Pei concluded in his book, *The story of Language*, ‘The world needs an international language as it needs nothing else, unless it is the will to peace.[[2]](#endnote-2)**

**What is more, using English as national languages, as well as the defacto international language, imposes many hardships and costs on us all. As the prominent American scholar of Comparative Literature and World Literature, Albert Léon Guérard, put it decades ago, ‘The fact which seems to blind us with an excess of evidence is that the language obstacle is most emphatically not a theory but a condition.’ The abundant evidence that Guérard alluded to is both social and economic.**

# **2. The Social Need for a UIAL**

**[The social problems that arise from using English start affecting our children from their first days at school. The English Spelling Society pointed out that it takes English-speaking children longer to learn to read and write than it takes children learning other languages. The Society also noted that many English-learning pupils need extremely long times to achieve even moderate levels of literacy. What is more, they pointed out that pupils with poor English skills are also inhibited from learning other academic subjects.](https://app.site123.com/?w=2475112&disableCache=5299693" \l "_ftn1)**

**[According to the English Spelling Society, ‘… even with 10 years of schooling, many, if not most, people have only a loose grip of basic literacy.](https://app.site123.com/?w=2475112&disableCache=5299693" \l "_ftn1)[[3]](#endnote-3)  The Society said that catching up in later years is hard for these people, which is why most expensive initiatives to improve adult literacy skills achieve disappointing results.**

**In fact, over one-fifth of adults living in western English-speaking countries are seriously affected by their inability to use English. A United Nations report in 1999 revealed that twenty-two percent of British adults and twenty-one percent of American adults were illiterate. More recently, in Britain, *The Guardian* newspaper reported in 2007 that 100,000 illiterate school-leavers graduate in the United Kingdom each year.**

**A similar additional percentage of people have only limited literacy skills. A 1993 survey by the United States Department of Education found that forty-seven percent of the population of the United States had basic or below-basic levels of literacy.**

**Those semiliterate people can’t make simple inferences about ideas presented within text, can’t summarize text and can’t understand what an author’s purpose is. The best they can manage is to understand basic information contained in short simple prose.**

**Poor English skills also cause many English-speakers to suffer from reduced self-confidence, limited academic opportunities, and even antisocial behaviour. Indeed, it is a significant factor leading many people to jail and limiting their prospects for rehabilitation.[[4]](#endnote-4)**

**Recent research has shown that language can exercise our minds in ways that no other activity can. For example, some recent research showed that English-speakers who can only express themselves using simple English are three times more likely to be affected with dementia than others who can express themselves well. Unfortunately, because English is so difficult, many English-speakers aren’t able to fully benefit from the healthy exercise of reading and writing.**

**How much longer must the world community continue to bear such enormous unnecessary social burdens? How much more sensible it would be to fix our language — rather than to try to fix the people. Surely, we must ask, ‘Why can’t we adopt an efficient international auxiliary language?’**

# **3. The Economic Need for a UIAL**

**Some of the people who turn blind eyes towards our social needs for a UIAL might be more receptive to considering the potential economic benefits of using an international auxiliary language.**

**According to a recent *Daily Mail* article, the most expensive national language to learn is Mandarin. The article suggests that it could cost up to $ 80,000 to learn Mandarin as a second language because it typically requires more than 2,200 hours to master the vocabulary, tones, and characters of Mandarin. However, English is nearly as bad. Some estimates are that it takes about 2,000 hours of study for an adult to learn to use English fluently as a second language.**

**Let’s consider the economics of using an efficient UIAL instead of English as a national language as well as the de facto International language. For argument’s sake, let’s conservatively say that only about 1,400,000,000 people around the world have been taught to use English as either a first or second language. In addition, many other people use a number of hybrid English-based languages. For example, ‘Hinglish’ is a mixture of Hindi and English, ‘Spanglish’ is a combination of Spanish and English and ‘Chinglish’ is English blended with Mandarin. However, for the sake of this exercise, we want to include their numbers.**

**Let’s furthermore say that the average level of formal education of these people was only equivalent to the 9th grade of school. Let’s next say that an average school year might include about 1,100 hours of classroom study (although many more hours than that are spent in school in some Asian countries).**

**We might further say that perhaps about 15 % of classroom time is spent on learning English aspects of the English language for most students who learn English. That means that about (15/100 x 1,100 hours x 9 years), or about 1,485 hours, is spent by a typical student trying to learn English.**

**When we multiply the roughly estimated number of English speakers of 1,400,000,000 by 1,485 hours each, we find that 2,079,000,000,000 hours of instruction are required to educate one generation to use English.**

**Now we may estimate the cost of all that education. Of course, the cost per hour of providing education varies greatly in countries around the world depending on many factors. Few statistics seem to be readily available about this cost. Education departments do not seem keen to publicize those statistics. Nevertheless, some details can be found about educational costs in western countries. Typically, the cost of instruction ranges from $ 5.00 per hour per primary student to**

