

E. Africa
Zanzibar
41188

C.O.
41188

Rec. reg. 21 Dec 09

Name or Individual

F.O

Swahili Lectures.

1909

2 Dec

To for obvious copy of despatch from
CG at Zanzibar

Previous Paper

no
17824/9

Mr. Butler.

It is of course necessary that E.A. and
Uganda officials know Swahili, and
they have to pass in at least the
lower standard.

The point is, where and when
they learn it?

At least - who is decidedly an
authority - agents that before going
out as official stud. be grounded in
Swahili by a teacher and I made
one of the E.A. officials saying
recently that I was a hopeless
language. If you started about it
the wrong way. This is no doubt
what Mr. Hart refers to in speak
of the appalling array of prefixes

Copy reg
Uge 444, 21 Dec
Nyasa 305
Mad 305

4
103
H. B. ...

how do I think that no man would
judge time spent on so obviously
useful a subject as part of the
M.A. course (of the attitude of M.A.
men during their year of probation in
England).

But the late loss of his wife
held that it was enough for a
man to read up a grammar on
the voyage out (in 1782).

Then w^d also be the question of
funds for the lecture: and our
letter to J. Just. (in 1782) wd seem
remarkable if we were agreed to
accept Mr. Lark's services.
Miss Werner, too, wd probably
have a fair claim.

There is also the danger that
Mr. Lark (or Miss Werner) might
be too good - i.e. not utilize the
time to the best advantage of a
man wanting a "Mogical Swedish"
rather than a "classical".

On either side there is much
to be said, but I think ^{to the} J. Just. ^{letter} settles the point against
having a Mr. Lark lecture
reply 7.0 all 19. a 200.

Mr. Read.

This is a very different proposal
from that contained in 19, and if

†
I cannot
say more
a short
concern

Written by
W. J. R.

It was decided to adopt it. I do
not think that Miss Werner could
reasonably see any presence in
the Imperial Institute any surplus
I think the proposal is at any rate
one on which it is worth while
consulting the M.A. of G.A.P.
Nyasaland, Masaland 127
Ask them for their observations
upon it & tell me how we have done

So.
H.B.
Dec 23.

in Fitness Parcel as proposed by
Mr. Butler?

4 2 2.
13/12

"Having been ...
the opinion expressed ...
& his father."

...

In any further communication on this subject, please quote

No. 40735/09.

and address --

The Under-Secretary of State,
Foreign Office,
London.

41183

RECEIVED
DEC 24 09
FOREIGN OFFICE

December 24, 1909.

428

Sir:-

I am directed by Secretary Sir E. Grey to transmit herewith, to be laid before the Secretary of State for the Colonies, copy of a despatch and its enclosures which have been received from His Majesty's Agent and Consul-General at Zanzibar, advocating that an arrangement should be made for the appointment of a Swahili lecturer in England, whereby candidates to official and other appointments in Zanzibar and in the East Africa Protectorate might acquire a sufficient knowledge of that language before proceeding to their post.

Sir E. Grey would be glad to be furnished with any observations which the Earl of Cromer may have to offer on Mr. Clarke's suggestions.

I am,

Sir,

Your most obedient,
humble Servant,

W. Langley

Under Secretary of State,
Colonial Office.

ZANZIBAR,

October 12th 1899.

10735

41188

29 OCT 09

234.

Sir,

I have the honour to acknowledge the receipt of your despatch No. 119 of the 25th day last in which you enclose a copy of the report of the Committee appointed to consider the organization of Oriental Studies in London, and invite me to furnish you with any observations which I may have to offer on their recommendations in so far as ^{they} ~~there~~ may be likely to affect the preparation of His Majesty's Consular Officers for service in Zanzibar.

With regard to this particular point I can only reply that, as the business of His Majesty's Consular Officers here lies almost entirely either with the English Officers of the Zanzibar Government or with

the

the Right Honourable,

Sir Edward Grey, Bart, B.P.,

Ac., Ac., Ac.,

ZANZIBAR,

October 21, 1899.

