

1909 [Cd. 4560] Treasury Committee on the Organisation of Oriental Studies in London. Report of the committee appointed by the Lords commissioners of His Majesty's Treasury to consider the organisation of oriental studies in London, with copy of minute and letter appointing the committee and appendices.

235

TREASURY COMMITTEE ON THE ORGANISATION OF ORIENTAL  
STUDIES IN LONDON.

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# REPORT

OF THE

# COMMITTEE

APPOINTED BY

THE LORDS COMMISSIONERS OF HIS MAJESTY'S TREASURY

TO CONSIDER THE

# ORGANISATION OF ORIENTAL STUDIES IN LONDON,

WITH

COPY OF MINUTE AND LETTER APPOINTING THE  
COMMITTEE

AND

# APPENDICES.

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*Presented to both Houses of Parliament by Command of His Majesty.*

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### TREASURY MINUTE AND LETTER OF APPOINTMENT.

8430/07.

Treasury Minute, 20th April 1907.

The Lords Commissioners of His Majesty's Treasury have appointed a Committee to consider the organisation of Oriental Studies in London.

The following are the members of the Committee :—

The Right Honourable Lord Reay, G.C.S.I., G.C.I.E. (Chairman).

The Right Honourable Lord Redesdale, G.C.V.O., K.C.B.

The Right Honourable Sir Alfred C. Lyall, G.C.I.E., K.C.B.

Sir Thomas Raleigh,\* K.C.S.I.

Mr. A. R. Guest.

Mr. P. J. Hartog, Academic Registrar of the University of London, will act as Secretary to the Committee.

5937/08.

Treasury Chambers, 30 March 1908.

MY LORD,

I AM directed by the Lords Commissioners of His Majesty's Treasury to inform your Lordship that they have been pleased to appoint Sir Montagu Turner as an additional member of the Committee to consider the Organisation of Oriental Studies in London, of which your Lordship is Chairman.

I am, my Lord,  
Your obedient servant,  
T. L. HEATH.

The Right Hon. the Lord Reay, G.C.S.I., G.C.I.E.,  
6, Great Stanhope Street,  
Mayfair, W.

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\* Since created K.C.

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## REPORT OF THE COMMITTEE.\*

TO THE LORDS COMMISSIONERS OF HIS MAJESTY'S TREASURY.

May it please Your Lordships,

The Committee appointed by you to consider the organisation of Oriental Studies in London beg to report as follows :—

1. It appears desirable, in the first place, briefly to recall the circumstances which led to the appointment of the Committee. On December 4th, 1906, a Memorial (reprinted as Appendix I of this Report) was presented to the late Sir Henry Campbell-Bannerman, then First Lord of the Treasury, by a deputation† introduced by the Vice-Chancellor of the University of London, and representing the following bodies :—

The British Academy.  
 The London Chamber of Commerce.  
 The Royal Asiatic Society.  
 The Central Asian Society.  
 The Japan Society.  
 The China Association.  
 The African Society.  
 The Anglo-Russian Literary Society.  
 The City of London College.  
 The Victoria League.  
 The Society for the Propagation of the Gospel in Foreign Parts.  
 The Church Missionary Society.  
 The London Missionary Society.  
 The Society for Promoting Christian Knowledge.  
 The British and Foreign Bible Society.

\* The figures inserted after the names of witnesses or statements in the Report refer to the numbers of questions and answers in the Volume of Evidence; the pages referred to in that Volume have only been given in the case of answers extending over more than a single page.

† The members of the deputation were as follows :—

Mr. T. W. Arnold, Professor of Arabic, University College, London.  
 Sir Mancherjee Bhownagree, K.C.I.E.  
 Mr. Thomas F. Blackwell, J.P., Chairman of the London Chamber of Commerce.  
 Sir Edward Busk, M.A., LL.B., Vice-Chancellor of the University of London.  
 Mr. E. A. Cazalet, President of the Anglo-Russian Literary Society.  
 Lieutenant-General Sir Edwin H. H. Collen, G.C.I.E., C.B., President of the Central Asian Society.  
 Mr. W. Crewdson, Honorary Secretary of the Japan Society.  
 Dr. T. W. Rhys Davids, Professor of Pali and Buddhist Literature at University College, London, and of Comparative Religion in the Victoria University of Manchester.  
 Mr. T. Hart-Davies, M.P.  
 Sir Robert K. Douglas, Professor of Chinese at King's College, London.  
 Sir Charles Elliott, K.C.S.I.  
 Dr. T. Gregory Foster, Provost of University College, London.  
 Dr. G. A. Grierson, C.I.E.  
 Mr. R. S. Gundry, C.B., President of the China Association.  
 Rev. Dr. A. C. Headlam, Principal of King's College, London.  
 Sir Walter Hillier, K.C.M.G., C.B., Professor of Chinese, King's College, London.  
 Mr. Sidney Humphries, LL.B., Principal of the City of London College.  
 The Rt. Hon. Sir John Kennaway, Bart., P.C., C.B., M.P., President of the Church Missionary Society.  
 The Right Hon. Sir Alfred Lyall, K.C.B., G.C.I.E.  
 Sir Charles Lyall, K.C.S.I., C.I.E., Secretary of the Judicial and Public Department, India Office.  
 Mr. H. F. B. Lynch, M.P.  
 Mr. J. W. Neill, Professor of Indian Law, University College, London.  
 Mr. J. H. Polak, J.P., (London Chamber of Commerce).  
 Mr. E. J. Rapson, Professor of Sanskrit in the University of Cambridge, late Professor of Sanskrit in University College, London.  
 The Right Hon. Lord Reay, G.C.S.I., G.C.I.E.  
 The Right Hon. Lord Redesdale, G.C.V.O., K.C.B., Vice-President of the Japan Society.  
 Mr. John David Rees, M.P., C.I.E., C.V.O.  
 Sir Arthur Ricker, F.R.S., Principal of the University of London.  
 Mr. Walter Smith, Secretary of King's College, London.  
 Dr. H. J. Spencer, Headmaster of University College School.  
 Sir Albert Spicer, Bart., M.P., Treasurer of the London Missionary Society.  
 Dr. A. Cotterell Tupp, late I.C.S.

# 58294.

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The deputation was favourably received by Sir Henry Campbell-Bannerman, who was accompanied by the Chancellor of the Exchequer and the Secretary of State for India. It was as a result of this deputation that the present Committee were appointed, and the reference to the Committee was that suggested in the Memorial, viz. : To consider generally and in detail—

- (1) The present allocation of grants by the several Government Departments for the purposes of instruction in Oriental languages.
- (2) Having regard to present facilities for Oriental studies, and the importance of the interests involved in the formation of a thoroughly adequate scheme for the teaching of Oriental languages in London, in what way the general organisation of a School for this purpose would most advantageously proceed.
- (3) What funds and resources at present applied in London to the teaching of Oriental languages would be rendered immediately available for the establishment of such a School by the co-operation of existing agencies.
- (4) What additional funds from Government or other sources would be required for its establishment and maintenance, provision being made in the first instance for the adequate remuneration of its teachers.
- (5) What recognition should be given by the various Government Departments to the knowledge of selected Oriental languages, as attested by approved certificates, diplomas, or degrees.

2. Your Committee felt that while the general correctness of the statements made in the Memorial, which had been signed by some of the members of the Committee in their individual capacity, might be assumed, their Recommendations should be based on a careful and detailed re-examination of the whole position; and they have accordingly held 29 meetings and examined a number of witnesses of high standing, capable of speaking with authority on the questions of diplomatic, commercial, scientific, and academic interest involved. The total number of witnesses examined was 73. The Committee have had the special advantage of evidence from the present heads of the Schools of Living Oriental Languages in Paris and Berlin, Professor Boyer and Professor Édouard Sachau, and from the Professor of Sanskrit at the Collège de France, M. Sylvain Lévi. The Committee desire gratefully to acknowledge the invaluable assistance of these gentlemen.

3. The Memorial begins by pointing out the considerable provision made for Oriental studies in Berlin, Paris, and St. Petersburg, and continues as follows:—

“In London, on the other hand, there is no properly organised School providing instruction in Oriental languages. The efficient teaching which is given is due to the efforts of scattered colleges and societies whose finances are heavily burdened by other charges, with the result that in almost every case the teachers, whose merits are generally recognised, are inadequately paid, and hence are unable to give more than a small portion of their time to the teaching of their subjects. The number of students who avail themselves of the existing facilities is very limited and would be largely increased if due recognition were given to these studies.”

4. Full details of the teaching in Oriental languages given at the present moment at University College and King's College are given in Appendix V (p. 65).

There is obviously a considerable nucleus in the shape of personnel, although, as we propose to show, this should be increased, notably by the addition of native readers, in order to combine in the most efficient way the literary teaching of living Oriental languages with the colloquial.

The teaching at the two Colleges, which at one time overlapped, was co-ordinated some years ago in accordance with an arrangement proposed by the Imperial Institute (*see* Appendix V), and since the reorganisation of the University of London the majority of the teachers have been recognised by the University. The University has instituted degrees in Oriental subjects,\* and the University Board of Studies

\* At the B.A. Pass Degree for Internal Students, Russian, Sanskrit, Hebrew, Arabic, and Persian may be taken as optional subjects, and at the B.A. Pass Degree for External Students, Russian, Hebrew, and Sanskrit may be taken as optional subjects.

The B.A. Honours Degree for Internal Students may be taken in Russian, Indian Languages (Classical Sanskrit and Pali), Persian, Hebrew and Aramaic (including Syriac), Arabic and Chinese. The B.A. Honours Degree for External Students may be taken in Russian, and in Hebrew and Aramaic.

The M.A. Degree for Internal and External Students may be taken in the Indian Branch, Persian, Arabic, Hebrew and Aramaic (including Syriac), and Chinese.

of Oriental Languages and Literatures, by whom curricula and regulations for these degrees are drawn up in the first instance, for approval by the Senate, consists of a number of these recognised teachers and of teachers appointed by the University,\* together with not more than one fourth of "other persons," chosen as authorities in this branch of learning.

But the total annual emoluments of 25 teachers dealing with some 30 Oriental languages (or other subjects) at University and King's Colleges amount to less than 1,300*l.*; in two cases the annual emoluments are just over 200*l.*; in the greater number of cases they are insignificant, and since, as Professor Rhys Davids has pointed out, the majority of Oriental scholars are not wealthy, it is obvious that the teachers, however eminent they may be as scholars, are forced to derive their maintenance from other sources, and to devote their energy to other work than that of their teaching.† Moreover, it is conceded by the authorities of the Colleges that what is required is a single School, if possible with a site and name of its own, which would become as well-known to Londoners as University College or King's College.

The need for teaching not only classical, but also living Oriental languages, has been recognised by the Governments of France, Germany, Russia, Austria-Hungary, Italy, and Holland, all of which countries possess Schools of Living Oriental languages supported by Government funds. Details of these Schools are given in Appendix XIV (pp. 128-152). They have been obtained by the kind assistance of the Foreign Office and of the British Embassies in Paris, Berlin, St. Petersburg, Vienna, and Rome, and the Legation at the Hague. The collection of the necessary data has involved considerable labour in many cases, and we desire to tender our best thanks for the services thus rendered to us by the Foreign Office and by the Embassies and Legation concerned. We may mention here with regard to the two largest of the foreign Schools that the Berlin School has 42 teachers and a budget approaching 10,000*l.* per annum, and the Paris School has 26 teachers and a budget of 7,000*l.* per annum.

5. While the creation of a School of Oriental Languages in London might be justified, not only by pointing to foreign example, but on grounds of high policy, on which we shall touch later, we have thought it our duty to investigate in detail the various classes of persons whom such a School would serve from the outset, and their precise needs. To those needs the initial scale and organisation of the School must bear some reasonable relation.

6. We have given especial attention to one point which we regard as of the first importance, namely, the question of providing for the preliminary training of persons who are going out to the East or to Africa, either for the public service or private business. If it were proved that such persons ought to acquire the elements of the knowledge of Eastern languages, history, religions, and customs in the countries to which they may be sent, the arguments for the institution of the proposed Oriental School in London would lose much of their force. But the evidence of the need for preliminary training in this country is overwhelmingly great.

Lord Cromer said (6360):—

"I think the universal testimony of all those in Egypt who know Arabic well is that the young man who comes out after having been grounded in Arabic here [i.e., in England] eventually turns into a very much better public servant than the man who merely picks up the language in Egypt."

Sir Charles Lyall, who is distinguished no less as an Oriental scholar than as an administrator, puts the case fully and in the clearest terms (2904 and Appendix III (g), p. 57):—

"Much time is lost by persons who defer until they land in the East the commencement of the study of Oriental subjects. Europeans require, in order to overcome the initial difficulties presented by Oriental languages, the guidance and assistance of Europeans who have already encountered and surmounted those difficulties. The genius of Oriental speech is so different from that of European languages, that a student, if left to his unassisted efforts, is likely to waste both time and labour in approaching his task. Moreover, so far as my experience goes, the art of teaching is little understood in the East. The ordinary munshi of India, at any rate, does not understand how his pupil's intelligence should be directed or stimulated, on what points stress should be laid, how differences of idiom between the two languages should be explained, and other like matters which make the difference between good teaching and bad. I do not for a moment suggest that a European cannot become a good scholar in an Oriental language in the country where it is spoken. If already provided with a good liberal education here, he will no doubt eventually pick up a good acquaintance

\* Besides the "recognised teachers," teachers directly appointed by the University with the status of "appointed teacher" are eligible for membership of Boards of Studies.

† *Oriental Studies in England and Abroad*, reprinted from the Proceedings of the British Academy, p. 2 (Henry Frowde); and Answer 2113 in the Evidence.

with the vernacular there. But he will do so much more quickly and readily if he has been furnished with a grounding in this country, given by a teacher of his own race, who knows from practical experience what has to be taught, what difficulties the subject presents, and how they should be attacked; and who, I may add, is able to bring personal influence to bear upon his pupil to an extent which can hardly be expected from an indigenous teacher."

See also  
Letter from  
Board of  
Trade,  
Appendix X,  
p. 91.

The inadequacy of native teachers was insisted on from personal experience by nearly every witness who appeared before the Committee. Dr. Grierson, the Superintendent of the Linguistic Survey of India, has spoken decidedly on the advantages of a preliminary training in this country (1050), and the point has been further emphasised with regard to Indian languages by Mr. J. D. Rees, General Sir Edward Chapman, Mr. T. Morison, Sir Mancherjee Bhownagree, Mr. Yusuf Ali, and Mr. T. C. Hodson; with regard to Arabic, Persian, Turkish, &c., by Mr. Walter Baring, Sir Adam Block, Mr. Valentine Chirol, and Sir D. Mackenzie Wallace; with regard to African languages, by Sir Harry Johnston, Sir Charles Eliot, Mr. Hollis and Mr. Temple; with regard to Malay, by Sir Frank Swettenham. We would especially draw attention to the general concurrence in this view of the representatives of the Admiralty (Lieut. J. A. Duncan, R.N.) and the War Office (Major H. D. De Pré), and of the important commercial witnesses heard by the Committee, Mr. C. S. Addis, of the Hongkong and Shanghai Banking Corporation (4756, 4823), Mr. E. Andrews, of the Bombay-Burmah Trading Corporation, Ltd. (4903, 4918), Mr. H. S. Ashton, of Messrs. Shaw, Wallace & Co. (5026-7), Mr. Braham, of the Liberian Development Chartered Company, and the Liberian Rubber Company, Mr. James Duncan, of Messrs. Steel Brothers (4949), Mr. W. Keswick, M.P., of Messrs. Jardine, Matheson & Co. (5316), Sir Albert Rollit, representing the London Chamber of Commerce (6433), Mr. Scaramanga, of Messrs. Ralli Brothers (6321-3), and Mr. J. H. Wilson, of Smith, Mackenzie & Co. (4593). We have expressly omitted from the foregoing list the professors of Oriental languages who have given evidence, on the ground that their view, which is unanimously in favour of beginning the teaching of Oriental languages at home, might be regarded as biased. Practically the only witness who takes an opposite view with regard to the languages of the Near and Middle East is Mr. Graves, C.M.G., who received his training at the Foreign Office School at Constantinople, abolished in September, 1890.

With regard to Chinese and Japanese and other languages using Chinese character, opinion is perhaps somewhat more evenly divided among the experts in language. Sir Cecil Clementi Smith, who was one of the first Student Interpreters at Peking, stated (150) :—

"The longer I stayed out in the East the more satisfied I was that to study Chinese, the language of Chinese—I wish to draw a marked distinction between the study of the literature and the study of the spoken language—to study the literature, the written language, it would be of very great advantage to the student if he could do it in this country."

The witness drew a distinction between classical Chinese, of which he thinks the study ought to be begun in England; and colloquial Chinese, which, like Sir Ernest Satow, he thinks can only be learnt in China (152 and 158). On the other hand, Sir John McLeavy Brown, in reply to the following question (4202) :—

"I should like to have your opinion as to some of the evidence that has been put before us. We have been told that one of the great difficulties in starting a Chinese School in London would be the fact that it would be impossible for a student to acquire the tones here,"

replied :

"If he has a Chinese teacher, no difficulty whatever."

The witness further said (4172) :

"I may say, as regards myself, if there had been a proper School of Chinese in existence in London when I first went to the East, and I had been properly advised, I should have taken lessons in that School."

Neill, 292-7;  
Hendlam,  
6076-9.

Sir Robert Douglas (1599) and Sir Walter Hillier (423) take the same view; and apart from these opinions there is definite evidence that "six months of study with Sir Walter Hillier would save two years' work in Peking."\* With regard to Japanese we may quote the practical experience of Mr. W. J. S. Shand, as also that of Count Mutsu, of the Japanese Embassy in London, who writes in his interesting Memorandum on the subject (*see* Appendix IV (g), p. 62) :—

"It is a known fact that our language is not an easy one to acquire, and that it fundamentally differs from the construction of European languages. At the same time, however, I cannot help believing that the difficulties are much exaggerated, and especially by those who have never attempted to study

\* Shortly after giving evidence before the Committee, Sir Walter Hillier resigned his professorship at King's College in order to accept a post at Peking as Adviser to the Chinese Government.

it. Not only have I known foreigners who speak Japanese fluently, but I have also met foreigners who, never having been to Japan, yet are able to converse more or less in our language.

"Like any other linguistic study, naturally, Japanese would be more quickly and easily learnt in Japan, but it is very far from being an impossible matter for a foreigner to acquire a good knowledge of it abroad, especially if he studies with a good native master."

Apart from the general question, attention may be drawn to the fact that as Lord Cromer and other witnesses have stated, a language "picked up" in the East is apt to be of a kind that causes the speaker to be looked down on by the educated and cultured people of the country.

Clementi Smith, 170 ;  
Cromer,  
6369-70.

We are fully convinced that if adequate instruction is provided the young man going out to the East will gain immensely by beginning his studies at home, whatever may be the particular language that he requires and his object in learning it.

7. It has been further pointed out that, apart from the technical difficulties of acquiring a new language with an unskilled teacher, there are difficulties of another order which the young man in the East finds in his way. Sir Cecil Clementi Smith points out the difficulty of beginning so arduous a study as that of Chinese character in tropical climates (150-51). But the general difficulty is one pointed out by Sir Adam Block, who has had important diplomatic and commercial experience in the Levant, and who made a statement for the Committee communicated by Mr. Valentine Chirol. In the course of his evidence, Sir Adam Block said (1427) :—

"Our British communities try to live exactly the same life [abroad] as they live over here, and to shut themselves off entirely from the natives."

Sir Ernest Satow (2079) and Mr. Chirol (1427) stated that there was an actual prejudice in China against learning Chinese.

That there is a reaction against this state of things is shown by the foundation of the School of Chinese by the China Association. On the other hand, Sir Adam Block (quoted by Mr. Chirol, 1422) writes with regard to the Levant as follows :—

"There is no doubt that before steamship and railway communication were developed, the British merchant in the Levant was as a general rule far more conversant with the vernacular than in the present days of hustle. The Englishman, in former days, settled in the country, with little opportunity or intention of returning to his English home, set to work to learn the language and the methods of the native and the official. Again, he relied much more upon his own personal efforts than upon the assistance of the Christian native, himself at that time little versed in European languages, much less in English. Lastly, he had no desire to rush home at intervals to resume his former life at home of sport or luxury, and was content to abandon at any rate for the period of his commercial life the amusements and interests afforded by the more civilised (?) West. Their children were sent home to be educated as Englishmen and returned to the East, where they, like their forebears, settled down to learn the language and carry on the business.

"In fact, the merchant came to stay. I imagine that the above reasons may explain also in part why formerly there were more men than to-day who became 'Orientalists,' properly so called, intimately acquainted with the inner life of the countries where they made their new home.

"This has all changed; and modern conditions make it essential that, if we are to resume our superiority in trade and enterprise in the Near and Far East, the young Englishman who is to be again the pioneer of British commerce or to carry on the business of his ancestors with success against foreign and native competition must now begin the study of his languages at home. He will not find time afterwards to devote to a language for which he has little taste and inclination.

"The foreigner has now brought with him and introduced into the East the surroundings of the West, and he now finds means of indulging in his national sports, amusements, and habits, which was impossible under former conditions."

8. Assuming, therefore, that for those who are engaged for service or employment of any kind in the East a knowledge of Oriental languages is essential, we are convinced that for these persons it will be to their advantage to begin their studies at home.

While we have carefully considered the organisation of the foreign schools, from which there are most valuable lessons to learn, it appears to us that the conditions of English educational organisation differ so much from the corresponding conditions abroad that it would be inadvisable to copy too closely even schools like those of Paris and Berlin, and that in order to comply with the second item of our reference it was essential to study the problem and needs of London itself. As the metropolis of the British empire, with its great mesh of relations with the Near East, the Middle East, and the Far East, and with Africa, London ought in our view ultimately to be the seat of a greater Oriental School than exists at present in any other country. In order to lay down the general lines on which the organisation of such a school should proceed, we have now to consider the language requirements of the various classes of students who might be expected to attend a School of Oriental Languages in London.

See Memorandum by Dr. E. Denison-Ross, Appendix IV (i), p. 64.

They may be classified as follows :—

- (i) Certain candidates for Government service abroad (e.g., Indian Civil Service candidates during their year of probation\*).
- (ii) Military and Naval Officers preparing for Interpreterships.
- (iii) Commercial Students.
- (iv) Students desiring to pursue Oriental scholarship, either professionally or for purposes of literature or research.
- (v) Students, being natives of Eastern countries, either desirous of perfecting themselves in the literature, &c., of their own language, or of learning another Oriental language.
- (vi) Medical Students (especially women) desirous of practising in India.
- (vii) Missionary Students.
- (viii) Civil Servants, Military and Naval Officers, and Missionaries on furlough.

It is impossible at the present stage to make even a rough estimate of the numbers likely to attend. They will depend largely on the efficient organisation of the School, the means taken to make it widely known, the attitude of the Government Departments towards it, and the scale of fees charged.

9. We shall first consider the question of candidates for, or officials designate in, the various administrative services in British dominions or foreign countries where Oriental (including African) languages are spoken.

In this country the only services for which a preliminary training in Oriental languages is exacted are (1) the Indian Civil Service, (2) the Interpretership Service for the Levant, and (3) certain non-technical branches of the Egypt and Sudan Civil Services. The Student Interpreters for China and Japan are trained in the Embassies at Peking and Tokio respectively. No language training in this country is at present exacted from officials in the Indian Medical Service, Educational Service, Police Service, Forest Service, &c., or from officials in the various Colonial Services in East and West Africa, Ceylon, Straits Settlements, &c.

We shall deal with the services mentioned separately, as the regulations by which they are severally governed are distinct, and the issues involved to some extent different. Further, we have considered them in the order that appeared most convenient practically, and not in that of official precedence.

10. *The Indian Civil Service.*—Under the present regulations, adopted in 1892, a number of candidates, between the ages of 22 and 24, determined by the requirements of the Indian Government, are selected each year as probationers for the Indian Civil Service from among those who have passed an open competitive examination, conducted by the Civil Service Commissioners; the probationers then undergo a year's training at a University or University College selected from the following :—

Oxford, Cambridge, St. Andrews, Glasgow,  
Aberdeen, Edinburgh, Dublin, London (University College or King's College),  
Victoria University of Manchester, †

and at the end of that time they undergo a final examination and are placed in order of merit according to the combined results of the open competition and the final examination. ‡

At the beginning of the year of probation, the candidates are assigned to the various Provinces of India respectively, in accordance with the requirements of the service, and at the end of the year they are examined in the following subjects :—

\* For the sake of giving a complete conspectus of the classes of candidates for Government service abroad we have included the candidates for the Levant Interpreterships who now study at Cambridge, and those for the Egyptian and Sudan services who study either at Oxford or at Cambridge. It must be understood, however, that the Committee do not propose that these candidates should be transferred to London.