**$ 10.00 per hour per high school student. But, again, just for argument's sake, let's say that the average cost per student per hour of instruction in all countries where English is taught in schools is only $ 4.00. That makes some allowance for the lower costs in developing countries. While acknowledging that the result will be imprecise, we could then calculate that 2,079,000,000,000 hours x $ 4.00, or $ 8,316,000,000,000, was spent educating the current generation to use English.[[5]](#endnote-5)**

**Since Ido can be learned in about 1/10 the time that English can, we may estimate that 90 % of this amount could have been saved by using Ido instead of English. That equates to a staggering $ 7,484,400,000,000! Although it would be easy to dispute the accuracy of this figure, its magnitude cannot be ignored.**

**What is more, we also pay other indirect economic costs from using English. For example, in 2005, the *Royal Mail*in Britain reported that bad design of documents, poor grammar, and atrocious spelling might be costing UK businesses £ 41 billion ($ 34.26 billion US) in lost sales. For another example, the American National Commission on Writing found in 2000 that one-third of American professionals could not write well enough to satisfy the requirements of their jobs. The situation is similar in other English-speaking countries. For example, the 2013 International Adult Literacy Survey revealed that 40 % of Canadian adults lacked sufficient literacy skills to be fully competent in most jobs in our modern economy.[[6]](#endnote-6)**

**The potential economic benefits of using an efficient international auxiliary language would seem to make the decision to adopt one overwhelming. In contemporary slang parlance, we could say that the decision should be a ‘no-brainer’. What is more, we don’t even need to create a UIAL! It already exists.**

# [**4. A brief History of the Search for a UIAL**](https://app.site123.com/?w=2475112&disableCache=5299693#_ftn1)

**A few stillborn attempts have been made to adopt other national languages, aside from English, as our international language. Suggestions have included Latin, Greek, French, Spanish, and Swahili.[[7]](#endnote-7) However, requiring people who already use another national language to learn a foreign national language has always been an unpopular idea. There are three main reasons for that.**

 **Firstly, most national languages are relatively hard-to-learn for non-native-speakers. Moreover, non-native speakers of the chosen language would be viewed as being ‘second-bests’ in comparison with the native speakers of the chosen language.**

**Secondly, it would be economically unfair. Countries already using other national languages would need to pay the considerable extra educational and transitional expenses involved in adopting a foreign national language.**

**Thirdly, any foreign national language would likely be met with the same sort of resentment as English is by the populations of countries who do not already use it. As Dr Palmer put it in *Approaches to Artificial Languages, A Planned Auxiliary Language,***

***National languages, from their very nature, may no more serve as an international language than can a national anthem serve as an international anthem; therefore the international language must be an artificial one*.[[8]](#endnote-8)**

**Many people agree with Dr Palmer’s conclusion that we should adopt a more efficient auxiliary international language instead of English.**

**Decades ago, the** [**Delegation for the Adoption of an International Auxiliary Language**](https://en.wikipedia.org/wiki/Delegation_for_the_Adoption_of_an_International_Auxiliary_Language) **came to the same conclusion.[[9]](#endnote-9) In addition to citing the usual reasons, they argued that too many misunderstandings would arise in translations from one national language into other national languages.**

**Inventing a workable international language is not a trivial task. Isaac Newton, who is often called the father of modern science, tried to invent one. However, he eventually gave up, explaining that it would have taken him more than a lifetime to complete the task.**

**Notwithstanding the serious difficulties, many auxiliary international languages have been invented. The first recorded attempt, by G Dalgarno, was published in 1647. Some of these invented languages have been quite novel. For example, one of them, Solresol, enables users to use musical tones that enable users to ‘play’ words on musical instruments — or even to whistle them.**

**People still occasionally invent yet more artificial languages. For example, the Verdurian language, containing 400,000 words, was recently created by Mark Rosenfelder for use in a role-playing game. For another example, the Na’vi language, created by Dr Paul Frommer, was used by the blue aliens in the movie *Avatar*.**

**Unfortunately, most such artificially created languages contain significant shortcomings that cause them to be rejected for sustained practical international use. Only four planned international languages ever attracted significant numbers of worldwide users. These languages are Volapük, Esperanto, Ido, and Interlingua.**

**Volapük was developed before Esperanto but fell into disuse with the advent of Esperanto, which was acknowledged as being significantly superior. Volapük is mainly an amalgam of English and German. No material has been published in that language since 1954 and, according to the Omniglot website, only about 20 to 30 people still speak the language.**

**Interlingua is primarily a written language, and its pronunciation system was never completely settled. In 2000, the Interlingua Institute, which had promoted it, was dissolved. There does not now seem to be any international body promoting it, although there is still an American Interlingua Society. The elimination of Interlingua leaves only Esperanto and Ido.**