41188

21 OCT 09

Sir,

I have the honour to acknowledge the receipt of your despatch No. 119 of the 25th May last in which you enclose a copy of the report of the Committee appointed to consider the organisation of Oriental Studies in London, and invite me to furnish you with any observations which I may have to offer on their recommendations in so far as ^{they} there may be likely to affect the preparation of His Majesty's Consular Officers for service in Zanzibar.

With regard to this particular point I can only reply that, as the business of His Majesty's Consular Officers here lies almost entirely either with the English Officers of the Zanzibar Government or with

the

The Right Honourable,

Sir Edward Grey, Bart, M.P.,

&c.,

&c.,

&c.,

the members of the English or foreign communities, a knowledge of Swahili, though it would no doubt greatly add to the interest of their sojourn in the ultimate, cannot be considered as in any way a necessity. It would moreover be hard to expect a young fellow coming out here, and destined to pass at the most two or three years of his life in Zanzibar, to spend six months or so in acquiring a knowledge of a language which anywhere else would be of no use to him.

The case, however, is different with those who join the Zanzibar Government service, and though you do not ask my views on the report of the Committee so far as this matter is concerned, I take the opportunity of submitting them for your consideration.

There can be no doubt, as indeed the Committee admit, of the great importance to young men destined for service abroad of the acquisition of a knowledge of the grammatical construction of the language of the country to which they are going; and even a short experience here has been sufficient to show that the difficulties with which the newly arrived Zanzibar

official has to contend is simultaneously carrying on the work of the post to which he has been appointed, and acquiring a knowledge of Swahili, would be much lessened, could he come out already fairly well grounded in the grammar of that language.

The number of such officials is however very small, and if the Zanzibar Government were the only administration which required a knowledge of Swahili on the part of its servants I fear that their numbers could not be sufficiently great to justify it in incurring any such pecuniary liability as would be necessary to ensure their acquiring that knowledge before being set to take up their duties.

It has occurred to me however, that the Colonial Office, as being responsible for the administration of East Africa, are concerned in seeing that the numerous officials, destined for that protectorate become acquainted with Swahili with as little delay as may be; and in these circumstances I would suggest that some arrangement might be made by which the Zanzibar

Government

Government would contribute a small fixed sum (besides fees), towards the expenses of any scheme of education in Swahili which the Colonial Office might set ^{on} foot on condition that Zanzibar officials should be allowed to share in its advantages.

Should this plan appear to you practicable, and should it also commend itself to the Colonial Office, I would suggest that advantage might be taken of the return to England on retirement of Mr. Last, the Collector of Zanzibar to consult him on the project. Mr. Last has perhaps a greater knowledge of Swahili, both colloquial and, if I may use the expression, classical than anyone living, and it might be possible to conclude an agreement with him by which in return for a moderate salary he would undertake to teach Swahili to whatever students the Colonial Office or the Zanzibar Government might like to send to him.

I may add that I understand that it is not impossible that a certain number of members of the commercial community both here and in East Africa might be ^{willing} ~~interested~~ to contribute towards the expenses of such a scheme as

that I have indicated above if their clerks before
coming out were permitted to participate in the education
in which it would provide.

I have the honour to be,
with the highest respect,

SIR,

Your most obedt servt

Wm. G. G. G.

Wm. G. G. G.

P.S. I enclose for your info - (one note to
be sent to the Organization of Oriental
Studies - London together with a
copy of a letter which is re addressed
to me in regard to the collection of
Pashuti Kachis at my 300, Colonial Office
or commercial press.

OCT 21 1909

10735

Inclosure in Mr. Clarke's No. 205 of October 18th, 1909.

 Mr. J. T. Last to Captain Barton.

 Zanzibar, October 6th, 1909.