† Probationers of the year 1906-7 passed their year of probation at one of the following Universities :—Oxford, Cambridge, Dublin, or London (University College).

‡ The only Oriental subjects at the open competition are Arabic and Sanskrit Language and Literature, for each of which the maximum number of marks obtainable is 600. This is the maximum allotted to the majority of the subjects of the examination, the only subjects in which higher marks are attainable being Latin, Greek, and Mathematics.



<b>Compulsory—</b>	<b>Marks.</b>
1. Indian Penal Code	400
2. Code of Criminal Procedure	200
3. The Indian Evidences Act	200
4. Indian History	400
*5. The principal Vernacular Language of the Province to which the candidate is assigned	400
<b>Optional. [Not more than one of the following subjects]—</b>	
1. Hindu and Muhammadan Law	450
†2. Sanskrit	400
‡3. Arabic	400
4. Persian	400
5. Hindustani (for candidates assigned to the Province of Burma only)	400

Some 12 to 14 probationers, out of a total average of about 54, take their course each year at University College (see Gregory Foster, Appendix V (i)), and it may be assumed that a number not inferior to this would probably study at the proposed School of Oriental Languages.

It was not the original intention of the Committee to consider the regulations relating to the Indian Civil Service, but the criticism of the present regulations by witnesses of the highest position and authority renders it necessary to summarise their statements and to point out their bearing on the question of the future training of Indian civilians, with which it is assumed that the proposed School will be deeply concerned.

Many witnesses stated that in their opinion the knowledge of Indian languages (and the knowledge of native thought which such knowledge implies) is less than it was 25 years ago, and less than it ought to be.

This serious change was generally attributed to three causes:—

- (a) The new regulations of the Indian Civil Service under which the future civilian has only one year's probation for the study of native languages (together with other subjects, e.g., Law) instead of two as formerly.
- (b) The increase in official work.
- (c) The great increase in the number of English-speaking Indians, officials and others.

To these three causes Sir Mancherjee Bhownagree would add a fourth, viz., the constant shifting of officials from district to district (2313).

We desire to quote here the opinion of Sir Charles Lyall (2905 and 2929):—

"2905. (*Chairman.*) As you point out, the classes who use English, and use it admirably and with perfect command of idiom and expression, are, after all, but a very small proportion of the people. They have borrowed our manners of speech and thought, and their method of presenting and dealing with themes for discussion is European, not Asiatic. Therefore it is misleading?—  
Misleading, yes.

"2929. (*Lord Redesdale.*) You speak of the classes who use English, and use it admirably and with a perfect command of idiom and expression. You would, however, I understand by your Memorandum, consider Indians with a knowledge of English to be less likely, as a rule, to be successful teachers of an Asiatic language than Europeans who have acquired a good knowledge of the Asiatic language?—My experience of Indians who use English is that they often have a very indifferent knowledge of their own language, and very often a very slight knowledge indeed of its literature and history. I have had clerks, for instance, in India who wrote English admirably, but who could scarcely read Bengali, though they were Bengalis themselves. They knew enough Bengali for their household purposes, and spoke it at home, but were not accustomed to read it or write it. I have actually known a Bengali clerk in the Home Department in Calcutta unable to read a Bengali petition."

Mr. J. D. Rees also refers to the number of Indians who "speak English absolutely to perfection" (1320), and who form, he says, "a belt between the official and the people." Mr. Sayyid Husain Bilgrami expressed himself very strongly on this question; "the curse of India," he said, "is the number of people who come between the district officer and the people" (5531).

It is obvious that in spite of the fact that an increasing number of those Indians who come into direct official contact with the British Government speak English, and are strongly affected by the very use of that language, the great mass of the

\* The principal Vernacular Language prescribed for each Province to which candidates are assigned, is as follows:—  
For the United Provinces of Agra and Oudh, the Punjab, and the Central Provinces Hindustani.  
For Burma Burmese.  
For Bombay Marathi.  
For Madras Tamil or Telugu.\*  
For the Lower Provinces of Bengal Hindustani or Bengali.\*

\* At the option of the candidate.  
In Hindustani the Candidate will be required to be acquainted with both the Persian and the Nagari character; and in the case of the last two Provinces mentioned above, a Candidate whose Vernacular Language is either of the languages shown against his province, must offer the other for examination.

† These subjects may not be offered by any Candidate who has offered them at the Open Competition.

Morison,  
5098.

290,000,000 inhabitants of India are only indirectly affected, and affected to a much smaller extent by the European atmosphere; and, as Sir Charles Lyall and other witnesses point out, it is misleading to judge of Indians as a whole by the class who speak English. While the growth of the English-speaking class diminishes the opportunities and incentive for learning the vernacular, and while the increased pressure of official work gives the young official less time for doing so, we hold that the necessity for learning it is thus perhaps even greater than before, and we are strongly of opinion that improved opportunities of learning should be given to the young probationer before he goes out to India.

Bilgrami,  
5520-6;  
Yusuf Ali,  
5980-6,  
6026.

Those opportunities might be improved by improvements in method, such as the association of a native teacher with a European, &c. These are general questions with which we shall deal in a later section; but we doubt if the improvement which we desire could be effected without substantial increase in the time given to the study of vernacular languages.

Neill,  
219-20;  
Arnold,  
2407.

How this time is to be gained is another matter. It has been suggested that a larger place should be given to Oriental languages at the Open Competition, and that all the Indian languages possessing a literature should be included in the schedule of subjects. It was stated to the Committee that the standard in Sanskrit and Arabic, the only two Oriental subjects that can now be taken at the Open Competition, is kept intentionally so high, with a view not to give Indian candidates an undue preference, that English candidates are discouraged from taking them. During the last ten years Arabic has been taken by only one English candidate, and Sanskrit by only four English candidates. Moreover, if these subjects are taken at the Open Competition, they cannot be again presented at the Final Examination. There appears to be no reason why some distinction should not be made between English and Indian candidates in this matter. Distinctions of this kind are recognised in other cases.\*

Neill, 330-4.  
See also  
Barnett,  
3392-5.

The suggestion has also been made that a diploma conferred after examination in connection with an approved course of study, such as would be provided by the proposed School, might be accepted as equivalent to a given number of marks in the Open Competition.

Browne,  
1872.

Against either of the foregoing suggestions it may be urged that the age-limit of competitors was expressly extended to enable a choice to be made from among young men who had undergone a normal non-specialised course in a British University; and that any specialisation would limit the field of candidates for the Service, as a number of brilliant men, certain of a career, would not choose to study subjects so special as Indian languages, which might prove of no use to them later in life.

We may here draw attention to a fundamental difference between English and foreign educational systems. The young German student who at 19 has passed through a Gymnasium or an Ober-Realschule with credit is regarded, and justly regarded, as having completed his general education, and as being ready to take up special work, such as a training for a post in the Government service abroad, to be pursued at the Faculty of Law and the School of Oriental Studies in Berlin (Sachau 5685-9); in France, a young man who has passed through a lycée and taken both parts of the *baccalauréat* with credit, is in a similar position. But in England, owing to the fact that the general level of secondary studies is lower from the intellectual standpoint than that on the Continent, it is regarded as essential that before specialising a young man should complete his general education at a University. In harmony with this fact it is recognised by English and foreign students of education generally (as it was by Matthew Arnold many years ago) that (say) the first two years spent on the humanities at an English University, correspond roughly to the last two years spent at a German Gymnasium or a French lycée. (See Appendix III (b), p. 46.)

This difference is no doubt being obliterated to some extent by the steady improvement in English secondary studies now going on. But it is extremely unlikely that it will disappear completely. The time given to games and other moral and physical factors in education on which we lay greater stress than continental nations, must necessarily be taken to some extent from studies, and until there is a nearer

\* The Colonial Office makes a distinction of this kind in the case of the Ceylon cadets during their probationership in Ceylon. Any cadet who is of Sinhalese, Tamil, or Eurasian parentage is required to take up for his first examination whichever of the native languages has not been spoken by, or familiar to, him as a child. Professor Arnold points out that a distinction with regard to optional subjects, also based on the racial origin of individual candidates, has been made in the regulations for the Previous Examination at Cambridge, although this particular distinction has been made with an object different from that made by the Colonial Office, referred to above. Chinese, Arabic, and Sanskrit may be taken instead of Latin or Greek at the Previous Examination, but *not* by English candidates (2442).

approximation in educational ideals than seems likely at present, it is probable that the average English boy at the age of 19 will have considerably less book-knowledge than the average French or German boy of that age. On the other hand, in considering the question of the age at which a young official should be sent abroad, it is to be remembered that by the absence of conscription we gain a year, as compared with Germany, and two, as compared with France.

It has again been suggested that without making any change with regard to the Open Competition the period of probation should be extended to two years (or possibly 18 months). A deficiency exists at present not only with regard to knowledge of languages, but also with regard to knowledge of law, and the extension of the period of probation would no doubt enable the two deficiencies to be met simultaneously.

If attendance at the law-courts were again made compulsory, it is obvious that a far larger number of the probationers would carry on their work in London than is at present the case, although the necessary facilities could no doubt be found in Dublin and Edinburgh, as well as in London.

11. *Indian Educational Service.*—In this Service, limited as a rule to candidates between 23 and 30 years of age, no previous knowledge of Oriental languages is required, but officers are on probation in India for two years, within which time they have to pass an examination in a vernacular language. Their appointment "may be cancelled for failure to pass this examination."

12. *Indian Police Service.*—Candidates must be between 19 and 21 years of age. The Regulations supplied by the India Office (section xiii) state that "probationers will be required to qualify by passing the necessary departmental examinations . . . within two years of their arrival in India," and (section xiv) that "any probationer who may fail to pass the prescribed examinations within two years . . . will be liable to removal from the Service." But it is not stated whether a vernacular language is included in the examinations referred to.

13. *Indian Forest Service.*—The Regulations with regard to the Indian Forest Service (October, 1908) contain no reference to a knowledge of vernacular languages.

14. *Indian Medical Service.*—No knowledge of a vernacular appears to be required from officers in the Indian Medical Service, but no officer, however employed, can draw more than the grade pay of his rank until he has passed the examination in Hindustani known as the "Lower Standard." (Form 124, p. 10, October, 1908.)

15. *Military Officers.*—The question of the instruction of military officers in Oriental languages, in so far as it comes within the purview of the Committee, falls naturally into two distinct categories, with which we shall deal separately:—

(a) The training of military officers for Interpreterships in Oriental languages (and posts as attaché in Oriental countries).

(b) The training of military officers for the Indian Army.

(a) *The Training of Military Officers for Interpreterships in Oriental Languages (and Posts as Attaché in Oriental Countries).*—Major H. D. De Prée, who was delegated by the War Office to give evidence before the Committee, furnished an excellent Memorandum, printed in full as Appendix III (d), p. 49. From that Memorandum we reprint here the following section:—

"9. The benefits to be derived by the Army from a School of Oriental Languages should be great, if its teaching is practical, and directed towards the every-day affairs of life. The following are some of the cases in which it would be a help:—

(a) It would be of great assistance to officers wishing to acquire the preliminary knowledge necessary to qualify them for courses in Russia, Japan, and China, and for long leave in other Oriental countries.

(b) On the return of officers from abroad after periods of study the scientific teaching provided would assist them to gain the high percentage of marks necessary for an Interpretership.

(c) A central School in London would be of use to officers returning from foreign service on leave, and they would probably take advantage of it.

(d) It would be useful if the School were prepared to send subsidised teachers at a reasonable cost to any large military stations at home where there was a demand for a class in any given language.

The majority of officers cannot afford the time or money to reside in London for the sake of tuition, and without some such arrangement the number of officers quartered at home who would take advantage of the School would not be great.

(e) The School would be of benefit indirectly to the Army, by spreading the knowledge of Oriental languages throughout the nation and thus making the enlistment of civilian Interpreters easier on the declaration of war.

In this connection it would be a valuable assistance if the School kept lists of persons proficient in various languages, and so far as possible remained in touch with them.

Blumhardt,  
744-6;  
Grierson,  
1059;  
Bhown-  
aggee, 2316;  
Barnett,  
3389-90;  
Coldstream,  
3711-2.  
Morison,  
5124.

Chapman,  
1275-9;  
Hodson,  
1598-9.

Chapman,  
1265;  
E. A.  
Plunkett,  
4370;

Tien, I.

(f) The School will enable officers, who have passed as Interpreters, and who wish to keep up their knowledge, to do so with the minimum of trouble and expense. At present, the chief defect of our system is that officers who have studied difficult languages like Chinese and Japanese are unable to keep them up, on account of the few appointments available in peace in which the use of these languages is required.

E. A.  
Plunkett,  
4334-6.

G. T.  
Plunkett,  
3752; 3771;  
E. A.  
Plunkett,  
4340-2,  
4383.

(g) It will be useful to officers about to be employed in Eastern countries, e.g., with the Macedonian Gendarmerie, Consular Service in Persia, Egyptian Army, &c."

In this connection it should be pointed out that London, apart from its position as the metropolis, is in other ways specially well situated as a centre for military officers, being within easy reach of Camberley, Sandhurst, Aldershot, Woolwich, Chatham, and Colchester.

The other military witnesses—General Sir Edward Chapman, Lieut.-Colonel G. T. Plunkett, and Captain E. A. Plunkett—strongly support the view that a School in London would be of great value to the Army, and it seems likely that a considerable contingent of military students would attend its courses.

The grant payable on qualifying as an Interpreter in Arabic, Turkish, Persian, or Amharic (Abyssinian) is 125*l.*; "to become eligible for this grant, an officer will be required to have resided, on leave or duty, in a country where the language is spoken, for a sufficient time to qualify himself to act as a practical interpreter." (Para. 22).<sup>22</sup> If an officer obtains 40 per cent. of the marks at the Interpretership examination in one of these languages, he may be granted six months' leave to proceed to a country where the language is spoken. (Para. 21.)<sup>21</sup>

In view of the very strong evidence that it is more profitable to begin the study of a foreign language at home rather than abroad, it is suggested that it might be advisable to modify the regulations referred to, and to offer a monetary reward to officers who obtain a diploma in the proposed School of Oriental Languages for the purpose of enabling them subsequently to proceed abroad in order to perfect their knowledge of the language they have studied.

The change proposed would bring the regulations with regard to the above-mentioned languages more nearly into line with the "special regulations as to the study of Russian, Chinese, Japanese [and Cantonese]." A limited number of officers (four for Russian, three for Chinese, and four for Japanese) are selected annually to proceed to those countries to study the language. In order to be eligible for selection officers must obtain 40 per cent. of the marks at an Interpretership Examination in Russian, or 50 per cent. of the marks at a Preliminary Examination in Chinese or Japanese. Officers so selected spend one year in Russia, two in China or Japan, and receive certain allowances and rewards on passing prescribed examinations. (Paras. 28-43.)<sup>23</sup>

The Committee may here remark that in the opinion of the most competent judges, two years passed in China or Japan are not sufficient to give a man who has had no previous training a knowledge of the language that will be of permanent value. The knowledge acquired of Chinese or Japanese in that time can only be elementary; moreover, to retain what has been acquired, it is absolutely necessary that the study of these languages should be kept up. Such a School as we propose would, as Major De Prée points out, give facilities for this purpose (*see* quotation, para. (f) above). The present system, in the case of Chinese and Japanese, appears to the Committee to point to waste of time, money, and energy.

It should be mentioned that arrangements are made in the case of certain languages for examinations to be held at Gibraltar, Malta, and in Egypt. (Para. 19.)<sup>19</sup>

The system has been too short a time in operation for its results to be judged fully. General Sir Edward Chapman, however, furnished the Committee with statistics of the numbers of candidates at the Military Interpretership Examinations in Arabic, Persian, Turkish, Hausa, and Swahili in 1906 and 1907 (1219). In 1906 there were 19 candidates; in 1907, 40 candidates (including 26 examined in Arabic in Egypt). The figures show clearly that the regulations are really operative, and that the interest in Oriental languages in the Army is a growing one.

Douglas,  
1650-3;  
Satow,  
2030-40;  
Halil Halil,  
2543-5.

During the examination of witnesses, the attention of the Committee was called to certain apparent defects of detail in the regulations. Thus it was stated that the Preliminary Examination in Japanese was out of proportion easier than the Preliminary Examination in Chinese; that the examinations in Turkish are uncertain in the results, &c.

Chapman,  
1255;  
Blumhardt,  
610-14.

(b) *The Training of Military Officers for the Indian Army.*—At present the only training given in England in Oriental languages for officers serving with British troops in India or in the Indian Army is the teaching of Hindustani at Sandhurst,

<sup>21</sup> The reference is to the "Regulations relating to the Study of Foreign Languages", issued with Army Orders, dated 1st June, 1907.

where out of 360 cadets, 170 study that language. The teaching is given by an officer, Major Chapman.

Indian officers acquire Indian languages mainly in India. The evidence given with regard to the present attainments of officers, and the standard and methods of the examinations which they are required to pass in India, was on the whole unfavourable; though one witness (Mr. J. D. Rees) stated that military officers were improving faster than other officers. Whether it would be feasible to require officers proceeding to India to obtain a preliminary training in an Indian language is a matter for the War Office to consider. There can be no doubt from the point of view of an efficient knowledge of the vernacular that this would be advisable. In any case, we have reason to believe that a School of Oriental Languages in London would be made use of by Indian officers home on furlough.

Blumhardt,  
599-602;  
Chapman,  
1198, 1269-  
74;  
Rees, 1344  
-5;  
Ranking,  
4434-9,  
4467-71.

In Appendix VIII are printed communications from the India Office with regard to rewards given for a knowledge of Oriental languages, and with regard to the principal languages used in native regiments in India.

16. *Naval Officers.*—An extract from the regulations relating to Naval Interpreter-ships, supplied by the Admiralty, is printed in Appendix II (b).

Candidates are required to have passed a preliminary test, and may then be given leave to study abroad for a certain period on full pay, but no gratuity is payable until after the expiration of that period and until an examination (Higher Standard or Lower Standard) has been passed; if the examination is not passed half-pay must be refunded (4168).

According to Lieutenant Duncan, R.N., who was delegated by the Admiralty to give evidence, the preliminary test at present is "very easy and does not include "colloquial speaking to any extent" (4097). Lieutenant Duncan personally took the same view as non-professional witnesses, *i.e.*, that it was more profitable to push the acquaintance with foreign languages much further than is done at present before going abroad, and in his opinion (4106) a short period spent abroad should follow and not precede the present final test.

In the view of the witness, naval officers would benefit by the establishment of the proposed School (4063, 4066).

17. *Colonial Services.*—The colonial posts in which Oriental or African languages are required may be classified as follows:—(a) Ceylon Cadetships; (b) Hong Kong, Straits Settlements, and Federated Malay States Cadetships; and (c) posts in East and West Africa.

(a) and (b). The Ceylon Cadetships and Hong Kong, &c. Cadetships are awarded by open competition at the same examination as that for the Civil Service of India, but selected candidates do not undergo any period of probation in England or receive any tuition in Oriental languages, and proceed at once to the East. In the Ceylon Service, Cadets are required to pass examinations in Sinhalese and Tamil (besides other subjects). If they fail to pass within three years of their attachment their appointment may be cancelled. (Paper issued by the Colonial Office, February 1908, Eastern, No. 68, 8th edition.)

See Letter  
from Sir  
H. A. Blake,  
Appendix  
IV (a),  
p. 58.

Hong Kong Cadets studying the Cantonese dialect of Chinese are required to present themselves for examination at intervals not exceeding half a year. They have in all to pass four examinations, the final one after two years' study; if they fail to pass the final examination within the prescribed limit of time they are liable to dismissal. A special course is laid down for those who study a dialect other than Cantonese (Regulations for Hong Kong Cadets, 1902).

See Sir  
Clement  
Smith's  
evidence.

Sir Frank Swettenham (3151) explained to the Committee the system adopted in the Malay States, where Cadets are required to pass two examinations, either in Malay, within two years after arrival, or in Chinese or Tamil, within two and a half years after arrival. Those taking up Chinese are, after studying in the Colony for 12 months, sent to China to complete their studies, and those studying Tamil are sent to Negapatam or Madras. Sir Frank, however, expressed himself strongly in favour of substituting for the present system one under which six months' or a year's preliminary training would be given in England, provided there were competent teachers (3152-3). The Committee believe that although the number of persons competent to teach Malay at present is very small, it would nevertheless be possible to provide efficient teaching of this language in the proposed School.

The witness referred to, whose official experience in these matters lends his opinion great weight, expressed the view that the encouragement given by Government to the study of native languages is altogether insufficient (3155).

(For further details with regard to the Regulations relating to Federated Malay States and Strait Settlements Cadetships, see Appendix IX (i), pp. 89 and 90.)

(c) *Services in the West and East African Colonies and Protectorates (Gambia, Sierra Leone, Gold Coast, Southern Nigeria, Northern Nigeria, Somaliland, Uganda, East Africa, and Nyasaland).*—The appointments in the Administrative, Native Affairs, Secretariat, and Treasury Departments of these services are made by the Colonial Office without public competition.

A preliminary three months' course of instruction for selected candidates has recently been instituted in Tropical Hygiene, and Public Health, Criminal Law, Evidence and Procedure (Civil and Criminal), Government Accounts and Accounting, Tropical Economic Products, &c., and it is stated in the Memorandum issued by the Colonial Office that "at the conclusion of the course, a candidate will be required to satisfy the lecturer that he has given careful and intelligent attention to the instruction on the various subjects, as a condition of his final selection for appointment."

The course is to be repeated three times in each year.

It appears to be analogous to the course prescribed for candidates for the German African colonial services at the Berlin Seminar except that the instruction in languages is omitted (see Dr. Sachau's evidence, 5681, 5749-50, and Appendix VII (b), p. 84).

There are in all the Colonies under this heading local examinations in languages which officers are required to pass within a certain period after arrival. A summary of the various Regulations is given in Appendix IX (i), p. 90.

The Committee have had the advantage of hearing the views of Sir Harry Johnston, whose knowledge of the various regions of Africa, and whose official experience in the African colonies and protectorates, is probably unrivalled.

Sir Harry Johnston expressed the view that a knowledge of an African language should be made an absolute condition prior to appointment to a Government post in an African colony (3313-4, and Appendix III (e), p. 52). The same view is expressed in the Note furnished to the Committee by Sir Percy Girouard, the present High Commissioner of Northern Nigeria (see Appendix IV (c), p. 59). It was also expressed by Mr. C. L. Temple, of the Northern Nigerian Service, who attended at the request of Sir Percy Girouard (6244-6, 6248, 6296), and by Mr. A. C. Hollis, of the East Africa Protectorate (5188-92).

Sir Percy Girouard expressed the view that the language test in Hausa should be carried out in Northern Nigeria. This view was explained by Mr. Temple on the ground that the examination should be a technical and professional one (including, for instance, the examination of a witness carried on in Hausa), such as could only be carried out by an official fully acquainted with official requirements (6260-77).

18. *Foreign Office Services.*—The following classes of officials connected with the Foreign Office require a knowledge of Oriental languages:—(a) Student Interpreters in China, Japan, and Siam; (b) Student Interpreters for the Ottoman Dominions, Persia, Greece, and Morocco (the Levant Service).

(a) *Student Interpreterships in China, Japan, and Siam.*—Candidates (between the ages of 21 and 24) are selected on the results of an examination which does not include any Oriental language. Selected candidates are sent out to the Far East, where for two years they devote themselves mainly to the study of the language of the country to which they are appointed.

The Committee have heard a considerable amount of evidence with regard to the system adopted in the case of these appointments. Some of the more important points concerning Chinese and Japanese have been referred to under § 6, above. The Committee desire, however, to call special attention here to the fact that languages like Chinese and Japanese require for their acquisition aptitudes not possessed by everyone, that it is perfectly possible to test these aptitudes in the course of a year's probationary training in England, and that it seems wasteful to send abroad, at the public expense, without probation either at home or abroad, men who may be unsuited to the service to which they are appointed.