**Although most people have at least heard of Esperanto, far fewer realize that Ido has existed for nearly as long — and that it is a revised and improved version of Esperanto. Esperanto was published in 1887 and Edo was published in 1907.**

**After studying both Esperanto and Ido, Dr Palmer concluded in his article, *The Approaches to Artificial Language,*  that ‘In my opinion, backed by my experience in learning Esperanto and Ido, the latter is by far the easier language...’   In his book, Approaches to Artificial Languages,*A Planned Auxiliary Language*, H Jacob came to the similar conclusion, arguing that after the few difficulties with Esperanto were corrected to form Ido, Ido was more comprehensible and natural than Esperanto. The German Nobel Prize winner, Wilhelm Ostwald, was also impressed by the potential of Ido. After first learning Esperanto, and then also discovering faults with it, he too became an Idist and financed much of the early development of the language.[[10]](#endnote-10)  Even the creator of Esperanto, Dr Zamenhof, recommended some improvements to it after it had been in use for a few years.[[11]](#endnote-11)**

# **5. An Introduction to Ido**

**Few people are able to ever completely master the English language. Many other people, who do have the intellectual ability to master the language, rebel against it. They refuse to learn all it’s confusing and contradictory rules — not to mention the countless exceptions to those rules.**

**English grammar is so complicated that many large complex books have been written to try to explain it. For example, the *Comprehensive Grammar of the English language* includes over 3,500 explanations of points of grammar within more than 1,800 pages!  In contrast, it takes only minutes to learn the entire Ido grammar. Indeed, the entire Ido grammar can be summarized on both sides of a single A4-sized piece of paper. Table 2.1 outlines the basic Ido Grammar.**

**Table 2.1: Ido Grammar**

|  |  |  |
| --- | --- | --- |
| **Parts-of-speech** | **Identification of Words** | **Examples** |
| **nouns** | **always end in ‘o’** | ***patrino* (father), *domo* (house), *libro* (book)** |
| **plurals** | **always end in ‘i’** | ***patrini* (fathers), *domi* (houses), *libri* (books)** |
| **adjectives** | **always end in ‘a’** | ***bona* (good), *forta* (strong)** |
| **adverbs** | **always end in ‘e’** | ***bone* (well), *varme* (warmly)** |
| **past tense verbs** | **always end in ‘is’** | ***me studis*(I studied.)** |
| **present tense verbs** | **always end in ‘as’** | ***me studias*(I study.)** |
| **future tense verbs** | **always end in ‘os’** | ***me studios*(I will study.)** |
| **conditional tense verbs** | **always end in ‘us’** | ***me studius*(I would study.)** |
| **imperative mood verbs** | **always end in ‘ez’** | ***studiez*(Study!)** |
| **articles** | **always ‘la’** | ***la hundo* (the dog)** |
| **opposites** | **always use prefix ‘mal’** | ***malpartino* (mother [opposite of ‘father’])** |
| **passive voice** | **always add affix ‘es’ to a verb** | ***vidas* (see) a videsas (is seen)** |
| **negative** | **always add prefix ‘ne’ to a verb** | ***me nehavas libro* (I do not have a book.)** |

**Ido uses the same Latin alphabet as does English. It is phonetically ideal, which means that each letter only represents one sound. There are no confusing silent or double letters in Ido and pronunciation is entirely consistent. The stress in words with more than one syllable is always on the second last syllable — except for infinitives, which are always stressed on their last syllables. Ido words, unlike English or Esperanto words, do not represent the male sex by default, but rather, are sex-neutral.**

**The Ido vocabulary is largely based on root words common to six major European languages: English, French, German, Italian, Russian and Spanish, and thirty-eight percent of Ido words have roots common to all six of those languages. Consequently, much Ido vocabulary is easy for very many people to understand straightaway. Some examples of Ido words are shown in Table 2.2.**