The First Minister,

I have read most of the evidence given before the Committee appointed to consider the organization of Oriental Studies in London. The fact of so many authorities, English and Foreign, all agreeing on this subject, points clearly to the great need there is for such a means of study. One idea was practically common to all, viz. that it would be a great advantage to young men engaged for foreign service, if, before they left England, they acquired a fair knowledge of the grammatical construction of the language of the country to which they were going. I thoroughly agree with that idea, for the reason, that a man equipped with such knowledge, has a firm basis on which to complete his knowledge of the language. This laying of the foundation of the knowledge of the language is much more easily done under the direction of competent teachers in England, than it could be done abroad, for several reasons.

1st. One of the principal reasons is the lack of really competent native teachers. There are so few who know their own

language sufficiently well, or are acquainted with the difficulties which arise in the European mind, to be able to explain correctly to the student many of the modes of expressions used by the natives. As for instance:- A short time ago, an official came to me and asked me to tell him the difference between "katoka" and "ametoka". He had asked his native teacher who told him that "katoka" was colloquial, and "ametoka" the classical form of speaking. This was right as far as I went, but it did not satisfy the enquirer. The real explanation is, that, "katoka" is an abbreviated sentence, and "ametoka", is a complete one. In every case where the conjunctive particle ka- is reflexed to the simple form of the verb, another verb must be understood as preceding it. As with the word, "katoka", (which is an abbreviated word as well as representing an abbreviated sentence) the full form of the sentence would be something as follows- (a-li-ondoka)"a-ka-toka"- "he arose and he has gone out", the words in brackets being understood, but not expressed. The word a-me-toka, is a complete sentence - "he has gone out".

2nd. The peculiar construction of the so-called Bantu languages, of which Shilluk is a member, taken in connection with the lack of competent native teachers, shows how important it is that a fair knowledge of the grammatical construction of the language

should

language sufficiently well, or are acquainted with the difficulties which arise in the European mind, to be able to explain correctly to the student many of the modes of expressions used by the natives. As for instance:- A short time ago, an official came to me and asked me to tell him the difference between "katoka" and "ametoka". He had asked his native teacher who told him that "katoka" was colloquial, and "ametoka" the classical form of speaking. This was right as far as it went, but it did not satisfy the enquirer. The real explanation is, that, "katoka" is an abbreviated sentence, and "ametoka", is a complete one. In every case where the conjunctive particle ka- is prefixed to the simple form of the verb, another verb must be understood as preceding it. As with the word, "katoka", (which is an abbreviated word as well as representing an abbreviated sentence) the full form of the sentence would be something as follows- (a-li-ondoka)"a-ka-toka"- he arose and he has gone out", the words in brackets being understood, but not expressed. The word a-me-teka, is a complete sentence - "he has gone out".

End. The peculiar construction of the so-called "antu languages, of which I shall be a member, taken in connection with the lack of competent native teachers, shows how important it is that a fair knowledge of the grammatical construction of the language should

should be acquired before leaving England. This is especially the case with Swahili, the "lingua franca" of East and Central Africa. Not that Swahili is really a difficult language to learn but its construction with its apparently appalling array of prefixes is sufficient to stagger most students at first sight, especially such as have only knowledge of their mother tongue. The assistance of a competent English teacher should be sufficient to guide the student through these difficulties with an ease almost impossible to a native teacher.

3rd. In this connection the peculiar circumstances of the young man just out from home has to be taken into consideration. Most of them are engaged in office work, official or commercial, using books and pens, all day long. Naturally they are only too glad, after a full day's office work, to lay aside their working tools, as soon as the opportunity occurs, and rightly so, from a mental as well as a physical point of view. In most cases, though it might be a change in mental labour, it would scarcely be a rest to the brain, to commence the study of a language which appears bristling with difficulties. It is only fair to young men that they should have a fair amount of time for recreation, walking, games and other physical exercises, and this time should not be taken up with arduous studies.