(b) *Student Interpreterships in the Ottoman Dominions, Persia, Greece, and Morocco (the Levant Service).*—Candidates (between the ages of 18 and 24) are selected in the first instance on the results of an examination which does not include any Oriental language. Selected candidates proceed to the University of Cambridge, where the course of study includes Turkish, Persian, Arabic, French, Russian, Turkish and Persian History, and the Elements of English Law. Their studies are pursued under the control of the Board which superintends the instruction

Douglas,  
1591;  
Satow,  
1912-4,  
1960-8,  
1986-7,  
2023-9.



of the Indian Civil Service students. The Foreign Office pays 100*l.* a year to the University of Cambridge in respect of each student in residence (Appendix II(a), p. 39).

The Committee are indebted to Professor E. G. Browne and to Halil Halid Efendi, Lecturer in Turkish in the University of Cambridge, for full details with regard to the working of this scheme, which seems to them excellent, and which there is no reason to disturb.

19. *Egyptian and Sudanese Civil Services*.—Candidates for these services (as a rule, about 22 or 23 years of age) are selected not after examination, but on the ground of general qualifications, by a special Board. The precise method of selection is described in the evidence of Lord Cromer and of Sir Reginald Wingate, Governor-General of the Sudan.

After selection the candidates spend a year of probation either at Oxford or at Cambridge, where they work mainly at Arabic under the Professor of Arabic at the University, who is assisted by a Shaykh, placed at the disposal of the University by the Egyptian Government. Professor Margoliouth of Oxford and Professor Browne of Cambridge have both given evidence with regard to the course pursued. At the end of the course the probationers pass an examination in literary Arabic of some considerable difficulty. It should be added that ethnology and surveying have recently been included in the probationary course.

Accepted candidates, on arriving in Egypt, enter on a further period of probation, of one year at least or two at most, but it does not appear that they are required to pass any further examination in Arabic.

The system of appointment and training appears to be regarded by all concerned as satisfactory. Professor Browne says (1741) "these men, as a rule, are extremely apt to learn—more apt than men selected solely by competitive examination."

A certain number of candidates who are approved by the Board of Selection, but not finally selected, are appointed to posts in the National Bank of Egypt.

The appointments referred to in the preceding paragraphs are posts other than those in the technical departments (such as those of Public Works, Medicine, Justice, and Education). In the Sudan all officials, civil and military, whether technical or not, have to pass an examination in Arabic at some stage in their career. In the view of the Governor of the Sudan, it would be of great advantage if all the officials could have a preliminary training in England. In the case of military officers in the Egyptian Army, owing to the fact that they are selected after having had at least five years' service with the regular troops, this would be difficult; but no such difficulty would occur in the case of officials in the technical services, and a School of Oriental Languages in London would probably meet the necessities of the majority of such officials better than one elsewhere.

Wingate,  
6480-1,  
6483-7.

20. The evidence summarised in the foregoing paragraphs establishes, we submit, certain definite facts and conclusions. For the naval, military, and various branches of the civil services of the Empire, the system upon which instruction is given in Oriental languages is that of providing teachers and holding examinations in the countries to which the officials are sent, after they have taken up their appointments and have been set to their duties. The sole exceptions are found in the brief period of probation which is undergone by those who have won places in the Indian Civil Service by success in the competitive examinations, and in the training of Student-Interpreters for the Levant Service. In the training of candidates for the Egyptian and Sudanese civil employ, which cannot be precisely classed with the imperial services, the course of study in England does include Oriental languages, and this system is understood to have been very successful. But in all the other departments of administration for whose officials the acquisition of Eastern languages, and some acquaintance with the history and social customs of Eastern countries is a matter of primary importance, no instruction of any kind is provided before they leave this country.

We find that another system prevails almost universally in Continental countries. The principle adopted there is that all civil officials who desire employment under the State in the East, should receive the necessary instruction in Eastern languages before they set out, and that a certain proficiency should be acquired beforehand, and tested by examination in Schools established for that and other purposes. As a matter of fact, a man's prospect of appointment to posts where Oriental languages are required depends to a considerable extent on the result of those examinations, so that the Schools of Oriental Languages in Paris and Berlin, and the Ecole Coloniale in Paris derive their main support from the State, which relies upon them for the linguistic instruction of its future officials.

Boyer,  
*passim*;  
Sachau,  
5670;  
Appendix  
VII,  
pp. 72-88.

Addis,  
4717-23,  
4750-90,  
4804 and  
Appendix  
III (a),  
Keswick,  
*passim*,  
Gundry,  
5871-2.

Keswick,  
5350.

Neill,  
319-22 ;  
Grierson,  
1038-42 ;  
Block  
(quoted by  
Chirol),  
1425 ;  
Chirol,  
1427 ;  
Hodson,  
1539-41 ;  
Douglas,  
1593 ;  
Browne  
1788-9 ;  
Sätow,  
1894-5 ;

Bhownag-  
ree, 2308 ;  
Lyll, 2904,  
2911-3 ;  
Birdwood,  
3008-11 ;  
Swetten-  
ham,  
3140-2 ;  
Baring,  
3834-7 ;  
McLeavy  
Brown,  
4248-58 ;  
Wilson,  
4602-5,  
4656 ;  
Hollis,  
5177-85 ;  
Braham,  
5353 ;  
Wallace,  
5487-95 ;  
Gundry,  
5853 ; Lloyd,  
5885-8.

Hollis,  
5167-8 ;  
Baring,  
3873-4 ;  
Braham,  
5352-4.

21. *Commercial Students.*—Up to the present the needs of commercial men have been largely met in the East by the use of native clerks and of native agents who speak either ordinary English or pidgin English, and who are in the regular employ of British commercial houses, especially in India, China, and Japan. The system in force in India, Burma, Ceylon, and other Eastern countries differs somewhat from that in force in China and Japan. In the latter countries we have the *compradore*, who not only serves as an intermediary in languages, but also acts as a responsible financial adviser, his financial responsibility being guaranteed by one or more sureties. It would seem unlikely under present conditions that the services of the *compradore* could be dispensed with. But there now exists a very strong feeling that if the British are to maintain and improve their commercial position in the East and the Far East, a knowledge of Oriental languages must be regarded as indispensable to the business man doing business with Oriental peoples.

The origin of this feeling is due to different causes. It is mainly and most generally due to increased competition, and to the recognition of the advantages gained by German and other foreign firms owing to the superiority of their employes in this respect, to which one witness after another has borne testimony.

“4754. (*Chairman.*) Now, is your experience that the Germans' knowledge of Chinese is better than that of our clerks and of our merchants?—(*Mr. Addis.*) I think upon the whole that is so.

“4755. Does that give them any advantage according to you?—I think it does, particularly where transactions with the Chinese Government are concerned.

“4756. And you say it would be impossible to organise a staff of interpreters on the spot; you think it would be of advantage that the knowledge should be obtained here before the men go out?—Yes, I am strongly of that opinion.

“5303. (*Lord Redesdale.*) And the Germans have taken a very prominent place there [in China], have they not?—(*Mr. Keswick.*) They have been very active, and most of their young fellows, I think, who have gone out as quite juniors, absolute juniors, have acquired some knowledge of the language.

“5304. That is not the case, is it, with the Englishmen?—Not to the same extent.”

But with regard to Chinese the change of attitude is partly due to an actual change in conditions. Mr. Keswick said (5285):—

“The opening up of China, the new cities of commerce, the extension of intercourse in the country generally—I mean communication by sea, by the rivers, and now by the railways—will naturally lead to a very considerably greater intercourse with the natives than there has ever been an opportunity of having before, while we were living simply at the ports which were opened, and to which we were restricted. Consequently a knowledge of the language I regard as essential, if we are to thoroughly understand the requirements, commercially and industrially, of the country that we are in. Therefore I attach the most extreme importance to a thorough teaching of Chinese.”

The foundation of the School of Chinese in the University of London is the tangible proof of the interest of the great China firms in this matter, to which Mr. Keswick, senior partner in Messrs. Matheson & Co. and Messrs. Jardine, Matheson & Co., as well as Mr. Addis, joint manager of the Hongkong and Shanghai Banking Corporation, have testified in the strongest terms.

Messrs. Steel Brothers, Limited, who possess very large interests in Burma, have had the praiseworthy enterprise to establish Burmese classes for their own employes, under Mr. J. E. Bridges, which they have liberally opened also to outside students. The firm insists on a knowledge of Burmese being acquired by their assistants before they go out to Burma. Mr. James Duncan, the managing director of the firm, gave valuable evidence on this point; and his views with regard to the advantage or necessity of learning Burmese, and the desirability of beginning the study at home, are borne out by Mr. Ernest Andrews, of the Bombay-Burmah Trading Corporation (4891-4946).

For the Malay Peninsula and Java, Malay is indispensable.

In India it might be thought that the commercial need for a knowledge of vernaculars is less, owing to the knowledge of English on the part of the Indian merchants and employes. But commercial authorities like Sir James Lyle Mackay, of Messrs. Mackinnon, Mackenzie & Co. (Appendix IV) (f), Mr. Scaramanga, of Messrs. Ralli Brothers (6317 *et seq.*), and Mr. H. S. Ashton, of Messrs. Shaw, Wallace & Co., of Bombay and Calcutta, regard a knowledge of the language as of the greatest advantage, or even “absolutely necessary” (5036-8).

Continuing westward, we find precisely similar evidence with regard to the need of Persian, Turkish, and Arabic in the Persian Gulf (J. H. Wilson, 4589 *et seq.*); of these languages and of Modern Greek in the Levant; of Swahili in East Africa; of Hausa and Mandingo in West Africa.

Mr. George Lloyd, who went to the Persian Gulf and Mesopotamia on a mission for the Board of Trade, stated that our traders have as a rule no idea of communicating



with their clients except in English or French, whereas the Germans have entirely discarded the use of any European language in dealing with their native clients, and send out all their invoices and communications in Arabic or Hindustani, or whatever language may be necessary. He continues (5885):—

"This is one of the factors which tends to give them a tremendous advantage in building up the supplementary trades in the East; and it is through the supplementary trades and not the standard trades, that our commerce is being attacked. Directly the Manchester trade is threatened, we have nothing to fall back upon. In view of that, it is very desirable to build up the small trade, and in our attempts to do so, the necessity for the knowledge of Oriental languages comes out very prominently. You cannot deal with those small trades without knowing the language of the country; you have to deal with them direct in their own language."

Sir Reginald Wingate has drawn attention to the important commercial openings in Egypt and in the Sudan, where the British flag and the Egyptian fly side by side, but where English firms cannot hope to compete with Levantine and Greek firms unless their agents possess a competent knowledge of Arabic (6482, 6561).

Mr. E. G. Harmer (4518-21) pointed out that the commercial students may be divided into two main classes: a smaller class who know for a considerable time beforehand that they will go out to the East, and a larger class who go out at short notice. For the first class, consisting of young men destined by their family connections to succeed to important positions in their firm, or of clerks who undergo a business training in a London house in definite preparation for the East, courses of the ordinary duration would be appropriate. But special provision must also be made for the latter class in the shape of three months' courses.

All the commercial witnesses stated that the large Eastern houses would be prepared to give their students facilities for attending classes, by allowing them to leave business at an early hour in the afternoon. In a School for Oriental Languages there would obviously be no difficulty in arranging the hours of teaching to suit such students:—

"5347. (*Chairman.*) We have had some evidence of the possibility of employers in the City allowing their clerks to leave the office, we will say instead of at four at three, or at four if the hour for closing is five, in order to attend lectures at this School. I suppose such an arrangement your firm would not be disinclined to follow?—(*Mr. Keswick.*) We should encourage it.

"5348. Exactly, because that is the way in which the number of students could be increased?—  
Yes, we should encourage it."

As a matter of prudence, it is of course well to point out, as was done by several of the witnesses in question, that knowledge of Eastern languages alone would not and ought not to be regarded by commercial houses as qualifying men for work in the East. Character and general ability must obviously count in the future as it has done in the past; but preference, both with regard to selection in the first instance and to promotion, will be given by commercial and banking houses to those of their employees who possess a knowledge of Oriental languages:—

"4896. (*Chairman.*) Then after his arrival in Burma or Siam you would give him further encouragement to obtain colloquial practice?—(*Mr. Andrews.*) Yes. Most firms make promotion dependent on the passing of certain examinations."

It may be noted that the Chartered Bank of India, China, and Australia gives 1,000 rupees reward to any candidate who passes the lower standard in an approved vernacular language in India (4498).

When the facts become sufficiently widely known there can be no doubt that many energetic and intelligent young men will learn the more important Eastern languages in the same way as they now learn French, German, and Spanish, not with a definite position in view, but because they know that there will be a demand for their services:—

"5059. (*Sir Montagu Turner.*) Assuming that a School of Oriental Languages was founded in London, there would, I take it, be no difficulty in men who are assistants in offices being trained there with the view of getting Eastern appointments; even if they were not already in the office of an Eastern firm, the increased opportunities of a career afforded to them by a knowledge of Oriental languages would serve as an incentive to them?—(*Mr. Ashton.*) I think it would. We would give a preference to a man, if we were selecting, who had a knowledge, other things being equal always."

We shall consider later the languages for which, in our opinion, provision should be made in the first instance. There can be no doubt that considering the attitude of the chief commercial houses, the vast interests involved, and the number of persons employed (of whom, however, it is difficult to make an exact estimate), good courses of instruction in such languages as Chinese, Japanese, Hindustani, Arabic, and Swahili, organised with special reference to the needs of commercial men, would quickly attract a number of students, and that a School of Oriental Languages in London would be steadily fed from that source.

Up to this point we have considered the question of the teaching of Oriental languages for commercial purposes chiefly with a view to estimating the probable supply of commercial students to the proposed School. But the question has a wider aspect. Referring to present deficiencies, the memorialists of the Prime Minister state that, "In the past, when British commerce was exposed but little to the influence of competition in the East, the effects of this lack of teaching were not so acutely felt, but at the present day the problem is becoming a very serious one."

That statement has been fully supported by almost every witness who dealt with the point. In the Far East and the Near East, and across Africa, it is stated that the knowledge of languages possessed by our commercial men is at present insufficient, that the knowledge of our commercial rivals, and especially our German competitors, is greater than our own, and that our commercial interests will in the future be placed in jeopardy, if they are not so at present, unless a change is made. Mr. Keswick said:—

"5350. I feel very strongly the importance of this country doing everything that is possible to afford facilities for the young fellows obtaining a thorough knowledge as far as they can, and of taking all means to have a flow of men going out of the country with a knowledge of the language of the country they are going to. If we are to make progress in those countries, and to know them and to keep the advantage that at present we possess over our competitors of other nations, we must not neglect a knowledge of the language. I regard it as of the very first importance."

Mr. Addis said:—

"4889. I have been for years an advocate of the teaching of Chinese in this country, and I am convinced of the necessity that there is for our young men being equipped with a knowledge of Chinese, and of the benefit which would result to British trade from a spread of that knowledge."

It is sincerely to be hoped that the great commercial houses and banks in London will place on a permanent footing the teaching of Chinese founded by the China Association and assist in the foundation of teaching in other Oriental languages of equal importance to the commercial community.

22. *Students desiring to pursue Oriental Studies either professionally or for purposes of literature or research.*—The number of posts open to Oriental scholars in this country is not large. Despite the disproportion of the respective interests of the two Empires in the East, it is far smaller than the number of corresponding posts in Germany, where every one of its 21 universities has at least one or two chairs, in some cases many more, for Oriental subjects. While this is the case we can hardly expect a large increase in the number of students who from the first set out to devote their life-work to Oriental Studies. And yet we feel that the existence of, at any rate, a nucleus of disinterested Oriental scholars of the first rank, training other scholars as well as our future Indian and Colonial officials, is a matter of vital importance to the Empire, and that it is of Imperial concern to encourage Oriental Studies in the future more liberally than has been done in the past.

Arnold,  
2418-25.

As Dr. Sachau has pointed out, the study of Sanskrit owed its existence to English scholars; in almost every domain of Oriental Studies work of the first order has been achieved by Englishmen. It is, we fear, hardly less true to say that at the present day Oriental Studies in England, taken as a whole, and despite the presence of a few scholars of unrivalled ability, are not on the same level as those on the Continent.

Grierson,  
1167-86.

The success of our administrative relations with Oriental races, who are rapidly acquiring from us the elements of Western civilisation and culture, must depend more and more largely upon our moral influence, and upon our intellectual prestige. Much scientific work has been done in the past, and will, no doubt, be done in the future by busy administrators, in the scanty leisure spared from the work of administration, although there is evidence on all sides that the claims of such work are, at any rate in India, increasing year by year. But the study of the languages, and of the literatures, where they exist, of the Eastern and African peoples of the Empire, of their history, their religions and manners and customs, must be largely carried out by scholars who can devote themselves exclusively to such study.

Perhaps the example of what has taken place at the British Museum may lead us to hope for improvement in this matter. Sir Edward Maunde Thompson, the Director and Principal Librarian, has pointed out in his evidence, how at one time the posts in the Oriental Department at the Museum were filled by foreign scholars, and how gradually it has been found possible to find Englishmen capable of filling these posts with distinction.

It is, of course, evident that the creation of a great School of Oriental Studies in London would, by the direct creation of fresh posts, tend to increase the number of professional Oriental students, not only in London, but also in other universities; and

indirectly by its stimulus it would no doubt lead to openings in many directions for Oriental scholars. The great field of Africa is in many ways almost virgin soil.

It is further to be remembered that there will always be a certain number of distinguished and capable men and women who will devote a considerable portion of their energies to Oriental and African studies, without seeking or deriving any material compensation therefrom, and who would find in a London School the greatest possible assistance.

Miss  
Lowthian  
Bell, 3193.

23. *Students, being natives of Oriental Countries, either desirous of perfecting themselves in the literature, &c. of their own country, or of learning another Oriental language than their own.*—The Committee have had some evidence that of the considerable number of Oriental students who come annually to London, a certain proportion would attend the proposed School. It was pointed out by Sir M. Bhownaggee and Mr. Yusuf Ali, for instance, that India is a large country with many languages, and that an Indian student might well profit by opportunities offered in London of learning other Indian languages besides his own, and of studying Indian history and institutions.

Neill, 372-6;  
Chapman,  
1204-8;  
Douglas,  
1698-1712;  
Bhownag-  
gree, 2297-  
8, 2325-30;  
Yusuf Ali,  
6042-3.

Although the number of such students might not be large, we should regard them as forming a valuable and important element in the general life of the School.

Further, as M. Boyer has shown, exchanges of lessons between English and Oriental students may prove of great mutual benefit.

Boyer, 2457,  
Vol. of Evi-  
dence, p. 94.

24. *Medical Students (especially Women) desirous of practising in India.*—Apart from the Indian Medical Service, a certain number of British medical practitioners, especially women, seek a career in India. Sir George Birdwood has insisted on the vital importance to medical practitioners of knowing something, not only of the language, but also of the religion of their Indian patients (3053). It is to be expected that if proper facilities were provided a considerable proportion of those about to go out to India would take the opportunity of learning the elements of at least one vernacular language before proceeding abroad.

25. *Missionary Students.*—At present the great majority of missionaries go to Eastern and African countries without any previous training in a vernacular. Sir Reginald Wingate contrasted the ignorance of English missionaries with the knowledge of the Austrian Roman Catholic missionaries in the Sudan (6566-9). The evidence of Dr. Oliver Codrington, who represented the Society for the Propagation of the Gospel in Foreign Parts, of the Rev. John Sharp (British and Foreign Bible Society), of the Rev. E. McClure (Secretary of the Society for Promoting Christian Knowledge), and of the Rev. William Bolton (London Missionary Society), was entirely favourable to the establishment of the proposed School, and there can be little doubt that if established successfully a number of missionary students would attend its classes.

Grierson,  
1099-101.

26. *Civil Servants, Military and Naval Officers, and Missionaries, on Furlough.*—The question of civil and military officers attending the proposed School while on leave has already been touched on incidentally in earlier paragraphs.

In certain cases such persons might assist in the teaching of the School by giving special courses on subjects within their competence.

It has been pointed out by a number of witnesses that civil servants, military and naval officers, and missionaries, on leave, would probably in many cases be desirous of pursuing advanced courses in Oriental subjects if such were offered in London. It has been further suggested that Government might give additional encouragement to Oriental Studies by allowing furlough spent in work of this kind, and properly attested, to count as active service for pension and other purposes, in the same way that Government allows residence abroad to count as active service in the case of military and naval officers studying abroad for Interpreterships. It is to be pointed out that the Dutch Government has instituted a School at the Hague especially for the instruction of officers on furlough. (See Appendix XIV (xx), p. 145.)

Neill, 277-9;  
Blumhardt,  
681;  
Grierson,  
1107-11,  
1127-31;  
Hodson,  
1496, 1507  
-8;  
Browne,  
1881;  
Rhys Davids,  
2128-9;  
Elliot, 2708-  
11;  
Codrington,  
2848-50;  
Lyll, 2966.

27. *Provision for the teaching of Sociology, &c.*—Before proceeding to consider the question of organisation, with which we shall deal next, we desire to draw attention to a consideration regarding the scope of the proposed School, which has been borne in mind from the first by the Committee, but of which the importance has become increasingly evident during the inquiry. A School of Living Oriental Languages, useful as it would be, would be incomplete without direct teaching regarding the life, the history, the religions, the manners and customs and law of the peoples speaking those languages. In the case of peoples possessing a literature,

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See Memo-  
randa by  
Prof. L. T.  
Hobhouse  
and Mr. J.  
Kennedy,  
Appendix  
IV (d),  
p. 60.

those portions of it presented to students should as a rule give some insight, if only a partial one, into the traditions and the contemporary life of the race. In the case of peoples possessing no literature, the mere teaching of language may leave the student altogether blind to the problems of native life which he may have later to face as an administrator, a medical man, a missionary, &c. M. Lévi (Appendix III (f), p. 56) quotes the case of a former official (in a country which he does not mention); the head of a large school for training of colonial officers, who was well acquainted with several languages, and yet totally and voluntarily ignorant of the contemporary religion, thought, and art of the peoples by whom they were spoken. That a dangerous degree of ignorance of these matters may survive residence in the East is a fact of which there is the strongest and most monitory evidence in past history.

We can refer only to a small portion of the evidence that has been laid before us on this point.

So long ago as 1800 the Marquis Wellesley, as Governor-General, directed that the education of the civil servants in India should include "an intimate acquaintance with the history, languages, customs and manners of the people of India." (Appendix III (b), p. 47.)

"I have a very strong feeling," said Lord Cromer,—

"that it would be a good thing, if you could in your Oriental College . . . have some instruction given in Oriental history, in religion, in all the social customs and the things that cluster round religion. Of course, you must get the right man to teach it, which is not very easy. But still, I think it is of vast importance that all that should be taught—almost as important, in fact, as the knowledge of language." (6361.)

We may quote here one more passage from Lord Cromer's evidence:—

"6373. (*Lord Redesdale.*) Then as regards a knowledge of history, and religion, and customs, that also you lay great stress upon?—(*Lord Cromer.*) Very great indeed.

"6374. It would be difficult for a man to obtain any influence with natives unless he had some previous training in these subjects?—Yes; though he ought to pick it up. As you know, it is quite possible for an Englishman to pass half his life in the East and never understand anything about Easterns, so you cannot guarantee that the lectures will do him much good; but if he comes with the receptive mind, and with a certain amount of preparation, he will be very much better than if he has no preparation."

Other witnesses with great administrative experience—Sir Harry Johnston (3332-8), Sir Frank Swettenham (3061-2, 3117), Sir Regina's Wingate (6488-9, 6521-2), and Mr. Hollis (5167, 5201-3)—expressed the same view with only slightly varying degrees of emphasis.

"My idea," said Dr. Haddon (2214),—

"is that if a young man possesses a certain amount of knowledge, especially sympathetic knowledge, of what the native ideas really are, and what are their ideals, he will start with a different point of view. It is often very hard for people to acquire that kind of view in the field, unless they happen to have a sympathetic chief, whether it is a Government official or whether it is a missionary. But a young man should be taught beforehand that these people have their ideas and ideals, which are as well worthy of respect as anyone else's—they may differ from ours, but they are worthy of regard."

It is hardly necessary to lay stress on the material importance of acquiring some familiarity with the social manners, and with the peculiar notions and prejudices of Oriental peoples. That very serious consequences may follow an unintentional breach of etiquette, or an offence against some religious prejudice, is a matter of common experience. It should be eventually found practicable to make provision either in the School itself, or in some closely co-ordinated institution fully open to its students, for the teaching of Sociology, Anthropology, and kindred subjects in their bearings on Eastern and African peoples.

28. *Provision for the teaching of Geography, Political, Economic, and Commercial.*—It has been suggested by a number of witnesses that the School should provide teaching in the Political, Economic, and Commercial Geography, including a knowledge of the Products, &c. of Eastern countries, such as is given at the Berlin Seminar and at the Imperial Institute, for selected candidates for the Colonial Service in Tropical Africa.