**Table 2.2:  Comparison of Ido Words and Corresponding Words from its six Source Languages**

|  |
| --- |
| **Languages** |
| **Ido** | **English** | **Italian** | **French** | **German** | **Russian** | **Spanish** |
| ***bona*** | **good (bonus)** | ***buono*** | ***bon*** | ***gut (bonus)*** | ***khoroshiy*** | ***bueno*** |
| ***donar*** | **donate** | ***dare (donare)*** | ***donner*** | ***geben*** | ***darit*** | ***dar, donar*** |
| ***filtrar*** | **filter** | ***filtrare*** | ***filtrer*** | ***filtern*** | ***filtrovat*** | ***filtrar*** |
| ***gardeno*** | **garden** | ***giardino*** | ***jardin*** | ***garten*** | ***sad*** | ***jardín*** |
| ***kavalo*** | **horse (cavalry)** | ***cavallo*** | ***cheval*** | ***pferd (kavallerie)*** | ***loshad*** | ***caballo*** |
| ***maro*** | **sea (marine)** | ***mare*** | ***mer*** | ***meer*** | ***more*** | ***mar*** |
| ***naciono*** | **nation** | ***nazione*** | ***nation*** | ***nation*** | ***natsija*** | ***nación*** |
| ***studiar*** | **study** | ***studiare*** | ***étudier*** | ***studieren*** | ***izuchat*** | ***estudiar*** |
| ***yuna*** | **young (juvenile)** | ***giovane*** | ***jeune*** | ***jung*** | ***yunyi*** | ***joven*** |

**From:** ***Ido (language),*3 June 2013, Wikipedia,**[**http://en.wikipedia.org/wiki/Ido\_language**](http://en.wikipedia.org/wiki/Ido_language)**, 1/07/2013.**

**Ido makes use of the same punctuation marks that English does. The construction of Ido sentences is flexible but normally follows the same patterns as English sentences. If an object comes before its subject, an ‘n’ is added to it to avoid any possible confusion. For example [*La hundon chasas la kato*.] means, ‘The dog was chased by the cat.’**

**Ido is so simple and efficient that it has been estimated that it requires only about one-tenth of the time to learn that it takes to learn English. A sample comparison of English, Esperanto, and Ido is provided in Table 2.3.**

**Table 2.3: Sample Sentence in English, Esperanto, and Ido**

|  |  |
| --- | --- |
| **Languages** | **Sample Sentences** |
| **English** | **Do you comprehend the English language?  I think English spelling and grammar is chaos. Ido is a much easier international language.** |
| **Esperanto** | **Kad vu kmprenis la angla lingvo?  Me opini angla espelado kaj gramitiko estas ĥaos. Ido estas multa facila linguo internaciona.** |
| **Ido** | **Kad vu komprenis la angla linguo?  Mi opinionar angla espelado ed gramitko esas kaso. Ido esas multa facila linguo internaciona.** |

**Note: Some Esperanto letters have diacritical accent marks over them. However, they are often printed without the accent marks but with following ‘x’s instead. This is one of the alternative methods used to indicate that preceding letters should have diacritical marks above them when a typewriter or word processor does not include such letters. For example, the word *ćirkaŭ* would be written as *‘cxirkaux’*.**

**A longer comparison of Esperanto and Ido is provided in Table 2.4. It contains a translation of the Lord’s Prayer in both languages.**

**Table 2.4: The Lord's Prayer in Ido, Esperanto, and English**

|  |  |  |
| --- | --- | --- |
| **Ido** | **Esperanto** | **English** |
| **Patro nia, qua esas en la cielo,tua nomo santigesez;tua regno advenez;tua volo facesezquale en la cielo, tale anke sur la tero.Donez a ni cadie l'omnadiala pano,e pardonez a ni nia ofensi,quale anke ni pardonas a nia ofensanti,e ne duktez ni aden la tento,ma liberigez ni del malajo.Amen.** | **Patro nia, kiu estas en la ĉielo,****Via nomo estu sanktigita.****Venu Via regno,****plenumiĝu Via volo,****kiel en la ĉielo, tiel ankaŭ sur la tero.****Nian panon ĉiutagan donu al ni hodiaŭ.****Kaj pardonu al ni niajn ŝuldojn,****kiel ankaŭ ni pardonas al niaj ŝuldantoj.****Kaj ne konduku nin en tenton,****sed liberigu nin de la malbono.****Amen.** | **Our Father, who art in heaven,hallowed be thy name;thy kingdom come,thy will be done.on earth, as it is in heaven.Give us this day our daily bread;and forgive us our debtsas we have forgiven our debtors.And lead us not into temptation,but deliver us from evil.Amen.** |

**Note: From *Comparison between Ido and Interlingua*, http://en.wikipedia.org/wiki/Comparison\_between\_Ido\_and\_Interlingua#Sample\_text, last modified on 19 July 2012.**

**Everyone who bothers to study Ido, recognizes that it is vastly more efficient than English. However, some of them also argue that too many people around the world have already invested too much time, money and effort trying to learn English for us to waste all that effort and start over with Ido.**

**We could easily mitigate that objection by using only English root words in combination with Ido grammar, spelling, and pronunciation. Perhaps such an Anglicized version of Ido could be called Edo?  The costs of learning the language would then be even more minimized for English-speaking people. They could understand the language with little or no need for formal training. An example of how Edo might look is provided in Table 2.4.**

**Table 2.4: Comparison of English and Edo**

|  |  |
| --- | --- |
| **English** | **Edo** |
| **We could save billions of dollars and billions of hours of human effort every year if we used Edo instead of English as an international language.** | **We cud savus bilions of dollars and bilions of hours of humana efforto every yearo if we useos Edo instead of English as internationala language.** |