It is here, that the man who has acquired a fair knowledge of the grammar and construction of the language, has a great advantage. He already knows enough to speak somewhat, and to speak correctly, and he can be doing the best of Swahili exercises, when he is out of his office, enjoying his recreations by getting into conversation with natives, who are always ready to talk. This makes his study of Swahili a pleasant exercise, gives him a fluent speech and a correct idiom, which would have been very difficult for him to obtain, had he not first acquired a good ground work in the language before leaving England.

It is undoubtedly a fact that this want of preparatory instruction in language, before leaving home is one of the chief if not principal causes why such a comparatively few Officials and commercial men acquire a good knowledge of the language of the country where they are employed. It is a question which should engage the serious consideration of the principal Government Officials at home and also the Heads of commercial houses, for there is no denying the fact that the usefulness and success of both the official and the man of business depends largely on their power of being able to get, and keep in close touch with the people with whom they have to deal, and this can be done well only by being able to speak the native language freely and correctly. The man who has acquired a fair knowledge of Bishop

Stear's Swahili Handbook and Swahili Book of Exercises, under the guidance of a competent English teacher, before he leaves home, has made an investment which should place him, as a useful servant, far in advance of those who postpone the study of the language until they reach their stations.

To the foregoing notes I would add a few remarks on the far-reaching usefulness of the Swahili language. It is spoken on the East Coast of Africa, from some distance North of the Equator to about 20° South, and for the greater part of ^{the} way it is the language of the Coast. It is known and its influence extends inland practically all over Eastern and Central Africa, even to the West Coast, so that a fair knowledge of Swahili should take a man from one side of Africa to the other. At almost every place he would find some ^{one} more or less acquainted with the language. Amongst all the Wanyamwezi tribes, the natives who have such continuous intercourse with the Coast, use it as a second language to their own. These people, with Arabs and Swahilis, have taken it beyond the Lakes to the Manyema country Urua and the Congo State. In the countries of the Yao, Makwas and Wanyasa it is a well known language. When I was travelling some 20 years ago in the countries inhabited by these people, I found that Swahili was quite sufficient for all my purposes,

as it was generally well understood by the natives. Starting from Zanzibar and thence from any one of the German Ports on the East African Coast, a man with a fair knowledge of Swahili can work his way quite well, through all the various tribes to Uryenyembe and thence on to the Lakes and to the Congo States. Or from Uryenyembe he can go north to Uganda and would not need the help of any other language for general purposes. From Bombasa, also, the same could be done. The Masai, perhaps, are not so well acquainted with Swahili, though some 20 years ago when I was travelling about in their country, I found some of them who understood and spoke Swahili quite well. In Uganda, there must be very many natives and others throughout the country, who understand Swahili, owing to the fact that numbers of Uganda have been to the Coast and returned and also that there are many Arab and Swahili residents and visitors in the country. On the West Coast of Africa, especially on the little strip of Coast of the Congo State, and also throughout the Congo State, the Swahili language should be found sufficient for all ordinary purposes. Several hundreds of Swahili were taken some few years ago to the Congo State from Zanzibar and West Africa, and of these many of them have elected to settle there rather than return to Zanzibar. The above remarks are sufficient to show something of the usefulness of the Swahili

as it was generally well understood by the natives. Starting from Zanzibar and thence from any one of the German Ports on the East African Coast, a man with a fair knowledge of Swahili can work his way quite well, through all the various tribes to Uvuyenyembe and thence on to the Lakes and to the Congo States. Or from Uvuyenyembe he can go North to Uganda and would not need the help of any other language for general purposes. From Mombasa, also, the same could be done. The Masai, perhaps, are not so well acquainted with Swahili, though some 28 years ago when I was travelling about in their country, I found some of them who understood and spoke Swahili quite well. In Uganda, there must be very many natives and others throughout the country, who understand Swahili, owing to the fact that numbers of Uganda have been to the Coast and returned and also that there are many Arab and Swahili residents and visitors in the country. On the West Coast of Africa, especially on the little strip of Coast of the Congo State, and also throughout the Congo State, the Swahili language should be found sufficient for all ordinary purposes. Several hundreds of Swahili were taken some few years ago to the Congo State from Zanzibar and East Africa, and of these many of them have elected to settle there rather than return to Zanzibar. The above remarks are sufficient to show something of the usefulness of the Swahili

language, throughout the whole of East and Central Africa and even on the West Coast. It is without doubt, the most useful language a man can learn for general purposes, in those parts of Africa.