Thomas  
1933;  
Grierson,  
1084;  
Swettenham,  
3061-3

Here also we are of opinion that these objects should be kept in view, in the hope that before long such instruction may be provided directly or indirectly for the students of the School.

29. *Library.*—An essential feature of the proposed School should, in our opinion, be a library, in which, if our further proposals are carried out, all the Oriental books now at University College and King's College would be concentrated, and which should be especially maintained as a library of contemporaneous Oriental literature open to all qualified readers. Such a library is indispensable to enable the English

public, through the medium of experts, to be kept in touch with the contemporary thought of Oriental countries of which the political and commercial importance to our country is rapidly growing. Count Mutsu has pointed out (Appendix IV (f), p. 63) that nowhere in London is there any place where modern Japanese books can be obtained, and the same statement holds true with regard to most other modern Oriental languages.

30. *The Question of a single School of Oriental Languages to provide both for the teaching of Living Oriental Languages and for Classical Oriental Studies.*—Having considered the various classes of students for whom it is necessary to provide Oriental teaching in London, we desire to say that in our judgment it is desirable, both for financial reasons and for reasons of educational policy, that a single School of Oriental Languages with a home and a name of its own should be instituted to provide for all the classes of students enumerated above.

This view is, we are aware, not one which can or ought to be accepted without some examination.

M. Sylvain Lévi (4688, 4692), while opposed to the present separation of the Collège de France and the École des Langues Orientales Vivantes from the University of Paris, put very strongly before the Committee the view that to incorporate the teaching of living Oriental languages for commercial and other practical purposes with University teaching would necessarily lower the level of the University teaching. M. Lévi is in favour of two separate institutions in the same buildings, with certain courses on history and geography in common, arranged by a joint committee (4706-10), the pupils of the Practical School being at the same time students of the University School (see also Appendix III (f), pp. 56-7). Dr. Sachau informed the Committee that although the admirable School of Living Oriental Languages of which he is head, is nominally connected with the Berlin University, the connection was rather nominal than real, and that the German "Universities go their own way, and they would perhaps be inclined to look down upon one-sided training for practical purposes" (5591, 5712). It is to be noted in this connection that Dr. Sachau is a distinguished classical scholar and University professor in Semitic Languages, as well as Director of the School of Living Oriental Languages at Berlin. His successful management of the School illustrates at once the possibility and the advantages of an effective alliance between studies which are sometimes supposed to be incompatible.

Mr. F. W. Thomas's view approximates very closely to that of M. Lévi (976-8, 996-1001, 1012). Professor Giles, of Cambridge, regards "mere colloquial" as "rather beneath the dignity of a University" (3551). On the other hand, M. Boyer points out that the École des Langues Orientales Vivantes has suffered in efficiency from its want of connection with the University of Paris (2461, Vol. of Evidence, p. 97, and 2505) both in respect of the recruitment of pupils and the proper selection of professors, and desires its attachment to the University of Paris, though he wishes it to have a separate budget; and Professor Arnold strongly supports the single School (Appendix III (b), § 7, p. 46).

It is clear to the Committee that it would be impracticable to find the funds at the present time to found two institutions. It was pointed out further by Sir Arthur Rücker (6630-4), and by Professor Arnold (Appendix III (b), § 7) that the policy of separating technical from University studies which has been followed in Germany (with results that have been subject to a good deal of criticism in that country) has definitely been avoided in England, and with full knowledge of the German system. At the older English Universities of Oxford and Cambridge one technical department after another, in Agriculture, Forestry, Engineering, &c., has been created; the same policy has been pursued at the newer English Universities. At Manchester and at Sheffield, where a great Technical School had in either case been created outside the local University, that Technical School has been recently brought within the University pale.

Professor Browne, of Cambridge, expressed the view that the classical Oriental teaching might easily be united in a University with teaching for commercial and other practical purposes (1717-21); and Professor Rhys Davids stated that in his opinion the only practical solution of the problem in London was to incorporate the classical and the colloquial teaching in one School (2181-7).

M. Boyer, now Director of the École des Langues Orientales in Paris, has pointed out that the old distinctions between the colloquial teaching, on the one hand, and the literary or academic teaching of languages, on the other, have been altogether broken down by the new methods of teaching, advocated by Viëtor, Widgery, Jespersen, and others. These new methods have been adopted almost universally, in one form or

Boyer, 2457  
(Vol. of  
Evidence,  
p. 94), 2505  
2521-2.

B 2

Foster,  
6182a-7;  
Headlam,  
6127.

another; it is everywhere recognised that the first object of a student in learning a foreign language, European or Oriental, is not to be able to recite paragraphs and lists of exceptions, but to be able to use the language in speech and in writing, and to be able to understand when he hears it as well as when he reads it. The professor of a foreign language who cannot or dares not trust himself to speak it, is a thing of the past; "there is no divorce between the science of language and the practice of language"; and the first stages in teaching a foreign language to a business man and to a future scholar have come to be regarded as identical. The scholar will, it is true, have more time for his studies, and will need more advanced teaching than the future commercial man and the future administrator. Nevertheless, especially for Civil Servants, is it essential that their teaching, even if it is not extended over so long a period as that of the scholar, should be such as to bring them into touch not only with the mass of the people but with the educated and cultured classes of the country to which they are appointed. Modern Oriental Languages need to be taught as thoroughly as the modern European Languages, *e.g.*, French or German, are now taught in our modern Universities.

The close union between the teaching of classical and the teaching of living Oriental languages which is desired by the important authorities whom we have cited can, in our view, be most successfully promoted by the creation in London of a single School of Oriental Languages. While we are of opinion that the need for the teaching of living Oriental languages is the more urgent, and that further financial provision for such teaching should first be made, we believe that the encouragement of Oriental scholarship in the widest sense should be kept steadily in view, and that the creation of a single School is likely to serve this end. We hope that due financial encouragement may be given to the classical studies, either by public or private munificence, at a later stage; in the meantime we think that it will be possible to direct the School in such a way that the interests of all its classes of students may be properly safeguarded.

31. *Organisation of the School and its Relations with the University of London.*—We now come to consider the question of the organisation of the proposed School.

The present teaching in Oriental languages in London may be said to be carried on almost entirely in connection with the University of London, either at University College or at King's College,\* and on that teaching about 1,500*l.* per annum, derived from various sources, is being spent—730*l.* on the teaching of Indian languages, &c. at University College and 570*l.* on the teaching of other Oriental languages at King's College.† (Appendix V.)

To build up the new School on the existing nucleus, and with the help of the present funds devoted to Oriental teaching in the University of London, would appear to be the most natural and convenient course to follow.

We have been at some pains to ascertain the opinions of a large number of witnesses with regard to the desirability of connecting the proposed School with the University of London.‡

To such a connection the majority of witnesses questioned on the point were unhesitatingly favourable; but it seemed to us necessary to examine with care the important questions of educational policy involved in the precise nature of the connection between the University and the proposed School.‡

The relation of the University of London with a teaching institution may be one of three kinds:—

- (i) The institution may be incorporated in the University. University College is incorporated, and provision has been made for the incorporation of King's College under an Act passed in 1908.

\* A small amount of elementary teaching for commercial students is given in the City of London College. We have omitted from our purview the teaching of Hebrew given in the theological Schools of the University, other than King's College, and of Hebrew, Aramaic, Syriac, &c. given in Jews' College.

† It may be mentioned that up till 1889 both University College and King's College tried to cover the whole field of Oriental Studies. The present scheme and distribution of the teaching was promoted through the action of the Imperial Institute. Three Ouseley Scholarships for Oriental Languages, each of the value of about 50*l.* per annum, formerly awarded by the Imperial Institute, have recently been transferred to the University of London. The total amount of the Trust fund is about 5,000*l.* [See Appendix XVI., p. 152.]

‡ Arnold, 2426-30, 2450-3; Barnett, 3414-8; Blownaggee, 2300, 2345-8; Birdwood, 3046; Blumhardt, 680; Codrington, 2845-6; Coldstream, 3648, 3668, 3710; Rhys Davids, 2091-6, 2145-64, 2170-1, 2176-87; Elliot, 2717-9, 2722-3, 2756-60; Graves, 5764-5; Haddon, 2197, 2266, 2274-81; Halil Halil, 2555; Hillier, 399-401, 431-2; Johnston, 3274, 3372; Lyall, 2896, 2962-4; Neill, 239-41; Rees, 1319; Shand, 774-5; Thomas, 976-8, 996-1001, 1012; McClure, 5818; Maunde Thompson, 3235, 3270-2; Yusuf Ali, 5966, 6010-3, 6051-6, 6061, 6064; Headlam, *passim*; Foster, *passim*; Rücker, *passim*. Of the witnesses quoted, only Sir Arthur Rücker, Dr. Foster, and Dr. Headlam were questioned in detail on the precise character of the relationship of the proposed School to the University. These three witnesses expressed themselves in favour of "incorporation."



- (ii) The institution may be a "School of the University." In this case the institution, though subject to visitation by the University, is otherwise entirely independent. The University has no statutory powers enabling it to ensure co-ordination, and to arrest rivalries between its various Schools. The only control exercised by the University lies in the granting or withholding of approval of courses required by those Students of a School who desire to present themselves for degrees as Internal Students. Such courses in a School of the University may be given by teachers who have not been individually "recognised" (or "appointed") by the University.\*
- (iii) The institution may be a "public educational institution" at which individual teachers have been recognised by the University, and of which Students attending approved courses given by those individual teachers may be admitted to present themselves for degrees as Internal Students.

To establish between the University and the proposed School of Oriental Studies the relationship set forth under (iii) above, would be to place it in a position of inferiority, which would, we think, be undesirable; and we shall, therefore, not consider this possibility further. To build up the School of Oriental Studies on the existing nucleus, as proposed in a preceding paragraph (*see* page 20 above), would imply incorporation. To set up the School of Oriental Studies as a "School of the University," instead of as an incorporated institution, would mean that either (1) the University itself must abandon the teaching in modern Oriental languages now given at University and King's Colleges; or (2) the teaching of the new school would be set up in rivalry with the University teaching given in those Colleges. We regard both those alternatives as inadvisable. Our own opinion will be most clearly brought out by a statement of the arguments against incorporation, and for it.

The point of view of those who are opposed to incorporation and who desire the new School to be created as a "School of the University," may be summarised as follows:—

- (i) The creation of a well-equipped School of Oriental Languages would tend to concentrate the teaching of Oriental languages in London, and thus to damage existing Oriental Schools in other Universities [*see* (a) below]. Such a result could only be avoided by giving to all the Universities interested in Oriental studies representation on the Governing Body of the School.
- To make the proposed School subject to a single University would hinder the co-ordination of its work with that of other Universities, and thus would tend "to prevent it from taking its proper place in "the general national system of education" [*see* (b)-(d) below].
- (ii) The constitution of the University of London does not permit of sufficient delegation for the Committee actually managing the School to have proper control over its affairs [*see* (g) below].
- (iii) The limitation of the number of members of the Senate of the University of London to 56 makes the proper representation of Oriental Studies on the Senate impracticable [*see* (h) below].

The arguments in reply may be stated as follows:—

(a) The creation of a new School in London, so far from damaging existing Schools, would in all probability stimulate Oriental Studies generally and help existing Schools. Professor Rhys Davids, who holds a chair in the University of Manchester as well as one in London, thinks that existing Schools at the older Universities would not suffer (2171). Sir Charles Eliot, Vice-Chancellor of the University of Sheffield, concurred in that view (2760-3), and it is a view held by the chief representatives of the University of London—Sir Arthur Rücker, late Principal of the University (6585 *ad fin.*), Dr. Foster, Provost of University College (6232-6), and Dr. Headlam, Principal of King's College (6081, 6150-1). The opposite view would only be intelligible on the supposition that the demand for the teaching of Oriental subjects is a very narrowly limited one. But the Committee are of opinion that though this may be the case with certain Oriental subjects, the demand for languages spoken by many millions of persons in the East, such as the Indian vernacular languages, Turkish, Arabic, Persian, Chinese, Japanese, Hausa, and Swahili, must, if proper instruction is given, grow, and grow rapidly, and that the Schools at the older Universities, at

*See Chapman, 1283-91.*

Rücker, Foster, and Headlam, *passim*.

\* *See* § 4 and footnote\*, page 3, above.

Oxford and Cambridge, will feel the stimulus of the creation of new teaching in London and respond to it, in the same way as the creation of Engineering Schools in the older Universities has followed the creation of Engineering Schools in the newer ones. Moreover, it is to be remarked that the migration of advanced students with a view to studying under some particular professor, has now become a regular feature of English University life. At Oxford, Cambridge, London, Manchester, Liverpool, and doubtless at other Universities, there are students doing research work who have taken their degrees previously elsewhere. It is to be anticipated that students who begin their Oriental studies at London, will continue them in certain cases, say, at Oxford or Cambridge, and *vice versa*.

(b) We do not attach great weight, therefore, to any feeling of apprehension that the encouragement of Oriental studies in London may affect prejudicially the development of those studies elsewhere in Great Britain; and we submit that such feeling should in no case be allowed to interfere with the legitimate development of a London School of Oriental Studies, duly co-ordinated with other institutions of higher education in London. It ought fully to be recognised that the University of London has special claims to be entrusted with work of national importance, which owing to local circumstances it is specially fitted to carry out. The establishment of the Indian School of Forestry at Oxford by the India Office, and the special privileges granted by the Foreign Office to the University of Cambridge in connection with the training of Student Interpreters for the Levant, and those granted by the Egyptian and Sudan Governments exclusively to the Universities of Oxford and Cambridge in connection with the training of Civil Servants for Egypt and the Sudan, show that Government Departments have not hesitated in the past to allot special duties and privileges to particular Universities.

(c) If the affiliation of the School to a number of Universities already possessing Oriental Schools were other than nominal, there would be very serious danger of checking its legitimate growth owing to the complexity of the organisations and interests concerned. There is, we believe, no precedent for any institution for teaching in the Universities of Oxford or Cambridge having representatives of other Universities on its governing body.

(d) Further, any useful object to be achieved by affiliation of a School in London with a number of Universities, would be much better achieved by a friendly understanding between the University of London and other Universities, such as exists already in other matters. The University of Oxford is prepared to recognise, in connection with the Oxford Diploma in Anthropology, courses given in other Universities, and has already so recognised the London courses in Sociology.

(e) The new School must, as shown above, either be a rival to the University of London or co-operate with the University, whose new constitution has been designed to put an end to unfortunate and disastrous rivalries existing in the past. If it is to be a rival, an unmerited blow will be dealt to the University of London, which, with very limited funds, has done its best to encourage Oriental Studies in the past.

By the Statutes approved by Parliament under the University of London Act of 1898, the duty has been imposed on the University "to promote research and the advancement of science and learning, and to organise, improve, and extend higher education within the appointed radius." If Government were now to withdraw from control of the University a particular department on the ground that it was furnishing it with increased funds, this would tend to cripple academic organisation as a whole, and to make the task of those who are striving to build up a University worthy of the metropolis an almost impossible one.

(f) The School of Oriental Studies would gain by its connection with the University in the following ways:—

(i) The status of University Professor or Reader would add materially to the attraction and status of its teaching posts. M. Boyer has pointed out that the want of connection between the *École des Langues Orientales Vivantes* and the University of Paris has in certain cases lowered the level of the teaching in the Paris School, and he desires that such connection shall be established in the future.

(ii) The co-ordination of the Oriental teaching of the School with the teaching in other subjects necessary for a large number of its students, e.g., economic and commercial geography, ethnology, sociology, history, philology, &c. would be easy under the direction of the University. Without such co-ordination and direction there would necessarily be fresh overlapping and waste of money and effort.



(iii) The advanced students of the School would desire degrees. Unless the teachers of the School are "appointed" or "recognised" by the University, they can have no share in determining the curriculum for such degrees.

(iv) The students of the new School would not be isolated, but would share in the growing corporate spirit and life of the students of the University of London.

(v) The School would be more likely to receive benefactions in the future if it were regarded as a University institution than if it were regarded as a Government institution.

If the School were incorporated the appointment of teachers and the co-ordination of studies would be under the direct control of the University itself.

(g) Under the Statutes made by the Commissioners under the University of London Act of 1898, the University, while able by its control of degree examinations to guide the educational policy of its Schools, was not directly empowered to take any share in their management. University College, the largest and most important School of the University, felt that the association with the University, provided by the Statutes, was not close enough; and within a period of 2½ years raised a sum of 200,000*l.* in order that it might be incorporated in the University. The incorporation desired was effected on January 1st, 1907, under the University College London (Transfer) Act, 1905. King's College, the next largest School of the University, with the experience of University College to guide its Governing Body, decided to take similar steps, and an Act providing for the incorporation of King's College in the University was passed by Parliament during the present year.

University College and King's College are both in themselves extremely complex institutions, carrying on teaching in many faculties. University College has over 1,300 day students, King's College, a still larger number. A School of Oriental Languages would necessarily be much more simple in its internal organisation and management, and more easy to govern, and, for many years to come, smaller in size.

We anticipate, therefore, no practical difficulty in devising a scheme for the effective government of the School as an incorporated institution, which shall preserve for it both a necessary independence in management of detail and due co-ordination with cognate institutions.

(h) The Senate of the University of London has recently expressed its willingness to increase its numbers. In the opinion of the Committee, such an increase of numbers should provide for the adequate representation on the Senate of Oriental Studies.

The Committee are clearly of opinion that the arguments in favour of the incorporation of the School in the University of London outweigh the arguments against such incorporation.

33. *Languages to be taught in the School.*—I. *Classical Oriental Languages.*—We have already considered the question of the general scope and organisation of the School and the classes of students who would attend its courses, and have now to consider for what languages financial provision should be made in the first instance.

While, for reasons mentioned in § 22 above, we regard the further encouragement of Classical Oriental Studies as a matter not only of purely scientific, but also of imperial, importance, we do not feel justified in asking Government for funds to provide for these studies immediately on the foundation of the new School. But we are strongly of opinion that an effort should be made to secure, from private sources, the immediate endowment of a chair of Sanskrit. The importance of Sanskrit in the history of Indian civilisation, its relation to the majority of the Indian vernacular languages, besides its importance from the philological point of view generally, mark it out for special treatment. There is a chair of Sanskrit in thirteen of the German Universities.

It may be pointed out, as a further practical reason for providing for a chair of Sanskrit at the School, that Sanskrit is one of the languages that may be offered by candidates for the Indian Civil Service, though up to the present very few English candidates have taken it.

We should also greatly welcome the immediate endowment of a chair of Pali, a knowledge of which, in the opinion of Professor Rhys Davids, is of material importance to British officials in Ceylon, Burma, and Siam (*see* Appendix XIII (xix), pp. 115-6).

There exists in connection with University College a small endowment for the Goldsmid chair of Hebrew, which would, no doubt, be transferred to the new School; and it is to be hoped that further endowments for the teaching of Classical Oriental languages in addition to those referred to above may be received in course of time.

33. *Languages to be taught in the School.*—II. *Living Oriental Languages for which financial provision should be made at the outset.*—The necessity of providing facilities for the teaching of the more important living Oriental languages for commercial and administrative purposes is, as we have shown, urgent. London cannot afford to be behind Paris, Berlin, Vienna, and St. Petersburg in this matter. In order to estimate the rival claims of the languages in question, a number of Schedules were drawn up, in the first instance, by one of the members of the Committee, Mr. A. R. Guest, and were then submitted to experts for revision. We desire here to express the sincere thanks of the Committee to Dr. Grierson and Sir Harry Johnston, who revised a large number of the Schedules relating to Indian and African languages respectively, and also to Professor E. G. Browne, Professor T. W. Rhys Davids, Mr. R. M. Dawkins, Dr. E. R. Edwards, the Rev. Dr. M. Gaster, Mr. H. M. Hillier, Mr. A. L. Hough, Mr. S. H. Ray, Sir Frank A. Swettenham, and Mr. F. W. Thomas, for their very valuable assistance in this matter.\*

We have also to express our deep obligations to the officials of the Board of Trade for the trouble taken by them in preparing statistical tables showing the present commercial importance of the languages within the purview of the Committee (Appendix XI), and we desire to direct special attention to these tables, which have been taken into account in our recommendations.

We have divided the languages under consideration into three classes:—†

Class A.—Languages for which a permanent staff should be provided at the outset.

Class B.—Languages for which there will certainly be a demand that it will be important to meet, but for the whole number of which there will not, in all probability, be students in any one year.

We suggest that the members of the staff responsible for teaching these languages should be recognised as Lecturers of the School, and should receive a small retaining fee, but that they should be paid mainly in respect of services rendered in any particular session.

Class C.—Languages for which the demand will be rare.

We do not enumerate these languages for obvious reasons; but we suggest that the authorities of the School should keep a register of persons having qualifications to teach Oriental languages other than those enumerated in Classes A and B above.

A list of the languages which we place in Classes A and B, respectively, is given in the following table:—

*Living Languages proposed to be taught in the School.*

Class A.		Class B.
<i>Group I.</i>	NEAR AND MIDDLE EAST: Turkish, Arabic, Persian - - - -	Armenian.
<i>Group II.</i>	NORTHERN AND EASTERN INDIA: Hindi, Hindustani, Bengali - - - -	Assamese, Panjabi, Tibetan, Pashto.
<i>Group III.</i>	WESTERN INDIA: Marathi, Gujarati - - - -	
<i>Group IV.</i>	SOUTHERN INDIA: Tamil, Telugu, Kannaurese - - - -	Sinhalese.
<i>Group V.</i>	FURTHER INDIA, MALAY ARCHIPELAGO, &c.: Burmese, Malay - - - -	Melanésian languages, Polynesian languages.
<i>Group VI.</i>	FAR EAST: Chinese - - - - Japanese.	Siamese.
<i>Group VII.</i>	AFRICA: Swahili, Hausa - - - -	Amharic, Luganda, Somali, Yoruba, Zulu.

\* The Schedules, with names of the authority consulted in each case, are reprinted in Appendix XIII, pp. 101-127.

† We have, after consideration, decided to exclude from the purview of this Report Eastern European languages, such as Russian, Polish and other Slavonic languages, Rumanian, and Modern Greek, which are taught in some continental schools of Oriental languages.

As funds permit, certain of the languages in Class B might be transferred to Class A.

34. *Native Assistants for Living Languages.—Size of Colloquial Classes.*—In the Schools for Living Oriental Languages in Paris, Berlin, St. Petersburg, Moscow, Naples, and elsewhere, the European teaching is supplemented by that of native assistants, and the help of such teachers is regarded as essential to the instruction in the more important living languages. Every witness questioned on the value of such a combination of teachers expressed himself emphatically in favour of it. It is only by the help of the native assistant that the students can be sufficiently practised in the colloquial use of these languages, and such help should be provided for all languages in Class A. For certain languages, *e.g.*, Arabic and Chinese, which possess very important dialects, it may eventually be necessary to have two or even three native assistants to give the instruction required.

It should be pointed out here that for effective colloquial teaching, especially in the case of "tone" languages like Chinese, the classes must be small. At Berlin, the number of students in each of these classes was at first limited to 12, but Dr. Sachau is of opinion that the number of students in a class should not exceed six or seven.

35. *Relation of the School to Schools in the East.—Provision to be made for Teachers of the School to proceed to the East on furlough.*—The School should, in our opinion, be kept as closely as possible in touch with the East, and it should serve as a centre, not only for teaching, but also for investigation and research.\*

A number of witnesses expressed the view that relations should be established between the London School and Schools in the East, such as the Indian Universities and the Gordon College at Khartoum; and that temporary exchanges of teachers and of students might be arranged with advantage.†

We desire to emphasize the necessity for close study of the present-day life of Oriental peoples, among whom new ideas are rapidly spreading, the language is undergoing changes, and, as Mr. Yusuf Ali expresses it, "old catchwords are dying out or losing their force."

For this, as well as for purely linguistic reasons, we regard it as important that provision should be made for the teachers of the School to re-visit, from time to time, the country of which they teach the language.‡

36. Before submitting our conclusions we desire to draw the attention of Your Lordships to the magnitude and importance of the questions that have come within our purview.