**[Some people also argue that a planned language, such as Ido, could never work as an international language, because it did not evolve ‘naturally’. But that argument is baseless. Bahasa Indonesian provides an example of a planned language that is successfully used by more than 100,000,000 people.](Some%20people%20also%20argue%20that%20a%20planned%20language%2C%20such%20as%20Ido%2C%20could%20never%20work%20as%20an%20international%20language%2C%20because%20it%20did%20not%20evolve%20%E2%80%98naturally%E2%80%99.%20%20But%20that%20argument%20is%20baseless.%20%20Bahasa%20Indonesian%20provides%20an%20example%20of%20a%20planned%20language%20that%20is%20successfully%20used%20by%20more%20than%20100%2C000%2C000%20people.There%20are%20many%20more%20Esperanto-speakers%20than%20Ido-speakers%20these%20days.%20There%20are%20only%20about%201%2C000%20Ido-speakers%20whereas%20there%20may%20be%20as%20many%20as%202%20million%20people%20who%20are%20at%20least%20somewhat%20familiar%20with%20Esperanto.If%20you%20are%20interested%20in%20either%20Esperanto%20or%20Ido%2C%20you%20can%20investigate%20the%20matter%20further%20for%20yourself.%20%20The%20Internet%20homepage%20for%20Esperanto%20is%20http%3A//esperanto.org/angle/eointro2.html.%20%20The%20United%20Kingdom%20homepage%20for%20Ido%20is%20http%3A//idolinguo.org.uk/.%20%20An%20article%20comparing%20the%20two%20languages%20entitled%C2%A0Why%20Ido%C2%A0is%20available%20at%20the%20United%20Kingdom%20Ido%20website.%20%20Perhaps%20the%20best%20defense%20of%20Esperanto%20can%20be%20found%20in%20an%20article%20titled%C2%A0Esperanto%20and%20Its%20Critics%20an%20Examination%20of%20Some%20Idist%20Objections%C2%A0by%C2%A0W%20Collinson%2C%C2%A0Professor%20at%20the%20University%20of%20Liverpool%2C%20at%C2%A0)**

**[There are many more Esperanto-speakers than Ido-speakers these days. There are only about 1,000 Ido-speakers whereas there may be as many as 2 million people who are at least somewhat familiar with Esperanto.](Some%20people%20also%20argue%20that%20a%20planned%20language%2C%20such%20as%20Ido%2C%20could%20never%20work%20as%20an%20international%20language%2C%20because%20it%20did%20not%20evolve%20%E2%80%98naturally%E2%80%99.%20%20But%20that%20argument%20is%20baseless.%20%20Bahasa%20Indonesian%20provides%20an%20example%20of%20a%20planned%20language%20that%20is%20successfully%20used%20by%20more%20than%20100%2C000%2C000%20people.There%20are%20many%20more%20Esperanto-speakers%20than%20Ido-speakers%20these%20days.%20There%20are%20only%20about%201%2C000%20Ido-speakers%20whereas%20there%20may%20be%20as%20many%20as%202%20million%20people%20who%20are%20at%20least%20somewhat%20familiar%20with%20Esperanto.If%20you%20are%20interested%20in%20either%20Esperanto%20or%20Ido%2C%20you%20can%20investigate%20the%20matter%20further%20for%20yourself.%20%20The%20Internet%20homepage%20for%20Esperanto%20is%20http%3A//esperanto.org/angle/eointro2.html.%20%20The%20United%20Kingdom%20homepage%20for%20Ido%20is%20http%3A//idolinguo.org.uk/.%20%20An%20article%20comparing%20the%20two%20languages%20entitled%C2%A0Why%20Ido%C2%A0is%20available%20at%20the%20United%20Kingdom%20Ido%20website.%20%20Perhaps%20the%20best%20defense%20of%20Esperanto%20can%20be%20found%20in%20an%20article%20titled%C2%A0Esperanto%20and%20Its%20Critics%20an%20Examination%20of%20Some%20Idist%20Objections%C2%A0by%C2%A0W%20Collinson%2C%C2%A0Professor%20at%20the%20University%20of%20Liverpool%2C%20at%C2%A0)**