The knowledge of Swahili is necessary to all Government Officials in East Africa, and should be found very useful throughout the Protectorates of British East Africa and Uganda. In the former Protectorate it is a language almost common to the whole of the country. In the second, an official, knowing Swahili, can always find natives to interpret for him, and even in the remote parts, he will generally have amongst his people one or more Swahilis or natives who can help him. So with a knowledge of Swahili, a man can leave home and proceed direct to his post, and commence at once to do useful work, which it would not be possible for him to do without his knowledge of Swahili.

There is another advantage in acquiring a fair knowledge of Swahili under competent teachers before leaving home. The knowledge of Grammatical construction of the Swahili language is the key to the knowledge of all the Eastern and Australial Bantu languages. Only those who have attempted to acquire a language, of which there is little or no literature to assist

then, know what a difficult subject is. To some it is an impossible task, especially those who have never studied any language but their own. Any way, it might take years to obtain that, which with a fair knowledge of Swahili, could be acquired in a few months. As all the Bantu languages are of a somewhat similar construction, the knowledge of Swahili would guide the student of the native language to what he must expect to find, and though he would discover many minor differences, yet with help of Swahili he ought in a short time to acquire a very fair idea of the native language, though without such help he might wander about in its obscure mazes, in the most unsuccessful and indefinite manner. In connection with this we have to take into consideration still more strongly, the want of competent native teachers, for though teachers of a kind might be found in some parts of British East Africa and Uganda, yet in the Ruwenzori district, the student would not find any teacher at all, and would be obliged to grope about in his studies as best he could. Here again, a course of study in the Swahili language under a competent teacher should be most useful, for having been taught by his teacher to surmount the difficulties of Swahili, he would thereby be much better able to overcome difficulties in any other Bantu language.

I would seriously recommend, that all Government Officials

appointed

appointed to posts in East and Central Africa, should acquire a fair knowledge of the Grammar and construction of the Swahili language before leaving England for the following reasons:-

- 1st On account of its general usefulness and wide spread influence;
- 2nd Because of the advantage it gives those who know it, by enabling them to make a practical commencement of their duties as soon as they arrive at their posts.
- 3rd Because a fair knowledge of the Swahili language is the best practical introduction to the study of the other Bantu languages spoken in East and Central Africa.

sd/- J. T. East.

Collector of Zanzibar.

appointed to posts in East and Central Africa, should acquire a fair knowledge of the Grammar and Construction of the Swahili language before leaving England for the following reasons:-

1st On account of its general usefulness and wide spread influence.

2nd Because of the advantage it gives those who know it, by enabling them to make a practical commencement of their duties as soon as they arrive at their posts.

3rd Because a fair knowledge of the Swahili language is the best practical introduction to the study of the other Bantu languages spoken in East and Central Africa.

Sd/- J. T. Last.

Collector of Zanzibar.

Inlosure 2 in Mr. Clarke's No. 234 of October 18th, 1909.

40735
NOV 6 1909

Mr. J. T. East to Mr. Clarke.

Zanzibar, October 9th, 1909.

Dear Mr. Clarke,

In connection with my "Notes" attached and your remarks in your "Minutes" on the subject of the "Organization of Oriental Studies in London", I beg to be allowed to state that as I shall shortly be retiring from the service of the Zanzibar Government, and desire to have something to do when settled in England I would like to offer myself for the post of teaching Swahili under this new Scheme.