The total of the populations speaking the languages which, in our opinion, should be provided for in the London School of Oriental Languages (Classes A and B in § 33, page 24, above) amounts to over 800 millions; the total trade (imports and exports) between the United Kingdom and the countries where the languages in question are spoken is over £210,000,000 per annum; and the total imports and exports of these countries amount to over £940,000,000 per annum. (*See Statistics for 1906 furnished by the Board of Trade, Appendix XI, pp. 92-98.*)

The late Prime Minister, in his reply to the deputation which led to our appointment, and in reference to the inquiry which it has been our duty to conduct, and to the defect in our educational system for which we were asked to suggest a remedy, made the following statement§:—

"I trust it will be an inquiry which will lead to action, and prompt action, in order that we may fill up this lamentable gap. I presume that the Secretary of State for India is the individual Minister most involved, and I should hope that he will assist us by organising or supervising the establishment of the Committee, and as to my other colleague who is here, the stern guardian of the public purse, he for the present must remain in a state of pleasant expectancy, and I do not believe, from what I know of him, that he will be very hard-hearted if the proposals of this Committee are on as reasonable a scale as your sketched proposals, and are likely to convey to this country and to its interest the enormous benefit which you, and I think

\* Hodson, 1487, 1513-5, 1524; Rhys Davids, 2113-4; Margoliouth, 2771, 2791-2800; Yusuf Ali, 5992.

† Tien, 86-7; Neill, 287-8; Chapman 1191 (2nd para.) and 1204-6; Chirol, 1409; Douglas, 1680-2; Rhys Davids, 2111; Coldstream, 3728-46; Ranking, 4414-5; Yusuf Ali, 5999-6000; Wingate, 6495-8.

‡ Grierson, 1074-5; Douglas, 1658-9; Browne, 1818-9; Rhys Davids, 2111; Arnold, 2436-8; Boyer, 2469; Giles, 3542-3; Ranking, 4411-3; Sachau, 5600.

§ As reported in *The Times* of December 5th, 1906.

we all, think will accrue. Lord Reay said that you were knocking at an open door. I think that is so. I do not think any door could be otherwise than open to such a claim, and, being all in that happy position of desire and purpose, it only remains for me to thank you on behalf of my colleagues and myself; and as head of the Government I offer you my most sincere and hearty thanks for drawing our attention to this subject and for the very reasonable and wise proposal which you make as the first step towards dealing with it."

We are convinced that the cost of carrying our proposals into effect must be regarded as reasonable, having regard to the amounts spent by foreign Governments for a similar purpose, and to the benefits which will accrue to the vast and complex political and commercial interests of Great Britain in Africa and in the East.

#### CONCLUSIONS.

37. Having stated our reasons for holding that the School of Oriental Languages should be an integral part of the University of London, we proceed to deal more particularly with the matters on which Your Lordships desire us to report. We are asked to ascertain—

- (1) The present allocation of grants by the several Government Departments for the purposes of instruction in Oriental languages.

The information placed at our disposal by the Departments concerned will be found in tabular form in Appendix II (ii), p. 43.

38. Having regard to present facilities for Oriental studies, and the importance of the interests involved in the formation of a thoroughly adequate scheme for the teaching of Oriental languages in London, Your Lordships have desired us to report—

- (2) In what way the general organisation of a School for this purpose would most advantageously proceed.

Without attempting, at this stage, to draft a constitution for the proposed School, we submit the following suggestions:—

The supreme Governing Body of the School should be the Senate of the University of London.

As in the case of other incorporated institutions, the Senate would entrust the management of the School to a Delegacy, including members of the Senate and other persons qualified to take part in the administration of the scheme.

Two members of the Delegacy might be nominated by the King in Council. A power of this kind would probably be used to secure representation for those Departments of Government which are most directly interested in the success of the School.

The Director of the School should be a member of the Delegacy, and, on the formation of a Professorial Board, one or more of its members might represent the teaching staff.

The Corporation of the City of London, the London County Council, and the London Chamber of Commerce might also be represented; and the China Association will no doubt be willing to take part in the management of the School. In the case of City Companies and other associate bodies, it may be thought expedient to grant representation to societies contributing to the support of the scheme.

The British Academy and the Royal Asiatic Society might also be invited to nominate members of the Delegacy.

Their Lordships are no doubt aware that under the University College (Transfer) Act, 1905, section 11, the Senate of the University obtained the power of delegating executive functions to "any Committee appointed to manage an institution controlled by the Senate." This power might with advantage be exercised in favour of the School of Oriental Languages; and if by this means similar latitude were given to the proposed Delegacy to that given at present by the Senate to the Committee of University College, the School would enjoy all the independence necessary to its successful development.

We are of opinion that the Delegacy should have secured to it at least a voice in the appointment and dismissal of members of the staff, and in the courses of study, and that as far as is consistent with the general control that it is desirable for the University to exercise, the Delegacy should be allowed freedom in these matters as well as in matters of internal organisation.

The work proposed for the School will differ in many cases to some extent from that which has previously been undertaken, and the employment from the outset of the most suitable teachers that can be secured for the particular purpose will be a matter of great importance. We recommend, therefore, that, while the due claims of existing teachers should be respected, the initial appointments to the School should receive the special consideration of the Delegacy and of the University.

We desire especially to draw attention to the necessity for making temporary or probationary appointments in the first instance where the appointing body has not sufficient evidence that the best candidate available possesses all the qualifications required for success as a teacher (*see* M. Boyer's evidence, 2520-1).

Subject to any opinion which may be expressed by the legal advisers of the University, we are disposed to think that the arrangements above suggested may be effected by a Royal Charter, and that legislation will not be necessary.

39. We are further to report—

(3) What funds and resources at present applied in London to the teaching of Oriental languages would be rendered immediately available for the establishment of such a School by the co-operation of existing agencies.

If the Government Departments concerned are associated from the first with the establishment of the School, we anticipate that they would grant subventions in aid of the School, and if selected candidates who receive an allowance were encouraged to avail themselves of the facilities provided, their fees would be added to the resources of the School.

If University College and King's College surrender the teaching of Oriental languages to the new School, they cannot be expected to make payments out of their general funds in aid of it. But we have shown above that the greater part of their expenditure is covered by special grants and subscriptions. If the new School commands the confidence of the Government Departments and of the mercantile community, we may anticipate that the grants and subscriptions will be continued. They amount, in the aggregate, to about 800*l.* a year. In addition to these sums there would be students' fees, of which it is difficult to estimate the precise amount. The fees for Oriental languages at University College in the Session, 1907-08, amounted to 344*l.*, those at King's College to about 220*l.* Though we hope the number of students will be multiplied many times, we desire to see the individual class-fees kept as low as possible.

40. With reference to the probable cost of the proposed School, Your Lordships desire to know—

(4) What additional funds from Government or other sources would be required for its establishment and maintenance, provision being made in the first instance for the adequate remuneration of the teachers.

The teaching staff should, we submit, include—

- (a) A Director, who would take some part in teaching work, with the title of Professor, but would devote the main portion of his time to the organisation and development of the School. The success of the scheme in the first instance will depend very largely on the Director, and we think it would be necessary to offer a salary of 1,000*l.* per annum.
- (b) Professors giving their whole working time to the School. For full-time Professors we suggest that a salary of not less than 600*l.* per annum would be required.
- (c) Readers giving their whole working time to the School. For full-time Readers we suggest that a salary of not less than 300*l.* per annum would be required.

[*Note.*—As to the number of Professors and Readers, we can form no final estimate. It may be thought advisable to begin with a small number of Chairs, and to provide first for the languages which are needed by a large number of students. For the other languages, the School may be empowered to make special arrangements, as its resources permit.]

- (d) Native Assistants. For these, if they are University men, or otherwise properly qualified, a salary of not less than 150*l.* would be required. The number will depend on the number of Professors and Readers.

To this rough estimate must be added sums for the salary of a Librarian, and for the purchase of books and periodicals.

(1) We beg to submit the following initial Scheme for the Teaching Staff:—

- Group I.* - NEAR EAST:  
*Turkish, Arabic, and Persian.*  
1 Professor, 2 Readers, 3 Native Assistants.
- Group II.* - NORTHERN AND EASTERN INDIA:  
*Hindi and } and Bengali.*  
*Hindustani }*  
1 Professor, 1 Reader, 2 Native Assistants.
- Group III.* - WESTERN INDIA:  
*Marathi and Gujarati.*  
1 Professor and 1 Reader (or 2 Readers), 2 Native Assistants.
- Group IV.* - SOUTHERN INDIA:  
*Tamil and } and Kanarese.*  
*Telugu }*  
1 Professor, 1 Reader, 3 Native Assistants.
- Group V.* - FURTHER INDIA, MALAY ARCHIPELAGO, &c.:  
*Burmese.*  
1 Reader, 1 Native Assistant.  
*Malay.*  
1 Reader, 1 Native Assistant.
- Group VI.* - FAR EAST:  
*Chinese.*  
1 Professor, 1 Native Assistant.  
*Japanese.*  
1 Professor, 1 Native Assistant.
- Group VII.* - AFRICA:  
*Swahili.*  
1 Reader, 1 Native Assistant.  
*Hausa.*  
1 Reader, 1 Native Assistant.

The Committee are of opinion that the precise method of providing for the teaching in Class B. must be left to the authorities of the School when established. A suggestion with regard to this matter has been made in § 33, p. 24. The Committee are of opinion that 1,000*l.* per annum should be granted to the School for providing teaching in these 14 languages or groups of languages, viz., Armenian, Assamese, Panjabi, Tibetan, Pashto, Sinhalese, Siamese, Melanesian languages, Polynesian languages, Amharic, Luganda, Somali, Yoruba, and Zulu.

(2) If the foregoing data are accepted, the annual cost of the School may be roughly estimated as follows:—

TEACHING STAFF:		£	£
Director, who will also act as Professor	=	-	1,000
5 full Professors, at 600 <i>l.</i> per annum	-	-	3,000
9 Readers, at 300 <i>l.</i> per annum	-	-	2,700
16 Native Assistants, at 150 <i>l.</i> per annum	-	-	2,400
Teaching staff for languages in Class B.	-	-	1,000
			10,100
LIBRARY:—			
Librarian (additional salary to be paid to one of the Readers acting as Librarian)	-	-	120
Assistant in Library	-	-	75
Books, periodicals, &c.	-	-	230
			425
ADMINISTRATIVE EXPENSES:			
Secretary	-	-	200
Postage, printing, advertising, stationery	-	-	100
			300
Rent	-	-	1,500
Lighting, heating, water, and cleaning	-	-	400
			1,900
			£12,725

When the School is in working order, there will be further outlay in respect of a provident fund, travelling allowances (to enable the staff to revisit Eastern countries), scholarships, and publications.

41. *Premises of the School.—Cost of Installation.*—One very serious item of expense is the money required to provide a local habitation for the School. It is plain that the School should be in a central position, accessible to students from the City and from the Colleges. Perhaps in the matter of class-rooms the Colleges may be able to give some assistance, but the Library and the Director's office must be in the School building, and it is desirable to centralise the teaching also, as soon as circumstances permit. To erect a new building would lay a heavy burden on the scheme, and it may not be necessary to contemplate this expense. Indeed it would, in our opinion, be inadvisable, in any case, to erect special buildings for the School until after the first few years of its existence, when the Governing Body will have acquired experience with regard to its special requirements. Possibly a permanent home for the School may be found in existing buildings conveniently situated. Dr. Headlam has called our attention to the building soon to be vacated by King's College Hospital. This building is so large that only part of it would be required for a School of Oriental Languages. Dr. Headlam has also reminded us that a number of offices will be left vacant when the County Council takes possession of its new buildings on the south side of the river.

Whether the premises of the School are built, bought, or taken on lease, we apprehend that special grants to a large amount will be needed before it can be properly installed.

42. *Possible Sources of Income of the School.*—In view of these various items of expense, we may indicate the sources from which the School may reasonably expect to obtain financial assistance:—

- (a) It is hoped that Your Lordships may see your way to propose a grant from the Treasury towards the initial expense of the School, and an annual grant towards maintenance.
- (b) It is hoped that the University of London may be able to make an annual grant. It is generally admitted that the School, if incorporated in the University, would have a strong claim.
- (c) If the School is successful in attracting students, their fees would be another source of income. It will probably be found necessary to keep the fees low, and for this reason we do not anticipate that the School will be self-supporting to any great extent.
- (d) The School would also have a strong claim to the favourable consideration of the London County Council, the London Chamber of Commerce, and such associate bodies and learned societies as may be in a position to offer permanent support.

The publications of the School may, we hope, command a fairly wide sale, but we cannot count with certainty on any profit from that source.

43. Your Lordships have also requested us to consider—

- (5) What recognition should be given by the various Government Departments to the knowledge of selected Oriental languages, as attested by approved certificates, diplomas or degrees.

Where a Department is satisfied that the teaching of any University or School is efficient, and that the certificate, diploma, or degree represents a high standard of attainment, we suggest that the certificate, diploma, or degree should exempt a candidate from further examination in the subjects to which it refers.

There would be little difficulty in applying a rule of this kind to the case of selected candidates. It is not absolutely necessary that such candidates should be placed strictly according to the number of their marks. Greater difficulties are encountered if we attempt to apply it to an open examination. If, for example, it were decided that the certificate, diploma, or degree should carry a fixed number of marks, no difference would be made between those who have taken a high place at their School or University, and those who have just qualified. This objection might perhaps be met by granting the certificate, diploma, or degree in such a form as to indicate the standard of proficiency to which the candidate has attained.

44. We would suggest that the authorities of the Government Departments concerned should be consulted by any University Committee that may be entrusted

with the organisation of the new School in the first instance, so that the special requirements of these Departments may be met as far as possible. On the assumption that the School will be established and will provide the necessary facilities for instruction in Oriental languages, we make the following further suggestions in continuation of the comments made upon official regulations relating to Oriental languages considered under §§ 9-20 above :—

(i) We hope that the Foreign Office may consider the advisability of altering the conditions for Student Interpreterships in the Diplomatic and Consular Service in China and Japan, so as to provide for a preliminary period of study similar to that required from Student Interpreters for the Levant Service [see §18 (b), p. 12, above].

(ii) We desire to urge upon the India Office our conviction, supported by the strong evidence laid before us on this matter, that one year's probationary training in this country is inadequate to give the Indian Civil Servant the knowledge of Indian languages, and of other special subjects relating to his future work, that he ought to possess before proceeding to India; and we trust that the regulations for the Indian Civil Service may be revised in order to remedy existing deficiencies [see § 10, pp. 6-9, above].

We wish further to urge on the India Office the view that selected candidates for the Indian Educational, Medical, and Police Services should in future be required to undergo a probationary training in Indian vernacular languages and kindred subjects before they proceed to India [see §§ 11-14, p. 9, above].

(iii) Similarly, we wish to urge upon the Colonial Office that cadets appointed to Ceylon, Hong Kong, the Straits Settlements, and Federated Malay States should be required to undergo a preliminary training in the language which they will need after taking up their duties abroad.\*

A like requirement, we submit, should be made in the case of officers appointed to African colonies where a knowledge of Hausa or Swahili is necessary.

(iv) We suggest that the War Office should consider the question of providing facilities for selected officers to attend the School and of making the necessary arrangements for classes in Oriental languages to be conducted by members of the staff of the School at Aldershot, Colchester, or other military centres within easy reach of London. We trust that the War Office may be able to give official recognition to the diplomas of the School.

We would further suggest that regulations relating to grants given to military officers for a knowledge of Arabic, Turkish, Persian, and possibly Amharic, should, as a rule, be given after a preliminary knowledge of these languages has been obtained in this country, in order to enable the officers in question to proceed to the countries where the languages are spoken and perfect their linguistic knowledge. [See § 15, pp. 9-11, above.] Military Interpreters should have their knowledge of Oriental languages tested from time to time, so as to ensure that they are ready for duty when wanted.

(v) We hope that the Admiralty may find it possible to give selected officers an opportunity of attending the School, and to give official recognition to its diplomas. As in the case of Military Interpreters, the knowledge of Naval Interpreters should be tested periodically.

45. The Committee desire finally to submit the following summary of their arguments and conclusions :—

(1) There is urgent need for the provision of suitable teaching in London for persons about to take up administrative or commercial posts in the East and in Africa.

A knowledge of the language, and some preliminary knowledge of the history and religions and social customs of the country to which they are appointed is essential to such persons. Time will actually be gained, and it will be advantageous in other ways, if the first instruction is given in this country.

(2) To meet the need referred to in the foregoing paragraph, a School of Oriental Studies should be built up from the nucleus of Oriental teaching now existing at University and King's Colleges, and should be incorporated in the University of London. The School should have a constitution similar in its main lines to that of University College. It should possess a name and home of its own.

(3) The School should provide both for living Oriental languages and for classical Oriental studies; but the Committee ask for a grant to be made from Government

\* If the Colonial Office should accede to this suggestion it would be necessary to attach a special Native Assistant for Cantonese to the Department of Chinese.



funds, at the foundation of the School, for living Oriental languages only. The first establishment of the School should be on the scale necessary to meet immediate requirements, and should be extended gradually.

(4) The School should possess a library, of which an important feature would be a collection of modern Oriental books and periodicals, kept up to date.

(5) The Committee desire specially to call attention to the disadvantage under which in this respect London lies as compared with Paris, Berlin, and St. Petersburg. As England is the country which above all others has important relations with the East, the fact that no Oriental School exists in its capital city is not creditable to the nation.

46. The Committee desire to place on record their obligations to Mr. P. J. Hartog, their Secretary, for the ability and industry which he has displayed throughout this inquiry, as well as for the efficient manner in which he has discharged the many difficult and laborious duties thereby imposed upon him. The Committee also wish to give due recognition to the diligent and efficient services rendered by the clerk, Miss Olivia Sadler.

We have the honour to be,

My Lords,

Your Lordships' obedient Servants,

(Signed) REAY, *Chairman*.  
REDESDALE.  
A. C. LYALL.  
A. R. GUEST.  
T. RALEIGH.  
MONTAGU C. TURNER.

P. J. HARTOG (*Secretary*),  
23rd December, 1908.

**LIST OF WITNESSES EXAMINED BY THE COMMITTEE.**

(In the order in which they appeared before the Committee.)

Date of Hearing.	Name of Witness.	Profession, Occupation, or Description.	Representing or nominated by.	No. of First Question.	Page in Volume of Evidence.
1908. 1st Day, Feb. 6th.	The Rev. Anton Tien, Ph.D.	Professor of Turkish at King's College, London.	-	1	1
	The Right Hon. Sir Cecil Clementi Smith, G.C.M.G.	Sometime Lieut.-Governor and Colonial Secretary of Ceylon; Governor and Commander-in-Chief of the Straits Settlements; H.M. High Commissioner and Consul-General for Borneo and Sarawak, &c.	-	150	5
	Prof. John William Neill	Professor of Indian Law and Reader in Marathi, and Lecturer on the History of India at University College, London.	-	208	7
2nd Day, Feb. 13th.	Sir Walter Caine Hillier, K.C.M.G., C.B.	Professor of Chinese* at King's College, London.	-	388	12
	Prof. James Fuller Blumhardt, M.A.	Professor of Hindustani, and Reader in Hindi and Bengali at University College, London; Teacher of Bengali at Oxford University.	-	593	17
3rd Day, Feb. 14th.	Mr. William James Simmie Shand.	Teacher of Japanese	-	753	22
	Mr. Garabet Hagopian	Teacher of Turkish, Persian, &c.	-	897	27
	Mr. Frederick William Thomas, M.A.	Librarian to the India Office; late Fellow of Trinity College, Cambridge.	-	974	31
	Dr. George Abraham Grierson, Ph.D., B.A., D.Litt., C.I.E.	Superintendent of the Linguistic Survey of India; Vice-President of the Royal Asiatic Society.	-	1035	34
4th Day, Feb. 20th.	General Sir Edward Francis Chapman, K.C.B., R.A.	Colonel Commandant of the Royal Artillery.	-	1169	40
	Mr. John David Rees, C.I.E., C.V.O., M.P.	Sometime British Resident in Travancore and Cochin, additional Member of Council of Governor-General of India, &c.; Government translator in Tamil, Telugu, Persian, and Hindustani; Russian Interpreter.	-	1315	45
	Mr. Valentine Chirol	Director of the Foreign Department of "The Times."	-	1408	48
5th Day, Feb. 21st.	Mr. Thomas Callan Hodson	Registrar of the East London College, University of London; late of the Indian Civil Service.	-	1476	53
	Sir Robert Kennaway Douglas.	Sometime Keeper of Oriental Books, &c. at the British Museum, and Professor of Chinese at King's College, London.	-	1591	58
6th Day, Feb. 27th.	Prof. Edward Granville Browne, M.A., M.B., F.B.A.	Sir Thomas Adams' Professor of Arabic, Cambridge.	-	1716	61
	The Right Hon. Sir Ernest Mason Satow, B.A., LL.D., G.C.M.G.	Former Envoy Extraordinary and Minister Plenipotentiary in Tokio, and British Minister at Peking.	-	1889	69

\* Since appointed Adviser to the Chinese Government at Peking.

Date of Hearing.	Name of Witness.	Profession, Occupation, or Description.	Representing or nominated by	No. of First Question.	Page in Volume of Evidence.
1908. 6th Day —cont.	Prof. Thomas William Rhys Davids, LL.D., Ph.D., F.B.A.	Professor of Pali and Buddhist Literature at University College, London; and of Comparative Religion in the University of Manchester.	-	2091	77
	Dr. Alfred Cort Haddon, M.A., Sc.D., F.R.S.	Lecturer in Ethnology in the Universities of Cambridge and London.	-	2197	82
7th Day, March 5th.	Sir Mancherjee Merwanjee Bhownaggee, K.C.I.E.	-	-	2283	85
	Prof. Thomas Walker Arnold, M.A.	Professor of Arabic at University College, London; Assistant Librarian to the India Office; sometime Professor of Philosophy at the Government College, Lahore, and Dean of the Oriental Faculty of the Punjab University.	-	2354	89
	Prof. Paul Boyer	Professor of Russian in the École Spéciale des Langues Orientales Vivantes, Paris.*	-	2457	93
8th Day, March 6th.	Halil Halid Efendi, M.A.	Teacher of Turkish in the University of Cambridge.	-	2526	102
	Mr. David Beveridge Mair, M.A.	Senior Examiner to the Civil Service Commissioners.	Civil Service Commissioners.	2633	106
9th Day, March 12th.	Sir Charles Norton Edgumbe Eliot, K.C.M.G., C.B.	Vice-Chancellor of the University of Sheffield; formerly H.M. Commissioner and Commander-in-Chief for the British East Africa Protectorate; Agent and Consul-General at Zanzibar, &c.	-	2696	108
	Prof. David Samuel Margoliouth, M.A., D.Litt.	Laudian Professor of Arabic in the University of Oxford.	-	2768	111
	Dr. Oliver Codrington, M.D.	Honorary Librarian to the Royal Asiatic Society; Deputy Surgeon-General, Army Medical Staff (retired); Vice-President of the Society for the Propagation of the Gospel.	Society for the Propagation of the Gospel,	2845	113
	Sir Charles James Lyall, M.A., LL.D., K.C.S.I., C.I.E.	Secretary of the Judicial and Public Department, India Office; sometime Secretary to the Government of India (Home Department), Chief Commissioner of the Central Provinces, &c.	India Office	2891	115
10th Day, March 13th.	Sir George Christopher Molesworth Birdwood, M.D., LL.D., K.C.I.E., C.S.I.	Sometime Professor of Anatomy and Physiology, &c. in the Grant Medical College, Bombay; Curator of the Government Museum, Bombay, &c.	-	2998	120
	Sir Frank Athelstane Swettenham, K.C.M.G.	Sometime Governor and Commander-in-Chief of the Straits Settlements, &c.	-	3055	122
	Miss Gertrude Lowthian Bell.	-	-	3189	127
11th Day, March 19th.	Sir Edward Maunde Thompson, K.C.B., I.S.O., D.C.L., LL.D., P.B.A., V.P.S.A.	Director and Principal Librarian of the British Museum.	-	3229	129
	Sir Harry Hamilton Johnston, D.Sc., G.C.M.G., K.C.B.	Sometime Special Commissioner, Commander-in-Chief, and Consul-General for the Uganda Protectorate; Consul-General at Tunis, &c.	-	3273	132

\* Since appointed "Director" of the École Spéciale.