**[If you are interested in either Esperanto or Ido, you can investigate the matter further for yourself. The Internet homepage for Esperanto is http://esperanto.org/angle/eointro2.html. The United Kingdom homepage for Ido is http://idolinguo.org.uk/. An article comparing the two languages entitled Why Ido is available at the United Kingdom Ido website. Perhaps the best defense of Esperanto can be found in an article titled Esperanto and Its Critics an Examination of Some Idist Objections by W Collinson, Professor at the University of Liverpool, at](Some%20people%20also%20argue%20that%20a%20planned%20language%2C%20such%20as%20Ido%2C%20could%20never%20work%20as%20an%20international%20language%2C%20because%20it%20did%20not%20evolve%20%E2%80%98naturally%E2%80%99.%20%20But%20that%20argument%20is%20baseless.%20%20Bahasa%20Indonesian%20provides%20an%20example%20of%20a%20planned%20language%20that%20is%20successfully%20used%20by%20more%20than%20100%2C000%2C000%20people.There%20are%20many%20more%20Esperanto-speakers%20than%20Ido-speakers%20these%20days.%20There%20are%20only%20about%201%2C000%20Ido-speakers%20whereas%20there%20may%20be%20as%20many%20as%202%20million%20people%20who%20are%20at%20least%20somewhat%20familiar%20with%20Esperanto.If%20you%20are%20interested%20in%20either%20Esperanto%20or%20Ido%2C%20you%20can%20investigate%20the%20matter%20further%20for%20yourself.%20%20The%20Internet%20homepage%20for%20Esperanto%20is%20http%3A//esperanto.org/angle/eointro2.html.%20%20The%20United%20Kingdom%20homepage%20for%20Ido%20is%20http%3A//idolinguo.org.uk/.%20%20An%20article%20comparing%20the%20two%20languages%20entitled%C2%A0Why%20Ido%C2%A0is%20available%20at%20the%20United%20Kingdom%20Ido%20website.%20%20Perhaps%20the%20best%20defense%20of%20Esperanto%20can%20be%20found%20in%20an%20article%20titled%C2%A0Esperanto%20and%20Its%20Critics%20an%20Examination%20of%20Some%20Idist%20Objections%C2%A0by%C2%A0W%20Collinson%2C%C2%A0Professor%20at%20the%20University%20of%20Liverpool%2C%20at%C2%A0)**[**http://donh.best.vwh.net/Languages/ido.html**](http://donh.best.vwh.net/Languages/ido.html).

# [**6. Proposition**](https://app.site123.com/?w=2475112&disableCache=5299693#_ftn21)

**The following draft flowchart outlines the principal technical tasks that could be implemented to develop Ido as a universal international auxiliary language. The flowchart identifies the possibility of incorporating useful features from alternative auxiliary languages such as SolReSol and Interlingua, as well as including possible beneficial features from simplified English languages such as Simplified English, Globish, and Simplified Technical English.**

**Other inaugural non-technical tasks listed in the flowchart include the production of learning materials such as a dictionary as well as a canon of fiction titles.**

**This flowchart, and indeed, this discussion paper, are only drafts. They are merely intended to start a discussion leading to a prompt decision to either develop and implement a UIAL, or not. They are presented in the belief that just** [**a few dozen intelligent, positive**](https://app.site123.com/?w=2475112&disableCache=5299693#_ftn21)**UIAL-yeasayer workers, supported by a few thousand financial supporters, could quickly succeed in providing the world with a UIAL.[[12]](#endnote-12)**

**Figure 4.1: UIAL Development Flowchart**

**Note: The Robot Interaction Language (ROILA) is currently being developed at the Eindhoven University of Technology’s Department of Industrial Design. It is the first language created for use by talking robots.**

**Given the tremendous potential social and economic advantages offered by a UIAL, we might well wonder why we haven’t already adopted one. The reason is neither financial nor technical. Rather, it is social/psychological.**

**There are always naysayers who resist significant progressive social changes. They typically argue that such ‘idealistic thinking is not politically realistic’. Some of them are still saying, ‘No!’ to the revolutionary idea that the world is round. They think that the stars are only a few hundred kilometres above the flat surface of the earth and that the oceans are prevented from falling off the edge of the earth by the frozen Antarctic Ice Shelf. Similarly, many of them say, ‘No!’ to the overwhelming scientific evidence that humans are contributing to the global climate change that is threatening our survival as a species. Many others likewise say, ‘No!’ to removing weapons of mass destruction which also threaten our survival. Others refuse to acknowledge that Holocaust ever occurred, notwithstanding all manner of overwhelming and conclusive evidence to the contrary.**

**Such naysayers have been blocking us from implementing a UIAL for hundreds of years — and will continue to do so as long as possible. As the authors of *Encylopedia Britannica* concluded in 1981:**

***'It is more probable that an extended period of increasing multilingualism — both in languages of wider communication and in those of more restricted local usefulness will precede any serious attempt to choose and propagate any single second language… the amount of pressure that would be prerequisite to any serious attempt at gaining worldwide communication through a truly international language is not calculable. It is unlikely that the logical necessity of a universal second language will hasten that attempt.'[[13]](#endnote-13)***