My qualifications for such work are, my having lived in East Africa Madagascar and Zanzibar for the last 35 years. During these years I have devoted my time very largely to acquiring an intimate knowledge of the Swahili and have also closely studied certain others of the Bantu languages. Among other books and pamphlets which I have published I may mention a "Grammar and Vocabulary of the Kaguru language" and a Grammar of the Kikamba language". My chief work, however, of this kind, is the "Pelagiotta Africana Orientalis", a book dealing

with

with some 57 African languages - Besides the above, there are a number of linguistic notices on the Bantu and Malagasy languages in various papers which I have written for the Royal Geographical and other Societies.

These may suffice to show that I have some acquaintance with other members of the Bantu Group as well as with Swahili.

Sd/- J. T. Last.

Collector of Zanzibar.

F.O/41188 } E. Africa
Zanzibar

1/11/11

DRAFT

U.S. of S.

F.O.

31 Dec 09

~~Jan 1910~~

MINUTE.

For

- Mr. Paikarom 29/12
- Mr. Butler 29/12
- Mr. Frides
- Mr. Just
- Mr. Cox
- Sir C. Lucas
- Sir F. Hopwood
- Col. Seely
- Lord Crewe

was directed by the Lord of
 Council to ack. the receipt of
 your letter 40735/09 of the
 20th of December, transmitting
 a copy of a despatch & its
 enclosure received from the
 Agent & Consul-General at
 Zanzibar on the subject of
 appointing a local lecturer
 in England, who state,
 for the info of Sec. Sir E. Grey
 that the man has been
 referred to the only of the
 of the island
 for the above

20/11

F.O. / 41188

} S. Africa 446
Zanzibar
30.
31.

J.P.

- 1. S.A.P. No. 785 ✓
- 2. Uganda No. 444 ✓
- DRAFT 3. Nyasaland No. 305 ✓

- 1. Gov. Sir P. Girman
- 2. *o.s.g.*
- 3. Gov. Sir A. Shupe

1/1000 only
1/1000 only
1/1000 only

31 Dec
1910.

MINUTE

- Mr. Parkin 29/12
- Mr. *Smith* 29
- Mr. *W. R. L.* 30
- Mr. Piddis.
- Mr. Just.
- Mr. Cox.
- Sir G. Lucas.
- Sir F. Hopwood.
- Col. Seely.
- Lord Crewe.

I have the honor to transmit
 to you a copy of a letter from
 the F.O. with enclosure, ~~and~~
~~relating to a project for~~
~~subject of appointing a~~ ^{Swedish}
~~lecturer in this country~~
~~to persons about to proceed~~
~~to take up appointments as~~
~~official and other posts in~~
~~British Protectorates in~~
 S. Africa. ~~and to request~~
~~I should be glad if you would~~
~~that you will~~ ^{kindly} ~~provide~~ ^{me}
 with your observations on the
 suggestion.

rd/12

From F.O. 20 Dec

2. I have to explain
~~that~~ in June last ~~the~~
was made

...selected for appointments in
the East. We are
...be required to attend an experimental
course of lectures (six or eight)

...the General Committee
of the Board of Languages
...Werner, Professor of Zulu
at King's College, London, offered to
undertake the course

...in connexion with the Tropical African
Services Course at the
Imperial Institute,
and which she thought
might serve as a useful
preliminary for the
acquisition of Swahili,
Kikuyu, or Luganda

...Dr James Nayler
Master and Dr H.
Baskett Bell, Master
of the school and
...F.H. of
...will be heard in
...at the time, but they
were of opinion that

the proposed course
would be of much
practical use,
and further that, little
technicality being
required, the
...was

...for more readily to be
learned in E. Africa
than in this country;
and that the study of
a grammar on the voyage
out should be sufficiently
helpful
to enable the candidate

an officer to take
practical study of the language
up the practical
study of the language
on his arrival in
Africa. He presents
a proposal which of course
necessarily differs
...has not made
to Mr Werner, but
I think it advisable
to refer to you with
the opinion expressed
by Sir J. Hayes Sadler
and Sir H. Baskett Bell,
as they have a
bearing on the
subject generally.

...will be of much
practical use,
and further that, little
technicality being
required, the
...was