Date of Hearing.	Name of Witness.	Profession, Occupation, or Description.	Representing or nominated by	No. of First Question.	Page in Volume of Evidence.	
1908. 11th Day —cont.	Prof. Lionel David Barnett, Litt.D., M.A.	Professor of Sanskrit, University College, London; First Class Assistant in the Oriental Department, British Museum.*	-	-	3377	138
	Prof. Herbert Allen Giles, LL.D., D.C.L.	Professor of Chinese in the University of Cambridge; late of the China Consular Service.	-	-	3444	140
12th Day, March 20th.	Dr. Hartwig Hirschfeld, Ph.D.	Lecturer on Semitic Epigraphy at University College, London; Lecturer on Arabic, &c. at Jews' College.	-	-	3581	144
	Mr. William Coldstream, B.A.	Late Indian Civil Service	-	-	3644	146
	Lieut. - Colonel George Tindall Plunkett, C.B.	Director of Science and Art Institutions, Dublin.	-	-	3748	149
13th Day, March 26th.	Mr. Walter Baring	Sometime Superintendent of Student Dragomans, Constantinople; Minister Resident and Consul-General at Monte Video, &c.	-	-	3792	151
	Major Hugo Douglas De Prée, R.A.	General Staff, Army Headquarters.	War Office	-	3878	154
	The Rev. John Sharp, M.A.	Superintendent of the Translating and Editorial Department of the British and Foreign Bible Society; sometime Principal of the Noble College, Masulipatam, and University Lecturer in Telugu and Tamil at Cambridge.	British and Foreign Bible Society.	-	3986	157
14th Day, May 7th.	Lieutenant John Alexander Duncan, R.N.	Naval interpreter in Russian.	Admiralty	-	4029	159
	Sir John McLeavy Brown, C.M.G.	Sometime Chief Commissioner of the Korean Customs and Financial Adviser to the Korean Government.	-	-	4171	163
	Mr. Arthur Cornwallis Madan, M.A.	-	-	-	4284	167
	Captain Edward Abadie Plunkett.	General Staff, Army Headquarters.	-	-	4334	168
	Lieut.-Col. George Spiers Alexander Ranking, M.A.	University Lecturer in Persian, Oxford; late of Indian Medical Service; formerly Secretary to Board of Examiners, Fort William, Calcutta; Fellow of Calcutta University;	-	-	4389	170
15th Day, May 14th.	Mr. Ernest George Harmer	Manager to Messrs. John Palmer, Junr., & Co.	-	-	4504	174
	Mr. John Henry Wilson	Partner in Messrs. Smith, Mackenzie, & Co., of Mombasa and Zanzibar.	-	-	4589	177
16th Day, May 15th.	M. Sylvain Lévi	Professor of Sanskrit at the Collège de France; Director of Studies for Indian Religions, and for Sanskrit, at the École des Hautes Études, Paris.	-	-	4679	180.
17th Day, May 21st.	Mr. Charles Stewart Addis	Joint Manager of the Hong-kong and Shanghai Banking Corporation.	-	-	4717	184
	Mr. Ernest Andrews	Of the Bombay - Burmah Trading Corporation.	-	-	4891	189
	Mr. James Duncan	Managing Director of Messrs. Steel Bros. & Co., Ltd.	-	-	4947	191

\* Since appointed Keeper of Oriental Printed Books and MSS. at the British Museum.

Date of Hearing.	Name of Witness.	Profession, Occupation, or Description.	Representing or nominated by	No. of First Question.	Page in Volume of Evidence.
1908. 17th Day —cont.	Mr. Hubert Shorrocks Ashton.	Of Messrs. Shaw, Wallace, & Co., Bombay and Calcutta.	-	5022	192
18th Day, May 22nd.	Mr. Theodore Morison, M.A.	Member of the Council of the Secretary of State for India; sometime Principal of the Mahomedan Anglo-Oriental College, Aligarh, and Member of the Legislative Council of the Governor-General of India.	-	5097	195
	Mr. Alfred Claud Hollis	Secretary for Native Affairs, British East Africa Protectorate.	-	5166	198
19th Day, May 28th.	Mr. William Keswick, M.P.	Senior partner of Messrs. Matheson & Co. and Messrs. Jardine, Matheson, & Co.	-	5285	201
	Mr. J. F. Braham	General Manager of the Liberian Development Chartered Co. and the Liberian Rubber Co.	-	5351	204
	Sir Donald Mackenzie Wallace, K.C.V.O., K.C.I.E.	-	-	5412	206
	Mr. Sayyid Husain Bilgrami, C.S.I.	Member of the Council of the Secretary of State for India.	-	5512	209
	Geheimer Ober-Regierungsrat Prof. Dr. Eduard Carl Sachau.	Professor of Semitic Languages in the University of Berlin; Director of the Seminar für Orientalische Sprachen, Berlin.	-	5590	212
20th Day, June 13th.	Mr. Robert Wyndham Graves, C.M.G.	British Delegate on the International Financial Commission in Macedonia.	Foreign Office	5756	219
	The Rev. Edmund McClure, M.A.	Editorial Secretary of the Society for Promoting Christian Knowledge.	Society for Promoting Christian Knowledge.	5812	221
	Mr. Richard Sinupson Gundry, C.B.	President of the China Association.	-	5849	223
	Mr. George Lloyd	Formerly Honorary Attaché to the Embassy at Constantinople.	-	5880	225
	The Rev. William Bolton, M.A.	-	London Missionary Society.	5923	228
	Mr. Abdüllah Yusuf Ali, I.C.S.	Assistant Commissioner of the first grade in the Land Revenue and General Administration of the United Provinces of Agra and Oude.	-	5966	229
21st Day, June 25th.	The Rev. Arthur Cayley Headlam, M.A., D.D.	Principal of King's College, London.	-	6065	235
	Dr. Thomas Gregory Foster, B.A., Ph.D.	Provost of University College, London.	-	6153	240
	Mr. C. L. Temple	Political Resident in Northern Nigeria.	-	6244	245
	Mr. George Coco Scaramanga.	Of Messrs. Ralli Brös.	-	6317	246
22nd Day, July 2nd.	The Right Hon. the Earl of Cromer, O.M., P.C., G.C.B., G.C.M.G., K.C.S.I., C.I.E.	Sometime Agent and Consul-General in Egypt.	-	6358	248
	Sir Albert Kaye Rollit, D.C.L., LL.D., Litt.D.	Ex-President of the London Chamber of Commerce.	London Chamber of Commerce.	6427	251
23rd Day, July 7th.	His Excellency Lieut.-General Sir Francis Reginald Wingate, K.C.B., K.C.M.G., D.S.O., R.A.	Governor-General of the Sudan, Sirdar of the Egyptian Army.	-	6479	255
	Sir Arthur William Rücker, D.Sc., F.R.S.	Principal of the University of London.*	-	6579	260

\* Resigned, September, 1908.

## APPENDICES.

App. I.

## APPENDIX I.

**Memorial to the First Lord of the Treasury (the late Right Honourable Sir Henry Campbell Bannerman, G.C.B.) on the Organisation of Oriental Studies in London, presented on December 4th, 1906.**

University of London,  
South Kensington, S.W.

To the Right Honourable Sir HENRY CAMPBELL-BANNERMAN,  
G.C.B., P.C., M.P., &c.,  
First Lord of the Treasury.

SIR,

Your Memorialists, acting on behalf of the Senate of the University of London and of certain other public bodies interested in the promotion of Oriental Studies, viz. :—

The British Academy,  
The London Chamber of Commerce,  
The Royal Asiatic Society,  
The Central Asian Society,  
The Japan Society,  
The China Association,  
The African Society,  
The Anglo-Russian Literary Society,  
The City of London College,  
The Victoria League,  
The Society for the Propagation of the Gospel in Foreign Parts,  
The Church Missionary Society,  
The London Missionary Society,  
The Society for Promoting Christian Knowledge,  
The British and Foreign Bible Society,

co-operating with the Senate in this matter, beg respectfully to submit the following observations for your consideration :—

(i) *Provision for Oriental Studies in London, as compared with other Capitals of Europe.*—Under this head your Memorialists venture to call attention to a Memorandum on "Oriental Studies in England and Abroad" (Proceedings of the British Academy, Volume I.), by a member of their body, Professor T. W. Rhys Davids, a copy of which is appended.\* They would point out that in Berlin, Paris, and St. Petersburg, the capitals of the three greatest European rivals of Great Britain in commercial interests and Oriental expansion, and also in Vienna, provision is made for the proper maintenance of Schools of Oriental Studies on an adequate, and even a liberal scale, by the aid of grants of from £8,000 to £10,000 a year from their respective Governments.

The following details of the Oriental Seminary of Berlin show what equipment is considered necessary for a practical School of this kind by a nation with comparatively small colonial and foreign possessions :—

The Oriental Seminary in Berlin is in close connexion with the University, and is presided over by the eminent Arabist, Hofrat Sachau, an honorary member of our Royal Asiatic Society and a member of the Berlin Academy. The Seminary has an annual grant of £8,000 a year, besides the necessary buildings; a fine library is provided, and the Seminary publishes an admirably conducted, and very full,

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\* [The document referred to was appended to the original Memorial.]

quarterly Journal. There are now 162 regular students who must all be undergraduates of the University, and 66 other auditors at the special lectures. The students have the advantage of attending the higher philological and historical courses delivered by the 14 Professors and other Teachers at the University. But there is also provided a special staff of teachers for their more practical wants.

There are :—

A Professor, a Sub-Professor, and a native Teacher for Chinese ;  
 A Professor and a native Teacher for Japanese ;  
 Two Professors of Arabic, and native Teachers of the Arabic dialects spoken in Syria, Egypt and Morocco ;  
 A Professor and a native Teacher of Swahili ;  
 A Professor of Hausa, and a European Teacher of other African dialects ;  
 Teachers of English, French, Modern Greek, Russian and Spanish, two of these having the status (and pay) of Professors ;  
 Two Professors of the Technical Knowledge of the products of Asiatic countries ;  
 A Teacher of the Laws of Health to be observed by travellers or settlers there ;  
 A Professor of the Political Economy and Finance of the German colonies ; and  
 A Professor of Colonial Law.  
 Twenty-four salaried Officers in all ; eleven Professors, four European Assistant Professors, and six native Teachers of the vernaculars, with an Office Clerk and two Librarians.

In London, on the other hand, there is no properly organised school providing instruction in Oriental Languages. The efficient teaching which is given is due to the efforts of scattered Colleges and Societies whose finances are heavily burdened by other charges, with the result that in almost every case the teachers, whose merits are generally recognised, are inadequately paid, and hence are unable to give more than a small portion of their time to the teaching of their subjects. The number of students who avail themselves of the existing facilities is very limited and would be largely increased if due recognition were given to these studies.

(ii) *Present Government Grants in aid of Oriental Studies.*—Several Government Departments, e.g., the India, Foreign, Colonial, and War Offices and the Admiralty, make certain contributions at the present time to various institutions for the purpose of teaching Oriental Languages for the benefit of various officers and Government servants. But your Memorialists venture respectfully to submit that, as there is at present no co-operation between the several Departments in the administration of these sums, the grants are dispersed, instead of being concentrated, with the result that a great part of their value is lost and a serious obstacle is placed in the way of any proper organisation of teaching.

(iii) *The Necessity of further Provision.*—While the facilities offered for the study of Oriental Languages in London are so slight, it is obvious that the needs and interests of London in respect of these subjects are very much greater than those of any other European capital, alike from the point of view of administration and of commerce. Your Memorialists cannot but regard it as a most startling and disquieting fact that so meagre a provision is made in London for instruction in Oriental Languages for commercial purposes.

[As an illustration of the demand that exists for such teaching may be quoted the success of the School of Chinese established in connection with the University of London, at King's College, by means of a temporary endowment contributed by members of the China Association. The School has a Professor of Literary Chinese, a Professor of Colloquial Chinese, and a Native Assistant, and regular teaching is given at low fees. The School, though established only four years ago, has now from 20 to 30 students, and the number will probably increase.\*]

In the past, when British commerce was exposed but little to the influence of competition in the East, the effects of this lack of teaching were not so acutely felt, but at the present day the problem is becoming a very serious one. Your Memorialists have reason also to think that there is need for further provision for the instruction of Military and Civil Officers in these languages. It is sometimes urged that Oriental Languages are best studied, in the first instance, in the various countries where these languages are spoken, but your Memorialists are unanimously of opinion that the preliminary study of such languages under competent teachers, and according to scientific principles at home, is of the very highest advantage as a step towards future proficiency. In this connection your Memorialists venture to appeal to the acknowledged success of the system maintained by the India Office of requiring such preliminary study of certain prescribed languages in the case of the members of the Civil Service.

(iv) *The Possibility of Expansion.*—In view of the present scanty facilities for Oriental study in London it is the unanimous desire of all those concerned with such subjects that some adequate scheme of re-organisation may be framed ; and your Memorialists beg to point out that it would be possible at the present time to create in

\* [A Memorandum furnished in connection with the establishment of the School was appended.]

App. F.

London a greater School of Oriental Languages than exists in any other country. Such a School would have at its command for colloquial teaching the services of a very large number of persons possessing a thorough acquaintance with many living Oriental Languages; and on the scientific side its teachers and students could rely on the unrivalled resources of the British Museum, the India Office Library, and the Library of the Royal Asiatic Society.

For the maintenance of such a School, in London, as in other capitals, it would be impossible to depend on the fees of students alone.

(v) *Recognition of Diplomas and Degrees in Oriental Languages.*—In some of the Government services special privileges are given to members of the service possessing diplomas attesting a knowledge of selected languages. Your Memorialists would urge that similar encouragement might be given to students of the School who obtain approved certificates, diplomas or degrees.

(vi) *Other Schools of Oriental Studies.*—In making the above observations your Memorialists desire expressly to safeguard themselves against the slightest appearance of wishing to interfere with, or to injure in any way whatever, the Oriental Schools that have been, or may be, established elsewhere than in London. Their sole aim is to secure the proper and adequate development of an Oriental School in London, where they have reason to know that the need of it is being most urgently felt, and where, as has been pointed out, the facilities for establishing it are exceptionally great.

(vii) *Scheme of Studies and Constitution of Proposed School.*—In drawing up a Scheme of Studies and a Constitution for the proposed School, your Memorialists venture to think that commercial and political requirements will demand primary consideration. This will mean the development of teaching particularly in *living* Oriental Languages, though at the same time they deem it important that such teaching should not be dissociated from the more literary study of the classical languages of the East.

The languages in which teaching should be provided may be grouped under the following heads:—

- (1) Semitic Languages.
- (2) Languages of Eastern Europe and Nearer Asia—especially Modern Greek, Turkish, Armenian, and Russian.
- (3) African Languages:—Somali, Amharic, and other Abyssinian Languages, Swahili, Hausa, &c.
- (4) Indian Languages.
- (5) Persian and other Languages of Central Asia.
- (6) Languages of the Further East:—Chinese, Japanese, Malay, &c.

Your Memorialists do not desire at the present moment to commit themselves to any particular scheme for the formation of such a School of Oriental Languages in London, although they would be glad of an opportunity of submitting their views at a later stage for consideration, and hope that, with fuller information at their command as to the resources likely to be available for any scheme, they may be able to frame proposals with regard to the details of its organisation.

In conclusion, your Memorialists would venture most respectfully to suggest that a Departmental Committee should be appointed to consider generally and in detail:—

- (1) The present allocation of grants by the several Government Departments for the purposes of instruction in Oriental Languages.
- (2) Having regard to present facilities for Oriental Studies, and the importance of the interests involved in the formation of a thoroughly adequate scheme for the teaching of Oriental Languages in London, in what way the general organisation of a School for this purpose would most advantageously proceed.
- (3) What funds and resources at present applied in London to the teaching of Oriental Languages would be rendered immediately available for the establishment of such a School by the co-operation of existing agencies.
- (4) What additional funds from Government or other sources would be required for its establishment and maintenance, provision being made in the first instance for the adequate remuneration of its Teachers.



(5) What recognition should be given by the various Government Departments to the knowledge of selected Oriental Languages, as attested by approved certificates, diplomas, or degrees.

App. I.

We have the honour to be,

Sir,

Your obedient servants,

REAY,  
Vice-Chairman of the Oriental Studies Committee ;  
President of the British Academy, and of the  
Royal Asiatic Society.

RANDALL CANTUAR.,  
President of the Society for the Propagation of the  
Gospel in Foreign Parts and of the Society  
for Promoting Christian Knowledge.

MARLBOROUGH,  
President of the African Society.

M. E. JERSEY,  
President of the Victoria League.

NORTHAMPTON,  
President of the British and Foreign Bible Society.

REDESDALE,  
Vice-President of the Japan Society.

JOHN H. KENNAWAY,  
President of the Church Missionary Society.

EDWEN H. H. COLLEN,  
President of the Central Asian Society.

R. S. GUNDRY,  
President of the China Association.

THOS. F. BLACKWELL,  
President of the London Chamber of Commerce.

ED. A. CAZALET,  
President of the Anglo-Russian Literary  
Society.

GEORGE GLADSTONE,  
Chairman of the London Missionary Society.

SIDNEY HUMPHRIES,  
Principal, City of London College.

## APPENDIX II.

App. II.

### (i) Communications from the Authorities of various Government Offices with regard to Grants given by those Offices for the Encouragement of Proficiency in Oriental Languages.

In response to a request from the Committee for information with regard to grants given by the various Government Departments for proficiency in Oriental Languages, replies were received as follows:—

#### (a) From the Foreign Office.

No. 639. Foreign Office,  
SIR, January 13, 1908.

In reply to the letter which you addressed to Lord Fitzmaurice on the 4th instant, I am directed by Secretary Sir E. Grey to state that the only grant made by the Foreign Office for giving instruction in Oriental Languages is the payment of 100l. a year to the University of Cambridge in respect of each Student Interpreter who goes into residence there prior to taking up his duties in the Levant Consular Service.

C 4

App. II.

As regards encouraging the study of Oriental languages by Government officials, there are allowances of 100*l.* a year payable to secretaries in the Diplomatic Service for knowledge of the vernacular in the countries to which they are appointed. The following languages are recognised for this purpose:—Russian, Turkish, Persian, Arabic, Japanese, Chinese, and Amharic. Eleven allowances are at present being issued. Consular Assistants in Siam are permitted to draw allowances of 75*l.* per annum for knowledge of Hindustani, Malay, and Burmese.

A certain number of the Consular assistants in China and Japan receive special allowances as interpreters, but they are all required to pass examinations in the languages of those countries, whether they receive the allowance or not.

I am, &amp;c.

LOUIS MAILLET.

The Secretary to the  
Treasury Committee on the  
Organisation of Oriental Studies in London.

**(b) From the Admiralty.**

No. 140.

Sir,

Admiralty, 9th January 1908.

With reference to your letter of the 4th instant, I am commanded by my Lords Commissioners of the Admiralty to transmit herewith, for the information of the Treasury Committee on the Organisation of Oriental Studies in London, extracts from the regulations bearing on the subject of the study of Oriental Languages by Naval officers, with special reference to the encouragement given to officers to qualify in the languages specified.

I am, &amp;c.

C. I. THOMAS.

The Secretary,  
Treasury Committee on Oriental Studies,  
University of London, South Kensington.

(Enclosure.)

In order to encourage Naval officers to reside abroad for the study of foreign languages, and to meet the outlay to which they may be put by such residence, gratuities according to the scale given below will be paid to those who succeed in qualifying after residence abroad for the periods specified in the table, or for a substantial proportion thereof.

2. Officers eligible for qualification and appointment as interpreter and officers holding the actual rank of captain, if they can be spared, will be allowed to proceed abroad on full pay for the periods specified for the purpose of studying a foreign language.

3. Full pay and time will be allowed for the period of study abroad. The gratuity as per scale will be paid on qualification.

4. The privilege of studying abroad will not be granted to any officer more than once for the same language, except when requalifying for interpreter, and not more than 20 officers of all grades will be allowed to be abroad for study at the same time.

In the case of officers studying in Japan or China, lodging and provision allowances will be paid during actual residence in those countries, and passage out and home will be provided.

The periods of residence abroad during which full pay is allowed and the gratuities on qualification are as follows:—

Language.	Duration of Residence Abroad.		Gratuity on Qualifying.	
	For Higher Standard (Interpreter).	For Lower Standard (Acting Interpreter).	Higher Standard (Interpreter).	Lower Standard (Acting Interpreter).
	Months.	Months.	£	£
Japanese	12	6	200	100
Chinese				
Russian				
Turkish				
Modern Greek	9	6	150	75
	6	4	70	35

Before proceeding abroad, candidates will be required to submit a scheme of study, stating where they intend to reside and what facilities the place of residence affords for the study of the language. Officers will further be required to satisfy the Admiralty that they possess an adequate preliminary knowledge of the language which they have selected.

App. II.

The examinations for Interpreter are held as follows:—

Japanese	-	} By the Consular authorities on the station.
Chinese	-	
Russian	-	} In London by the Civil Service Commissioners.
Turkish	-	
Modern Greek	-	

Officers who pass successfully will be eligible for employment as Interpreters or Acting Interpreters, according to the standard reached by them. When appointed to a ship or elsewhere as Interpreter, they will receive additional pay continuously as follows:—

Language.	Additional Pay per diem.	
	Interpreter.	Acting Interpreter.
Japanese	s. d. 2 6	} 1 0
Chinese	2 6	
Russian	2 6	
Turkish	2 6	
Modern Greek	2 0	

So far as possible, officers qualified in the above languages receive appointments as Interpreters.

Interpreters and Acting Interpreters qualified in Japanese receive 5s. an hour when employed in instructing classes of officers.

The sum of 100*l.* is allowed annually to the Commander-in-Chief on the China Station to provide for the tuition expenses of officers studying Japanese with a view to proceeding to Japan for further study.

Officers of ships on the East Indies Station who desire to qualify on Oriental languages will be examined, and, if found qualified, will be granted allowances as specified below. The allowances are to commence from the date of the certificate of qualification, if there be a vacancy for an interpreter in the ship in which the officer qualified is borne, and, if not, from the date of a vacancy, or of appointment to a ship in which a vacancy exists.

They are to cease on the ship passing the prescribed limits within which the allowance is payable, on passage home, or when the officer is invalided, paid off, or discharged for passage to England.

Officers serving on board His Majesty's Ships on the East Indies Station and in the Red Sea, who qualify to act as interpreters by the lower standard test in Oriental languages, will be granted the following allowances, the moonshee allowance being payable on passing, and the interpreter's allowance being payable only when appointed by the Admiralty to act in that capacity:—

	Moonshee Allowance on passing.	Interpreter's Allowance per mensem on Appointment.
	Rupees.	Rupees.
For Swahili	180	75
" Arabic	300	75
" Hindustani and Persian (two languages)	360	75
" " (revised test)	180	50
" Persian	180	50

Qualifications in Swahili will be tested before a Board of Examiners at Zanzibar or Aden, or provisionally before two or more officers of His Majesty's Ships, who have already qualified in that language, in the presence of a captain who will attest the certificate, but officers so provisionally passed are to be again examined by a duly authorised Civil Board as soon as an opportunity presents itself.

App.-11.

Examinations in the lower standard in Arabic, Persian, and Hindustani will be held by the sanction of the Indian Government at any place on the East Indies Station where a duly qualified Board of Officers, or one officer fully capable of conducting the examination, can be found; but the report of the committee passing the candidates will be sent to the examining board at the nearest Presidency town, and, though the examination will be colloquial, it will not be altogether *vivâ voce*.

### (c) From the War Office.

64/1195. (C. 3.)

War Office, London, S.W.,

Sir,

16th January 1908.

I AM commanded by the Army Council to acknowledge the receipt of your letter of the 4th instant, asking for information as to the allocation of grants by this Department in connection with the study of Oriental Languages.

In reply I am to transmit, for the information of your Committee, a copy of the "Regulations relating to the Study of Foreign Languages,"\* which will, it is hoped, afford the required information.

It will be seen from these regulations that no grants are made by the Council for the purpose of giving instruction in Oriental Languages, but that officers are encouraged by means of money grants to study those languages. Moreover, in the case of Russian, Chinese, and Japanese, a certain number of officers are selected annually to reside for definite periods in the countries in question for the purpose of studying the language on the spot.

I am, &amp;c.

E. W. D. WARD.

The Secretary, Treasury Committee  
on the Organisation of Oriental Studies in London,  
University of London,  
South Kensington, S.W.

### (d) From the India Office.

J. &amp; P. 69.

India Office, Whitehall, London, S.W.,

Sir,

18th January 1908.

WITH reference to your letter of the 4th instant, I am directed by the Secretary of State for India to furnish the following statement for the information of the Treasury Committee on the Organisation of Oriental Studies in London.

In 1890 the Secretary of State for India in Council decided that a sum, not exceeding 2,000*l.* a year in all, might be devoted to the encouragement of schools of Oriental teaching in the Universities and other Institutions approved by the Secretary of State; that the sum to be granted in each case should not exceed the sum provided for the same purpose from the funds of the University or Institution in question; and that the subvention to any one University or Institution should not exceed the sum of 500*l.* a year.