**In the thirty-eight years since that statement was made, the social and economic needs for an efficient universal auxiliary language have become ever more compelling. Yet, our politicians still take no action to solve the problem.**

**Many researchers have investigated the question of why many people simply refuse to acknowledge overwhelming scientific and/or economic evidence about major social issues. One theory, presented by Arvid Kumar, a researcher at the Department of Computational Biology at KTH Royal Institute of Technology, is that our brains are primed against making such ‘Yes’ decisions. As he put it, ‘It could be that humans are wired to be natural naysayers.’[[14]](#endnote-14)**

**He says that the best chance for our ‘Yes’ neurons to overcome our ‘No’ neurons is if our ‘No’ neurons receive ‘positive sensory perceptions conscious thoughts, and language.’ In other words, ‘One way to adjust our Yes/No threshold is through learning. Another way is to use neuromodulators such as dopamine.’**

[**If Kumar’s theory is correct, there might be some**](https://app.site123.com/?w=2475112&disableCache=5299693#_ftn15) **slight hope of changing the minds of some naysayers by presenting them with well-founded information about the benefits of using a UIAL.**

**In addition to our natural naysaying conservatism, a few naysayers may have partisan motivations. There seems to be a parochial rivalry between some supporters of various proposed auxiliary languages. Although those people may advocate the ideal of a UIAL, they will not cooperate and compromise to achieve it.**

[**If we are ever to adopt a UIAL, we can’t afford to remain distracted by endless baseless naysayer arguments. Future generations would then still be left lamenting their language problem — as we are today.**](https://app.site123.com/?w=2475112&disableCache=5299693#_ftn21) [**As Bruce Lee put it, ‘If you spend too much time thinking about a thing, you’ll never get it done.’**](https://app.site123.com/?w=2475112&disableCache=5299693#_ftn15)**[[[15]](#endnote-15)  This philosophy is based in a long-held Chinese idea that is manifest in Chinese proverbs, such as ‘All things at first appear difficult,’ and ‘A](https://app.site123.com/?w=2475112&disableCache=5299693" \l "_ftn16" \o ")[journey](http://www.quotes-positive.com/quotes/journey/) of a**[**thousand**](http://www.quotes-positive.com/quotes/thousand/)[**miles**](http://www.quotes-positive.com/quotes/miles/)[**begins**](http://www.quotes-positive.com/quotes/begins/)**with a**[**single**](http://www.quotes-positive.com/quotes/single/)[**step**](http://www.quotes-positive.com/quotes/step/)**.’**

**But, of course, this idea is not only found in Chinese culture. It is found in all societies. Forward-thinking people have always told us that merely because something is not immediately achievable is no reason to give up. For instance, Václav Havel told us, ‘Vision is not enough, it must be combined with venture. It is not enough to stare up the steps, we must step up the stairs.’****[[[16]](#endnote-16)](https://app.site123.com/?w=2475112&disableCache=5299693" \l "_ftn17" \o ") Peretz Smolenskin taught us that ‘There are many fine ideals which are not realizable, and yet we do not refrain from teaching them.’[[17]](#endnote-17) Jawaharal Nehru said that ‘Failure comes only when we forget our ideals and objectives and principles.’[[18]](#endnote-18) And Dale Carnegie reminded us that ‘Most of the important things in the world have been accomplished by people who have kept on trying when there seemed to be no hope at all.’[[19]](#endnote-19)**

**If you are interested in this project, I’d be happy to keep you informed of its progress. You can either leave your email your address or check back to this website in a few months. At this early stage, there is no need for financial patronage. If there is enough interest, you will then be given the chance to volunteer or to contribute financially, as well as to be a co-developer and co-director.**

**It is my intention that the project would be democratically governed by a world-wide community of contributors. I would hope that that community would agree to allocate all financial contributions back to contributors in the form of payments for project jobs.**