Under this arrangement the following annual grants are made by the India Office:—

	£
Oxford University	500
Cambridge University	500
Trinity College, Dublin (Dublin University)	300
University College, London	300
	£1,600

In addition to this sum, a special grant of 150*l.* a year is made to Oxford University in aid of the Indian Institute at Oxford.

It is understood that the Committee do not desire particulars as to the arrangements for encouraging the study of Oriental Languages by officials in the service of the Government of India, but the rules for the grant of rewards from Indian Revenues

\* [The Regulations referred to, were issued with Army Orders dated June 1st, 1907, and are published for H.M. Stationery Office, price 2*d.* An Extract from the Regulations is printed as Appendix XII, pp. 99 and 100, below.]

for the study of Oriental Languages can be communicated if desired. These are rules applicable to officers serving in India, who desire to study Arabic, Persian, or Russian, for providing facilities for their visiting the countries in which those languages are spoken; in addition to rewards to officers serving in India for proficiency in Indian vernacular languages.

But the India Office gives no direct encouragement to the study of Oriental Languages by Government officials in this country, and members of the establishment of the Secretary of State are not eligible for any rewards for, or assisted in, the study of Oriental Languages.

The Secretary, Treasury Committee,  
on the Organisation of Oriental Studies in London,  
University of London,  
South Kensington, S.W.

I am, &c.

COLIN G. CAMPBELL.

### (e) From the Colonial Office.

433/1908.

Downing Street,

Sir,

January 20, 1908.

I AM directed by the Earl of Elgin to acknowledge the receipt of your letter of the 4th instant asking for information as to any "Grants by the Colonial Office, for the purpose of promoting the study of Oriental Languages by Colonial Government officials."

2. I am to explain that the only case of a direct grant made for this purpose under the auspices of this Department is the grant of 100*l.* per annum contributed by the Governments of Southern Nigeria, Northern Nigeria, and the Gold Coast, to King's College, London, for the provision of tuition in the Hausa language at moderate rates for officers in the service of West African Governments.

3. In the Somaliland, East Africa, Uganda, and Nyasaland Protectorates a bonus of 50*l.* is given to civil officers who qualify in the Higher Standard of certain languages spoken in those Protectorates; some particulars will be found in paragraphs 19 and 20 of the enclosed pamphlet.\* These examinations, however, are quite voluntary.

4. The Cadets appointed to the Eastern Colonies are taught the necessary languages after arrival in the Colonies, where there are ample facilities for acquiring proficiency in them.

I am, &c.

H. BERTRAM COX.

The Secretary,  
Treasury Committee on Oriental Studies.

### (ii) Table showing Grants from Government Departments for Instruction in Oriental Languages in Great Britain.

Foreign Office.	Admiralty.	War Office.	India Office.	Colonial Office.
100 <i>l.</i> a year to the University of Cambridge for each Student Interpreter studying there.	None.	None.	Total not exceeding 2,000 <i>l.</i> Present grants:— 500 <i>l.</i> Oxford University, 150 <i>l.</i> Indian Institute at Oxford. 500 <i>l.</i> Cambridge University. 300 <i>l.</i> Trinity College, Dublin. 300 <i>l.</i> University College, London.	100 <i>l.</i> to King's College, London, for the teaching of Hausa.
Total 1,000 <i>l.</i>			1,750 <i>l.</i>	100 <i>l.</i>

\* [A Summary of the Regulations contained in the pamphlet referred to is given in Appendix IX, p. 89 *et seq.*, below.]

App. II.

It is to be noted that in the foregoing summary of the sums referred to, the only sums allotted to London are—

- (1) the sum of 300*l.* allotted to University College for the instruction of candidates for the Indian Civil Service during their probationary year, and
- (2) a sum of 100*l.* allotted to King's College for the provision of instruction in Hausa at moderate fees.

The authorities of King's College report that a further sum of 50*l.* is received by them from the Hong Kong Government for the teaching of Chinese.

App. III.

### APPENDIX III.

#### Memoranda, &c. from Persons who have given Evidence before the Committee.

##### (a) MEMORANDUM by C. S. ADDIS, Esq., Joint Manager of the Hongkong and Shanghai Banking Corporation.

Foreign trade in China, so far as business with the Chinese themselves is concerned, has been built up upon what is known as the Compradore system. All inter-Chinese business is transacted and, as a rule, guaranteed by a Chinese, who is himself guaranteed by native sureties, who are themselves guaranteed by other native sureties, and so on. This is in accord with Chinese ideas. The foreign trade has been grafted upon the native commercial system. Nor is it conceivable how it could have been otherwise. The genius of the Chinese people, alike in polity, in religion, and in commerce, finds its expression in a system of mutual responsibilities, binding together father and son, emperor and people.

With all its defects the Compradore system remains to-day practically unchanged from the Canton factory days. A hundred years of international trade have failed materially to modify its limitations or to set free the Chinese on the one hand for direct dealings with the foreigner or, on the other, to set the foreigner free for direct dealings with the Chinese without the intermediary of a Compradore. There must be something deep down in the nature of both Chinese and English to account for the persistence of a commercial system which, by interposing an artificial barrier between producer and consumer, presents an obstacle to the free interchange of commodities and the natural evolution of supply and demand. What is the explanation?

As regards the Chinese side of the question, with which we are not immediately concerned, it may be sufficient to remark in passing that the genius of this strange people appears to be analytic rather than synthetic, incapable of co-operation on the grand scale required of modern joint-stock enterprise and that, accordingly, although shrewd and able in retail or provincial business and banking, the Chinese have so far failed to develop a capacity for international trade, or even for the extended mutual confidence which alone renders it possible.

Existing joint-stock enterprises in China are few in number, and confined to the country itself. They were built up under foreign supervision, and show but few signs as yet of being able to dispense with foreign assistance in administration. For many years to come in railway and steamship enterprise, in milling and mining, there are likely to be excellent openings for foreigners in China, and undoubtedly a preference will be given to those who can speak Chinese.

On the English side the obstacle is much less complex. It may be summed up in one word—ignorance of the Chinese language. You cannot deal with a people with whom you cannot converse. A Compradore, or interpreter, thus becomes a necessity. It must be remembered, however, that language is a

comprehensive term. A good deal more than the mere ability to speak Chinese is required of anyone who aspires to take the place of the Compradore in international trade. He must know the Chinese people. It is of little use to be able to read the names on a Chinese bill of exchange unless you can tell what these names stand for; the capital, the credit, the probity of drawer and endorser. The difficulties of the Chinese language are as dust in the balance compared with the advantages of direct intercourse between buyer and seller, and, if there were nothing more to be taken into account it may safely be said that the Compradore would have been supplanted long ago by Chinese-speaking foreigners. Unfortunately there is a great deal more to be taken into account. You cannot get to know a people except through social intercourse and that, so far as foreigners in China are concerned, remains a sealed book. If every foreigner in China could speak the language of the country to-morrow, it would not do away with the necessity for employing a Compradore. Even the most enthusiastic student of Chinese may be frankly advised at the outset to abandon the idea that he can succeed in taking the Compradore's place. In spite of all his efforts, no matter how complete his vocabulary or correct his tones, he will scarcely succeed any more than his fellow who is destitute of tones and vocabulary altogether, in piercing the wall of Chinese seclusion and entering into the social life of the people. The password has not yet been found to raise for foreign eyes the purdah of Chinese domestic life. We may dismiss, then, as chimerical any idea that the Compradore is to be overthrown by a knowledge of his own tongue. He is too deeply-rooted an institution for that. By the purdah he stands and falls and, in effect, the system of purdah is not more firmly established in India than in China.

Since, then, we cannot dispense with the Compradore it is of the utmost importance to ensure that his operations are directed, controlled, and supervised by competent foreign interpreters; especially now that inland towns of China are being opened up to trade by the development of railways. It would be impossible to organise a staff of interpreters on the spot. Once launched on a commercial career abroad, not one man in a thousand can be got to exercise the self-denial necessary to overcome the drudgery of learning Chinese. Unless a preliminary interest in the subject is created at home it is not likely to be acquired abroad. Even at home the difficulties in the way of combining the study of commercial Chinese along with the ordinary business apprenticeship are by no means light, but they are not insuperable, while the advantages to be derived from the combination are even now considerable and are likely to become of increasing importance in the future.

## (b) MEMORANDUM by PROFESSOR THOMAS WALKER ARNOLD, M.A., Assistant Librarian to the India Office, Professor of Arabic at University College, London.

App. III.

1. The need of an Oriental School in London has been long recognised, and it is important at the present juncture to note that the memorial presented to the Prime Minister is the culmination of a series of efforts directed to this same end, extending over a long period of years and supported by eminent statesmen, scholars, and men of affairs. I propose, therefore, briefly to mention the institutions that have from time to time been established and passed out of existence, and the appeals that have been made for something to take their place. The College of Fort William, which was founded in Calcutta in 1800, may well serve as a model for such an institution as it is now proposed to establish in London; it was planned on a scale of lavish munificence, with 15 English and 110 native teachers. An account of its aims and activity during the first four years of its existence is to be found in a book published in London in 1805, entitled "The College of Fort William in Bengal." It was abolished in 1854, when the competitive system of examination was introduced. The East India College at Haileybury (1806-1857), with seven teachers for Oriental subjects, is another example of the munificent patronage of these studies by the East India Company. But the first school for Oriental languages that I know of in London was the Oriental Institution, Leicester Square, established in 1818 by John Gilchrist, under the patronage of the East India Company, mainly for teaching Hindustani to medical officers; it ceased to exist soon after 1826. In 1825 Dr. Morrison, the great Chinese scholar, persuaded a number of gentlemen interested in missions to found the Language Institution in the City; Chinese, Sanskrit, and Bengali were the languages taught; but the Institution was short-lived and came to an end in 1828. For more than half a century nothing was done, but at rare intervals efforts were made to bring home to the Government the importance of the issues concerned. At the outbreak of the Crimean War, it was realised how much the study of Oriental languages had been neglected in England, and Max Müller in his "Suggestions for the assistance of Officers in learning the Languages of the Seat of War in the East" (which was written in 1854 at the request of Sir Charles Trevelyan, then Assistant Secretary to the Treasury), urged that "something should be done to encourage the study of Oriental languages in England." After pointing out how much assistance was given by other European Governments to this branch of studies, he adds, "In England alone, where the most vital interests are involved in a free intercourse with the East, hardly anything is done to foster Oriental studies." A further effort was made four years later, when a series of letters\* appeared in "The Times," signed "Indophilus" and "Philindus"—pseudonyms adopted by Sir Charles Trevelyan and Max Müller respectively. They proposed that an "Institution for the Cultivation of Asiatic Languages" should be founded, the government of which was to be vested in a chancellor, vice-chancellor, and council, appointed by the Crown; the funds were to be provided by Parliament, as the object of the Institution was "eminently of a national kind." They pointed out the "danger of sending men to govern India who must, to a great extent, remain strangers to the wants and feelings of the natives," since their ignorance of the language prevented any real intercourse with the natives and created a feeling of estrangement, mistrust, and contempt on both sides. These letters are too long to quote here in their entirety, but I venture to suggest that they should be included among the evidence laid before this Committee. Nothing, however, was done in response to this appeal.

2. In May 1884, Dr. Leitner founded the Oriental University Institute at Woking, by means of moneys collected from the Indian princes and gentry; he drew up an imposing list of examinations and offered to award certificates to successful candidates,† but I have been informed that no students ever went there.

3. In 1890 a School of Modern Oriental Studies was established as a branch of the activity of the Imperial

Institute; the classes of this school are still held at King's College and University College, but the scheme included much more that was never carried out. On the occasion of the founding of this school on the 14th January, Professor Max Müller delivered an inaugural address; at a meeting at the Royal Institution provided over by the Prince of Wales; this address is deserving of the attention of the present Committee. Other important documents of a more recent date that have doubtless already been brought to your notice, are the annual address of the President of the Royal Asiatic Society in 1898; a letter in "The Times" (June 2nd, 1903) by Dr. Sten Konow; an article by Professor A. A. Macdonell, entitled "The Study of Sanskrit as an Imperial Question" (Journal of the Royal Asiatic Society, July 1906); and an article in "East and West," (Vol. I, p. 344 *et seq.*), by Sir David W. K. Barr, on "Social Amenities—East and West."

In these various documents—extending over more than a century—the same weighty arguments are repeatedly brought forward: the national importance to England of a study of Oriental languages, in consideration of her Eastern Empire; the neglect of these studies by the British Government as contrasted with the encouragement given to them by Continental Governments less intimately concerned with the East; the importance for commercial and diplomatic purposes of a competent knowledge of Oriental languages; the inefficiency of civil and military officers serving in the East, as a result of their ignorance, and the frequent misunderstandings that arise from the same reason; the need of knowledge of the language and literature of Eastern races, for intelligent and sympathetic relations with them; the immense harm done to our influence in the East by the contemptuous judgments that Englishmen form in their profound ignorance of the civilisation and culture of the people among whom they live. It is unnecessary here for me to dwell upon these arguments at length, as they are so admirably set forth in the documents to which I have referred, but I would lay stress on two points that have not received so much attention. The first is that it is almost impossible in India or in Egypt—and the same is probably the case in other parts of the East—to find native teachers capable of explaining the grammar of their own language to an English student; they do not understand his difficulties, they lack the necessary scientific training and the accurate habits of thought that an English philologist is brought up in. This I believe to be the experience of all Englishmen in the East, who have worked with Oriental teachers at the beginning, or at an early stage of their study of an Eastern tongue. It goes far to explain why so few Englishmen get beyond the elements of these languages. Teachers of Oriental languages in London often have as pupils men who have lived for a number of years in the East, but still require to be grounded in grammar—and by grammar I do not mean such knowledge as a pedant may think necessary, but merely such as is needed to enable a man to read ordinary books. If men intending to go to the East were first taught by English scholars, and for a sufficiently long time for them to be (in respect of grammatical knowledge of the language at least) independent of native teachers, there would be a far larger number of Englishmen possessing a competent knowledge of the language of the people with whom they have to spend a considerable part of their lives.

4. My next point is that English candidates should be allowed to take up at least one Oriental language in open competitive examinations. At present Sanskrit and Arabic are included among the subjects for the open competition for the Indian Civil Service. I would add to these any one of the Indian vernaculars that possesses a literature, and include them among the optional subjects that may be taken up by candidates for the Indian Civil Service, the Indian Forest Service, the Police Force, and any others in which appointments are given after competitive examinations.

5. It is now generally recognised that the disregard by Englishmen of Oriental languages in the East puts them at a disadvantage as compared with their better-

\* "The Times," January 1st, 1858 (p. 7), "The Vernacular Languages of India," January 7th (p. 10), January 8th (p. 10), January 16th (p. 6), "On the Study of the Languages of India."

† See "Asiatic Quarterly Review," N.S., Vol. II, p. 224 *et seq.* (1891).

## App. III.

instructed Continental rivals. It is doubtful whether English commerce will ever gain possession of the avenues of trades that its more intelligent rivals have marked out for themselves in the East, and it is certain that, unless it adopts some of their methods, it must fall back still further. The contrast that used to be drawn between the vast commercial, political, and Imperial interests of England in the East and the narrower interests of Continental Powers has in recent years lost much of its force. The knowledge that is so useful to the man of commerce is still more necessary to the administrator—indeed, it is almost criminal in him to lack it. It is not for me to point out how deficient in this knowledge many English officials in the East are; this has often enough been done by others.\* But I should like to refer to one result of this ignorance of and lack of interest in Oriental languages and literatures on the part of Englishmen in India—a result that has not received the consideration it demands—and that is the growing contempt that educated Hindus feel for the intellectual capacity of the English. I have often heard Hindu gentlemen point with a sneer to the meagre contributions made by Englishmen to the elucidation of Sanskrit thought and literature as compared with the immense activity of German scholars. The magnificent achievements of an earlier generation in this field are forgotten, and the modern Englishman is held to be incapable of the intellectual effort required for the study of so difficult a language.

6. It is commonly believed in India that one of the reasons why the British Government refuses to hold the competitive examinations for the Indian Civil Service simultaneously in India and England, is because Englishmen would not then stand a chance against the Hindu in such a trial of intellectual strength. I venture to think that they would not be of this opinion if they still had among them Englishmen learned in the wisdom of the Hindus as were Sir William Jones, Colebrooke, and H. H. Wilson, or Grierson and Growse, of a later generation.

Mahomedan feeling, if not so violently expressed, is none the less intense. There is a widespread feeling among them that English people wilfully shut their eyes to the finer aspects of Muslim life and Muslim thought, while, on the other hand, these receive franker recognition from French and German writers. Consequently, an increasing number of young Indian Mahomedans is nowadays learning French or German as aids to the study of their own religion and history. As one of them has said, "If we wish to profit by the Oriental researches of European scholars, we must either study the French and German languages, and read them in the original, or we must get them translated for our use into Urdu. The English, whose Muslim subjects in point of number exceed those of every Islamic power in the world, have contributed very little indeed towards the history of our civilisation."† Thus the breach grows daily wider.

I would contend that this is not a matter of merely academic interest, but of considerable political importance. The Indians who express these opinions are leaders of thought in their respective communities, and they are doing much to destroy that belief in the superiority of the Englishman on which our rule in India is largely based.

7. If the need of such an Oriental Institute in London is recognised, the next question is to decide the character of its organisation. I would strongly urge that it should be closely connected with the University of London. This is in harmony with the practice in Berlin, Vienna, and St. Petersburg. In the last of these three, the Oriental Faculty of the University controls the teaching of vernaculars as well as of the classical Oriental languages. In Berlin the Seminar für orientalische Sprachen,‡ and in Vienna the Orientalisches Institut form part of the University. In Paris the École Spéciale des Langues Orientales Vivantes is so far connected with the general education system that it

\* Recently Mr. S. S. Thorburn, in a lecture entitled "Education and Good Citizenship in India" (Royal Colonial Institute, February 11th, 1908), speaking of executive and judicial officers in India, maintained that "their ability to have a friendly talk with villagers is now small."

† Sayyid Ali Bilgrami: *Tamaddun-i-Arab*. Dacca, pp. 1, 53 (Agra, 1898).

‡ Dr. Sachau, the Director of this Seminar, is also a professor in the University

is controlled by the Minister of Public Instruction.\* The Konsular-Akademie in Vienna is under the Ministry of Foreign Affairs. As the Board of Education here does not concern itself with academic studies of this character, the choice would seem to lie between incorporation with the University or the establishment of a separate Institution of a more or less independent character. To the latter alternative there are grave objections. In a vast city like this, such an Institution would suffer from the very fact of its isolation; it would lack the many means that the University possesses of making known the varied forms of its activity. It would lose the advantage of contact with the general body of students, for University students are often drawn to take up new subjects by the mere fact of propinquity and readiness of access. Nor would it be well for the teaching staff to be cut off from the common life of our University—scanty though the expressions of that common life at present may be. Such isolation I believe to have been one of the causes—there were of course many others—of the failure of most of the Institutions referred to above.

It may be objected that much of the teaching in such an Institution would be merely elementary or wholly practical in character, and therefore outside the proper scope of a University. But I would submit that such an objection is German rather than English in spirit. A large part of the teaching in our English Universities is of an elementary character; indeed, so largely is this the fact that a German professor on a visit to Cambridge exclaimed; "You are all schoolmasters here." The preparation of students for elementary examinations such as the Previous and Responsions constitutes the life-work of many Fellows of colleges in Oxford and Cambridge. Similarly colleges of the London University provide classes for candidates for Matriculation. I might multiply instances of such elementary teaching given in our English Universities, but it is unnecessary in view of the fact that any one of the Oriental languages with which we are concerned would present greater difficulties to the English student than the elementary courses the English Universities are now prepared to teach him. Further, an English University does not exclude subjects because they are practical, e.g., the London University gives a degree in Architecture, with a course that includes Sanitation and Practical Construction, and a degree in Geography that tests the candidate's ability in the use of the aneroid barometer, clinometer, and other instruments. The University of Cambridge has a Mechanical Sciences Tripos, the whole intention of which is practical, and also gives a Diploma in Agricultural Science and Practice. The study of living Oriental languages can therefore hardly be considered to lie outside the province of an English University, as being practical in their aim.

On the other hand, I would protest against the notion that the vernacular languages of India are not worthy of the dignity of professorial chairs. The University of St. Petersburg did not feel this difficulty when it appointed Bernhard Dorn Professor of Pashto.

8. A school of Oriental languages, like those of Paris, Berlin, Vienna, St. Petersburg, can only be established in London if it is recognised to be of such national and Imperial importance as to be supported out of national funds. But I would venture to draw the attention of this Committee to certain trust funds that may possibly be made available for this object. The first of these is the Gilchrist fund; the terms of this bequest are, I believe, of quite a general character, but I submit that the support of Oriental studies is far more in harmony with the interests and life work of the donor than the providing of popular lectures on scientific subjects. Next, there is a small endowment for three scholarships in Arabic and Persian, called the Ouseley scholarships, established by the daughters of the late Colonel W. J. Ouseley, in connection with the School of Modern Oriental Languages, Imperial Institute. Thirdly, there is the Oriental University Institute, Woking, for the creation of which large sums were collected from the native princes and gentry of India.

\* One of the professors in this École (M. Barbier de Meynard) is at the same time professor in the Collège de France. [M. Barbier de Meynard died since the date of this Memorandum.]



9. I should like to add two suggestions with regard to the conduct of this school, if it is established. The first is that provision should be made for lectures on the religion, sociology, ethics, and ideals of the peoples whose languages are studied. No sympathetic relations with a foreign people are possible without knowledge of what is best in them. Unfortunately, it is just this side of Oriental life and thought which the average Englishman remains ignorant of. Such a proposal is in harmony with the practice of Continental schools, *eg.*, Paris has Professors of the Geography, History, and Law of Muslim States, and of the States of the Far East—of Mahomedan Sociology and Sociography; Leiden, a Reader in the History of Mahomedan Civilisation and Religion. English statesmen and scholars have, moreover, often insisted on this aspect of Oriental study. In 1800 the Marquis Wellesley, speaking of the education of the civil servants in India, required that it should include "an intimate acquaintance with the history, languages, customs, and manners of the people of India, with the Mahomedan and Hindu codes of law and religion, and with the political and commercial interests and relations of Great Britain in Asia."<sup>\*</sup> Lord Stanley (afterwards Earl of Derby) addressed the students at Addiscombe College in these words: "Examine native habits, native ideas, native character. Do it in a spirit of fairness, and you will gain at least this, if you gain nothing else, that you will avoid that ignorant and unwise contempt for all that is Asiatic, which practically and personally does Englishmen so much harm in the East."<sup>†</sup> These are among the earliest of such references, and many more alike in spirit, and alike in that they have fallen upon deaf ears, might be quoted. But I will add only one of the most recent, by Sir Charles Eliot, K.C.M.G.: "Clearly it is the interest as well as the duty of an

"Imperial nation that it should be thoroughly familiar with the customs and thoughts of the races which it governs, and in India this knowledge, if not dependent on Sanskrit and Arabic scholarship, is at least closely connected with the study of Indian languages and religions. The value of such pursuits to the Government is not to be measured by the literary output, but by the qualities they tend to develop, particularly if, like all true studies, they are lifelong. Those who have such interests will by their own inclinations be led to learn more of native languages than examinations require, and to gain a sympathetic understanding of Indian life and thought. I am convinced that, whether Europeans have to deal with highly civilised Asiatics, such as Hindus and Chinese, or with Africans, the best key to their regard and affection is a proper knowledge of their language. This remark is so obvious that it would be quite unnecessary were it not that a contrary and dangerous doctrine is constantly preached, namely, that it is a waste of time to learn more of a language than is necessary to make oneself understood, which generally means an ungrammatical jargon consisting chiefly of malformed imperatives. But I am sure that even savages, and still more civilised Asiatics, appreciate the compliment and friendly interest implied in an attempt to learn their language thoroughly; and if to a knowledge of the language can be added an acquaintance with the literature which they respect, then the effect is proportionately greater."—(*Westminster Gazette*, January 6th, 1908.)

10. Further, opportunity should be given to the teachers in such a School of Oriental Languages to renew their acquaintance with the country whose language they teach, so that their knowledge in each case may be fresh and living. This is in harmony with the practice of the American Universities, a practice that has been found to be fruitful of the best results.

T. W. ARNOLD.

\* "The College of Fort William in Bengal," p. 6.  
† Colonel H. M. Vibart: Addiscombe, p. 302.

(c) MEMORANDUM by W. COLDSTREAM, Esq., late I.C.S.