**Endnotes**

1. [The term ‘auxiliary’ usually implies a constructed universal language intended to be used an additional language for all the peoples of the world — rather than just a modification of any existing native language. However, the term ‘auxiliary’ may also refer to any language that is selected by international consensus, including a natural language such as English.](https://app.site123.com/?w=2475112&disableCache=5299693" \l "_ftnref7" \o ")  [↑](#endnote-ref-1)
2. [Mario Pei was an Italian-born American linguist who wrote many books intended to help the public understand](https://app.site123.com/?w=2475112&disableCache=5299693" \l "_ftnref4" \o ")[linguistics](https://www.britannica.com/science/linguistics). [↑](#endnote-ref-2)
3. [Groff, P., 2010,](https://app.site123.com/?w=2475112&disableCache=5299693" \l "_ftnref2" \o ")*[Update on spelling Instruction: The Developmental Spelling Factor](https://app.site123.com/?w=2475112&disableCache=5299693" \l "_ftnref2" \o ")*[, The Simplified Spelling Society now known as the English Spelling Society, Coventry.](https://app.site123.com/?w=2475112&disableCache=5299693" \l "_ftnref2" \o ") [↑](#endnote-ref-3)
4. [According to a report published several years ago by the Scottish prison service, 50 % of prisoners are functionally illiterate.](https://app.site123.com/?w=2475112&disableCache=5299693" \l "_ftnref3" \o ") *[Fifty per cent of male prisoners are illiterate](https://app.site123.com/?w=2475112&disableCache=5299693" \l "_ftnref3" \o ")*[, 17 January 2010, STV News,](https://app.site123.com/?w=2475112&disableCache=5299693" \l "_ftnref3" \o ")[news.stv.tv/scotland/150989-fifty-per-cent-of-male-scots-prisoners-are-illiterate/](http://news.stv.tv/scotland/150989-fifty-per-cent-of-male-scots-prisoners-are-illiterate/), 30/06/2013. [↑](#endnote-ref-4)
5. American dollars are used in this exercise. [↑](#endnote-ref-5)
6. [https://www.conferenceboard.ca/hcp/Details/education/adult-literacy-rate-low-skills.aspx?](https://www.conferenceboard.ca/hcp/Details/education/adult-literacy-rate-low-skills.aspx?AspxAutoDetectCookieSupport=1), The Conference Board of Canada. [↑](#endnote-ref-6)
7. Swahili was suggested because, like Italian, Spanish, and Serbo-Croatian, it is nearly phonetically ideal. That means that each letter represents one and only one sound that is always pronounced. [↑](#endnote-ref-7)
8. Jacob, H., 1947, *Approaches to Artificial Languages, A Planned Auxiliary Language*, Denis Dobson Ltd., London, p. 9. [↑](#endnote-ref-8)
9. The [Delegation for the Adoption of an International Auxiliary Language](https://en.wikipedia.org/wiki/Delegation_for_the_Adoption_of_an_International_Auxiliary_Language%22%20%5Co%20%22) was founded in 1900 for the purpose of selecting the best possible UIAL. Because they could not find an ideal language, they developed a reformed version of Esperanto, which they called Ido. [↑](#endnote-ref-9)
10. ‘Idist’ is the term used to refer to someone who uses Ido. [↑](#endnote-ref-10)
11. Dr Zamenhof used several names throughout his lifetime, including the pseudonym Doktoro Esperanto — only using Zamehof from about 1901. He was a Polish-Jew ophthalmologist, and philologist. He originated Esperanto in 1887 with the publishing of his book *Lingvo internacia. Antaŭparolo kaj plena lernolibro*. He died in 1917. He used the pseudonym ‘Dr. Esperanto’, which means ‘one who hopes’. [↑](#endnote-ref-11)
12. ‘Yea’ is a more or less antiquated term meaning the opposite of ‘Nay’, in other words, ‘Yes’. [↑](#endnote-ref-12)
13. *Encyclopædia Britannica*, 1981, Encyclopædia Britannica, Inc., Vol. 9, p.743. [↑](#endnote-ref-13)
14. [Computational Model Suggests Humans Are Naturally Wired to be Naysayers](https://app.site123.com/?w=2475112&disableCache=5299693" \l "_ftnref15" \o "),

*[Neuroscience News](http://neurosciencenews.com/author/neurosciencenew/)*, May 27, 2015. [↑](#endnote-ref-14)
15. Lee Jun-fan, aka Bruce Lee, was an American actor, martial artist, and philosopher. [↑](#endnote-ref-15)
16. Václav Havel was a writer and dissident, who served as the first President of the Czech Republic from 1993 to 2003. [↑](#endnote-ref-16)
17. [Peretz Smolenskin was a Russian-born](https://app.site123.com/?w=2475112&disableCache=5299693" \l "_ftnref18" \o ") [[Hebrew](https://app.site123.com/?w=2475112&disableCache=5299693" \l "_ftnref18" \o ")](https://en.wikipedia.org/wiki/Hebrew)[writer and leading exponent of the Haskalah movement. The Haskalah, was an intellectual movement in Europe from approximately 1770-1880 that was based on rationality and was inspired by the European Enlightenment.](https://app.site123.com/?w=2475112&disableCache=5299693" \l "_ftnref18" \o ") [↑](#endnote-ref-17)
18. Jawaharal Nehru was leader of the [Indian National Congress](http://www.newworldencyclopedia.org/entry/Indian_National_Congress) political party and a leader of the Indian independence movement. He was also the first prime minister of the [Republic of India](http://www.newworldencyclopedia.org/entry/Republic_of_India) and was a scholar and amateur historian. [↑](#endnote-ref-18)
19. Dale Carnegie was an American writer and lecturer and the developer a famous self-improvement course. [↑](#endnote-ref-19)