1. I understand that the scope of this Committee's inquiries is Oriental studies in the widest sense of the phrase, including not only languages, but other subjects, practical and scientific, which may, according to their requirements, be specially studied with advantage by those who are proceeding to the East or have dealings with Oriental peoples, or are engaged in Oriental studies.

*Presentment of India in London.*

2. There is a distinct want of systematic illustration of, and instruction in, Indian subjects in London. The languages are taught, but in a somewhat sporadic way, and the student who wished to study India fully might look in vain for stated courses of lectures, or appointed, or approved tutors capable of giving instruction in Indian Religions, Ethnology, Ethnography, Sociology (albeit that in the caste system alone there is an enormous and interesting field for study), Scientific Botany, Economic Botany, Trade and Commerce, Geology, Mineralogy, and Climatology.

3. It was, I believe, hoped at one time that the function of presenting and illustrating India (as also other parts of the Empire) would have been assumed and discharged by the Imperial Institute; but this hope, like many others which centred round this Imperial pile (more than a quarter of the cost of which was contributed by the Indian Empire), has been doomed to disappointment.

For the constant presentation of, and affording facilities of study in the Indian subjects, there is a field which Imperial considerations call us to occupy. Whether a home and local habitation of such a scheme could or could not yet be found in the Imperial Institute (and why not, since India was such a large partner in its foundation?) or in a separate Indian Academy or Museum, one cannot help feeling that the day must speedily come when an adequate presentment of India as a whole will be found in London, and that the bulk of the provision for Oriental studies might appropriately be concentrated.

But in any case, whether these Indian interests, including languages, have a separate home or not, any School for Oriental languages should undoubtedly be affiliated to the University of London. (See para. 10, *post*.)

*Necessity for adequate Presentment of India in London.*

4. From an Imperial point of view, there is a weighty obligation upon us to see that Eastern Countries in general, and in particular the Eastern parts of the Empire, have an adequate presentment in London. While the great Eastern Empires of China and Japan are daily forcing themselves into notice in every department of our metropolitan life, it is incumbent on us to see that India and its neighbouring countries are not left behind in this matter; but that, as integral parts of the Empire, their interests in every direction are fully studied and their needs adequately supplied. It has often struck me, and I think others who have attended to the subject, that the Indian Empire does not in some respects enjoy an adequate presentment in London. When one considers that three out of every four subjects of King Edward VII. are Indians, it is perhaps natural to desire that India and its interests were a little more in evidence in the centre of the Empire.

*Indian Societies.*

5. There are, indeed, several societies which devote themselves to the study of India and hospitality to Indians, but there is no co-ordination of their endeavours; much less any scientific occupation of the entire field.

*Museum.*

6. Again, there are several Museums in which the ethnography, the arts, the industries, and commerce of India can be studied piecemeal; but there is no Indian Museum, in which all that can be studied of India by the eye is presented as a whole.

## App. III.

*Study of Languages.*

7. There is provision for the study of some of the Eastern languages, and the University of London has several Chairs devoted to these; Oriental subjects also form part of the curriculum for the Pass and Honours B.A. degrees, and for the M.A. degree.

There are no doubt libraries with large sections devoted to India and the East, whence the fullest knowledge of Oriental subjects in every department can be gained, and these are open to students; but there is a want of the living voice speaking with authority on Indian subjects as a distinct and most important class in the realm of study.

*India—little in Evidence in London.*

8. A stranger coming to London would look about in vain for outward reminders or expressions of the fact that India bulks so enormously as it does in the totality of British interests. He would see, indeed, a few Indians walking the streets; but he would find no streets or names reminding him of India; no statues erected to Indians; no legends on buildings in any of the numerous picturesque scripts of our Indian Empire.

*Indian Scripts should be in Evidence in London.*

9. And here (if I might venture to add a parenthesis in some sort connected with Indian language study), I have long thought that familiarising the public in the metropolis with the aspect of the scripts of the various languages (many of them picturesque) spoken in the different parts of the British Empire, might be taken in hand as a matter of almost Imperial interest. If the Indian scripts were sometimes used on the entablatures, columns, panels, or architraves of the great buildings, and on statues, our fellow citizens from the East, far dwellers but not foreigners (for, in the memorable words of the Chairman of this Committee, "no Indian should be regarded as a foreigner on the streets of London"), coming to the centre of the Empire, would have their interest quickened and the feeling of common citizenship aroused and increased when they saw displayed the familiar characters of their mother tongues.

*Organisation of School.*

10. As regards the manner of organisation of a School which might be established for the teaching of Oriental languages in London, I think it should certainly be incorporated in, or affiliated to, the University of London. The advantages are too obvious to be overlooked and too weighty to be disregarded. The School would find its natural home in connection with the University, it would acquire a name and influence from its very connection, it would be in close relation with departments for cognate studies; its model as regards standards, supervision, and results, and rewards in the way of degrees, diplomas, certificates, or prizes, might probably be based with advantage on the system followed in the University in other departments. As regards degrees and diplomas, while the connection proposed would no doubt involve the adoption of a high standard, it would give such honours a value and influence which could not otherwise be secured.

11. I see that it has been suggested that a native of the country should always be associated with a professor in giving instruction in Oriental languages in this country. I cannot express too strongly my conviction that this is a great step in the right direction, and that by it study will be greatly stimulated, and many difficulties overcome.

*Recognition by Government of Linguistic Attainments.*

12. As regards the question of the degree of recognition which should be given by the various Government Departments to the knowledge of Oriental languages as attested by degrees or certificates, the question is an exceedingly difficult one.

13. Leaving out of account the Educational Department of India, or other Eastern Country, in the Service of which undoubtedly the knowledge of the classical and current languages of that country must have the

greatest weight and value, and considering the question of proficiency in languages as bearing upon the efficiency of officers in administrative and practical departments only, the question is a serious one. How does an intimate knowledge of "the language" bear upon the efficiency of an official in the administrative, and in the subordinate grades respectively? It will be admitted that in the selection of a Commissioner or of a Lieutenant-Governor, language acquirements, however great, must play a very subordinate part in comparison with other qualifications and capacities. I presume the high authorities to whom the task of selection for important administrative office is entrusted seldom or never find it necessary to consider the proficiency of a candidate or a nominee in the classical languages of the Province concerned, or in his acquaintance with its current literature. Highly desirable such attainments are undoubtedly, and they will tell in the influence of his administration, but they are entirely overweighted in importance by the other necessary qualifications. I have known a Lieutenant-Governor appointed to the administration of a large Province in India (and a very able and effective Governor he was) who had probably no acquaintance whatever (or at the utmost a very slight one) with the important vernacular of the Province to which he was appointed. Of the Commissioners in North India, I should doubt whether 50 per cent. could talk the Patois which is used in the village homes of the interior of the districts of their division.

*Linguistic Attainments, where most important.*

14. It may generally be said that in the Civil Service of India it is for the posts subordinate to that of Commissioner, such as Magistrates of Districts, Deputy Commissioner, Collector, and Settlement Officer; and in other departments, for all posts except the few administrative ones at the top, that the knowledge of the language of the country tells and is chiefly valuable. Even here, however, it is wonderful how many officers get on well, and render extremely valuable service to Government, with a very moderate colloquial knowledge of the vernacular of their Province.

*Language Study must be kept in its proper Place.*

15. From the above it follows that to direct the attention of officials in training to the study of languages, so as to occupy them too long, or incur the risk of leading them to regard language as anything else but a handmaid to their important duties, would be a mistake.

*Value of Language Attainments.*

16. At the same time it is a valuable handmaid; and (paradoxical as it may seem after what is said above) it may be correctly said that, other things being equal, the better a man knows the vernacular and the classical languages of the provinces in which he is serving, the more efficient and influential an officer he is, and therefore it is of importance that every young Government servant going to the East, and especially if going in an administrative capacity, should be thoroughly grounded, before he enters upon the practical duties of his office, in the language of the people among whom he is appointed to work.

*Bearing on Civilians' Duties.*

Take, for instance, the Civil Service of India. As magistrate, civil judge, or revenue officer, a young civilian is almost immediately thrown upon his own resources, comes into contact with the people, and has to dispense justice among them; to discharge his duty efficiently it is obvious that he ought to be familiar with the ordinary colloquial as spoken by the educated inhabitants, and he should at least thoroughly understand, if he does not speak, the patois. Such knowledge must all be grounded on a grammatical and scientific knowledge of the language. He should, moreover, be able to read letters and account books written in the common vernacular, if not in the specialized trade character of the district. In dealing with cases of forgery, intimate knowledge of the language is a most valuable acquisition for a young magistrate. If he can

pick up an account book and decipher it, he occupies a strong position, and may find himself hailed as a "Daniel come to judgment."

Further, if an officer knows the language of the people in a scholarly fashion, and especially if he knows the classical language from which it is derived, his influence may be increased.

17. Indeed, the advantages which a good knowledge of the language of the educated classes gives an officer are many and great. Intimate knowledge of the people, their social and religious habits, their castes and social hierarchies, their harvests, their system of farming, is most helpful to a full and effective performance of the Civil officer's duties, and the means to acquire such knowledge is his familiarity with the language and ability to converse in it easily. Besides this, an officer who speaks with fluency on all subjects, abstract and concrete, gets into touch with the people, and learns their thoughts and feelings, where another officer will fail. In North India, when, in conversation with a visitor, a civil officer speaks with fluency, accurate pronunciation, and accent, his visitor may often be led to trust and tell him more; when the Civil officer can quote a couplet of Sa'di's, a ready smile will greet the words, and the visitor's heart is unlocked. A striking illustration of this was quoted in the "Pioneer" a few weeks ago. At a meeting for raising funds for charitable relief, the theme of a Persian couplet quoted by the Deputy Commissioner "imparted a touch of nature to the proceedings," "appealed irresistibly to the audience," and over Rs. 4,500 were subscribed on the spot.

#### *Language Knowledge and Sympathy.*

18. That accessibility, courtesy, and sympathy which are so important an asset of the personnel of the civilian depends greatly on the knowledge of the language and the people. Present political conditions invest language study with greater importance than ever.

#### *Every Young Civilian should have the chance of becoming a Good Linguist.*

19. Every civilian will not turn out a scholar or a fully sympathetic officer; but no officer will be fully sympathetic without a good knowledge of the language; and therefore every civilian should have the best chance of becoming such by leisure, afforded early in his career, for language study.

#### *Time and Place of Language Training for Young Civilian.*

20. As regards the time and place where this intimate knowledge of the language is to be acquired. As things are at present, the student would get a grammatical grounding in the language on scientific principles more rapidly in this country. I say "as things are at present" because the science of pedagogy, like all others, is being rapidly assimilated in India; and a few years will make a difference.

If he had a fairly good and scientific teacher in India, he would learn more quickly in India in the province to which he is allocated, where he could daily and hourly speak to the natives.

But yet another advantage the student would have in carrying out his studies here, especially if the School is incorporated with the University, is that there is a weight of prestige, and possibility of supervision, in connection with a University School, which it would be impossible to secure in India, even in connection with an Indian University.

A student would be stimulated by his surroundings as a pupil of the University of London; and also his position here, still, as it were "in statu pupillari" would

insure his application to his studies to a degree which could hardly be secured after he had arrived in India as a member of the Service.

#### *Time for Young Civilian Studying Languages should be enlarged.*

21. The period of ten months (which I suppose is about as much as can be reasonably be devoted to study between the pass examination of the candidate for the Indian Civil Service and "the Final") is not generally enough, I should say, to enable him to acquire the knowledge of Indian languages which he should have before beginning work; he should know the vernacular of the province to which he is allocated and should also know something of the classical language, Sanskrit, Arabic, or Persian, with which that language has affinity. Six months more, say eighteen in all, are probably necessary to acquire this knowledge; and if this time cannot be given in England (which would be best), the last six months of language study should be given in India, after arrival and before the civilian settles down to his proper work.

#### *Language Study should be completed before Work begins.*

22. It is most important that the language study should be completed before his work begins: first, because the earlier the ear and tongue are trained the better; and, secondly, because there is little time for serious language study after the rush of the civilian's life begins.

#### *Departmental Examination should be maintained.*

I believe that I learned much in India during the seven months I stayed in Calcutta, where I was taught by munshis under the supervision of the Board of Examiners, in accordance with the old system by which language study was completed in India; that system had many advantages.

23. The Departmental examination in colloquial and in reading MSS. (other subjects also are included in it) which the young civilian has to pass within the first two years of service should of course be maintained. This examination is held to test his ability to talk fluently the colloquial of his province, and to read correspondence in its ordinary written character; it is an examination in the practical use of the language, not in books.

#### *Falling-off in Scholarship in Indian Civil Service.*

24. I do not think the Indian Service now produces so many good vernacular scholars as it did in time past. There is more exacting and more multifarious work to be accomplished; and the civilian in full work has seldom leisure for language study. This makes it all the more necessary that a really good foundation should be laid in the beginning of the civilian's career, so that subsequent acquisitions may be made more easily.

#### *Recognition by Government of Linguistic Attainments.*

25. In view of all that I have said above, I think that Government might fitly recognise linguistic attainments, certified by a degree or diploma secured while the young civilian is still a student, or within three months of the close of his studies, by money rewards.

26. I doubt whether it is a wise policy to give rewards for language study after the civilian begins the real work of his service. There is danger of his spending time on such study which should be given to some of his very numerous and important duties.

W. COLDSTREAM, I.C.S., Retired.

March 19, 1908.

#### (d) MEMORANDUM by Major H. D. DE PRÉE, R.A.

##### OUTLINE OF EVIDENCE ON THE STUDY OF ORIENTAL LANGUAGES IN THE ARMY.

##### *Requirements of the Army.*

1. In peace, a few officers are required with a very thorough knowledge of foreign languages to fill the appointments in the Intelligence Sections of the General Staff at the War Office, and a limited number

to fill special appointments outside the War Office which require knowledge of certain languages.

2. In war, on the other hand, a large number of officers and others are at once required to act as Intelligence Officers and Interpreters with the Army. In fact, the greater the general knowledge of the enemy's language the better. Any impetus given to the study of languages in this country is therefore valuable, and a School of Oriental Languages should do great good.

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## App. III.

*What is wanted in a Military Interpreter.*

3. The first requirement is that a Military Interpreter should be able to converse fluently and correctly on all the ordinary affairs of life. He should be able to translate documents and manuscripts, including letters, notes, written messages, and telegrams, and be able to write a letter in the foreign language. He should be conversant with foreign military terms. He should, in addition, have a good knowledge of the customs of the people, methods of travel, commerce, &c.

In view of this latter consideration, no grant of money is given to an officer for passing as an Interpreter unless he can show that he has passed a reasonable time in the foreign country in question.

*System of Study of Foreign Languages in the Army.*

4. The scheme for the encouragement of the study of languages was revised in 1907. As the result of an increased grant of money from the Treasury, greater inducements and greater facilities to study can now be offered to officers. The new scheme can be said to be fairly comprehensive, and with time, it should develop and give good results. It has been embodied in the "Regulations relating to the Study of Foreign Languages" issued with the Army Orders of June 1907.

5. As a rule, officers are expected to study languages in their own time; and they are encouraged to take their leave for this purpose in foreign countries. If they subsequently qualify as Interpreters, they receive grants of money, the amount of which is fixed according to the difficulty and military importance of the language.

In the case of Oriental languages, an officer gets 40 per cent. of the marks in an Interpretation examination is entitled to six months leave in the country, with a view to further study for an Interpretation.

In the case of the difficult and important languages, Russian, Chinese, and Japanese, a limited number of selected officers who have passed a satisfactory preliminary examination are sent on full pay to the different countries for a regular course of study.

6. The Regulations have been drawn up—

- (a) To encourage a *practical* literary and conversational knowledge of a language as opposed to a purely literary knowledge.
- (b) To encourage officers to take advantage of being stationed in foreign places to take up the languages easily learned at them. On this account, little notice has been taken in the Home Service Regulations, of languages easily learned in India, for which Indian Regulations provide, and attention has been concentrated mainly on those easily learned at Colonial stations and in England.

*Funds available.*

7. Four officers are sent annually to Japan and three to China for a two-years' course. Four officers are sent annually to Russia for a one-year course. Funds are allotted to suitably maintain these on full pay. In addition, 2,500*l.* is allotted to the Chief of the General Staff to be utilised as he thinks best for the encouragement of the study of languages. Of this sum, 500*l.* is expended on classes in French and German at the chief military centres. The remaining 2,000*l.* is used to give grants of money to officers who have qualified as Interpreters after residence abroad, to re-imburse them to some extent, for the expenses they have incurred. As this comparatively small sum is all that there is to encourage the study of languages generally, it will be seen that the funds at the disposal of the War Office are barely sufficient for its immediate needs.

*Difficulties of obtaining Teachers.*

8. Such teachers of Oriental languages as there are in London are generally most expensive. Besides this, putting cost aside, a pupil who picks up a teacher can seldom be in a position to judge of his qualifications until he is himself well advanced in the language he is studying. There can, therefore, be no doubt that competent teachers giving lessons at a reasonable

charge, in whom confidence can be placed, will be of the greatest assistance to all persons, military or otherwise, who are interested in the study of Oriental languages.

In the case of some important languages, it is practically impossible to get teachers. A case came to notice last year of an officer who took leave to go to Berlin in order to study Persian at the Oriental School there. So far as is known at the War Office, no teachers can be obtained for Amharic, Egyptian Arabic, or Moorish Arabic.

To get an Arabic business letter translated, or an English letter translated into good Arabic, is next to impossible.

*Benefits to be obtained by the Army from an Oriental School of Languages in London.*

9. The benefits to be derived by the Army from a School of Oriental Languages should be great, if its teaching is practical, and directed towards the every-day affairs of life. The following are some of the cases in which it would be a help:—

- (a) It would be of great assistance to officers wishing to acquire the preliminary knowledge necessary to qualify them for courses in Russia, Japan and China, and for long leave in other Oriental countries.
- (b) On the return of officers from abroad after periods of study the scientific teaching provided would assist them to gain the high percentage of marks necessary for an Interpretation.
- (c) A central School in London would be of use to officers returning from foreign service on leave, and they would probably take advantage of it.
- (d) It would be useful if the School were prepared to send subsidised teachers at a reasonable cost to any large military stations at home where there was a demand for a class in any given language.

The majority of officers cannot afford the time or money to reside in London for the sake of tuition, and without some such arrangement the number of officers quartered at home who would take advantage of the School would not be great.

- (e) The School would be of benefit indirectly to the Army, by spreading the knowledge of Oriental languages throughout the nation and thus making the enlistment of civilian Interpreters easier on the declaration of war.

In this connection it would be a valuable assistance if the School kept lists of persons proficient in various languages, and so far as possible remained in touch with them.

- (f) The School will enable officers who have passed as Interpreters, and who wish to keep up their knowledge, to do so with the minimum of trouble and expense. At present, the chief defect of our system is that officers who have studied difficult languages like Chinese and Japanese are unable to keep them up, on account of the few appointments available in peace in which the use of these languages is required.
- (g) It will be useful to officers about to be employed in eastern countries, e.g., with the Macedonia Gendarmerie, Consular Service in Persia, Egyptian Army, &c.

*Diplomas granted by the School.*

10. The Army Council are not prepared to take the diplomas of the School in place of the Interpretation certificates granted at present. These examinations are held by the Civil Service Commissioners on behalf of the Army Council, and are specially designed to meet military requirements.

The fact of officers having gained diplomas from the School would, however, be noted in their records and due weight would be given to them in the selection of officers for appointments. Lists of officers who had gained diplomas of a higher standard than the Interpretations could also be recorded in the Army List.

(c) LETTER from Sir HARRY HAMILTON JOHNSTON, G.C.M.G., K.C.B., Vice-President of the African Society, late Commissioner and Consul-General for the Territories under British Influence to the North of the Zambezi (British Central Africa); Consul-General for the Regency of Tunis; Special Commissioner, Commander-in-Chief, and Consul-General for the Uganda Protectorate; &c.

St. John's Priory,  
Poling, Arundel, Sussex,

DEAR MR. HARTOG, 19th March 1908.

I SHOULD like to add a few remarks to the evidence I gave to-day before the Committee, to summarise and emphasize the principal points, and perhaps to reply, after further consideration, to one or two questions that I was not able to answer at the time without reflection.

So far as Africa is concerned in this scheme of promoting the study of languages not as yet widely taught in Great Britain, my propositions are these: That teaching of a practical kind, less concerned with philology than with the imparting of a medium of communication between Europeans and Africans, should be given in LONDON, at some central institution.

The University of London, at the Imperial Institute, would probably be the best place for this teaching, because within the same block of buildings is housed the African Society, which possesses a library of reference in connection with African languages and law by no means to be despised. But if not the University of London, then perhaps King's College, South Kensington, however, is now so readily accessible from all parts of the metropolis, and is so much quieter than the vicinity of the Strand, that I cannot help thinking it is better suited as the focus from which this kind of teaching might emanate.

From the point of view of philology, I think it would be most desirable that the Universities of either Oxford or Cambridge, or both, should have lectureships founded for the study of (1) the Bantu languages, and (2) the Libyan and Hamitic forms of speech or else one central lectureship on African languages and native law. [I do not know if there is a chair for the ancient Egyptian language as apart from Egyptology?] Of course, the French Government is more interested than our own in the study of Berber (Libyan) languages, which are the speech (amongst other tribes) of the "Tawariq" (Touareg), and the use of which extends right across the desert to the Upper Niger, besides the fact that they constitute the speech of more than half the inhabitants of Morocco, and of nearly all the Saharan cases as far as western Egypt. The Hamitic languages range from the Cataracts of the Nile and the Red Sea coast across much of Abyssinia to the Somali coast and the territories of the Uganda Protectorate. I think it most essential to our Imperial knowledge that we should study languages of this type; but from a practical point of view, those who set out for these countries as administrators, mining prospectors, commercial agents, missionaries, &c. &c., can get along quite sufficiently well with the use of Arabic or (on the Somaliland coast only) Hindustani. In the same way, persons proceeding to Central Africa, though they must acquire Swahili, are not of necessity obliged to learn the theory and affinities of the whole Bantu language family, however interesting this may be as a key to many problems in African ethnology.

My practical suggestions, therefore, would be that in London there should be established courses of teaching in the following languages:—

(1) MODERN ARABIC (with special reference to the vernacular of North Africa, Egypt and the Egyptian Sudan, Syria, and Arabia. One man of sufficient ability (who of course must possess a knowledge of classical Arabic) ought to be able to impart instruction in all these dialects. [He might from time to time, at his own discretion, import the services of educated natives of the Arab speaking world to impart oral instruction in pronunciation.]

(2) HAUSA.—The professorship in Hausa might be expected to include a little elementary teaching of the following West or Central African languages: Kanuri (Bornu, Lake Chad, &c.), Fula or Fulfulde (the language of the ruling caste in northern Nigeria and in Senegambia), Yoruba (Lagos hinterland), Mandingo, and Temne. [These two last apply to the hinterland of Sierra Leone and Liberia, and much else of West Africa about the Niger sources.] It is quite impossible, and

not very practical, to grapple with the many diverse languages and dialects of the Gold Coast. English is very widely spread in the coastal regions of that Colony, and in the interior Hausa is rapidly coming into use as a medium of communication with the natives. The main object of this course No. 2 would be the teaching of Hausa, but the individual who has sufficiently learnt the Hausa language to teach it ought to be able very soon out of the numerous text books already in existence to teach himself sufficient of the languages I have enumerated, connected with West Africa, to give a general idea of their structure to students.

(3) SWAHILI and the Bantu languages of Central Africa.—In the same way, the individual who is able to teach Swahili, in a very short space of time could himself master the features of a few of the leading Bantu languages of Central Africa between the Nile frontier on the north and the Zambezi on the south, in order to give persons who have first of all mastered the theory of Swahili additional information about any special dialect with which they may have to deal when residing within the limits of Central Africa. Anyone who has acquired a sound knowledge of Swahili (which, happily, is the easiest to learn of all the African languages I have enumerated) would be able to pass backwards and forwards between the Zanzibar coast on the east and the Congo coast on the west, and make himself understood by intelligent natives.

(4) ZULU-KAFFIR.—The speech of the Zulus and that of the so-called "Kaffir" tribes to the west differs little more than Scots differs from English. While, however, the main teaching of this somewhat difficult African language must for obvious reasons be entrusted to a European—male or female—it would be a great additional help to have the collaboration of an educated Zulu or Kaffir native of South Africa. Such an individual could be readily obtained from the missionary educational institute known as the Lovedale College. A well recommended young man from this institute might pass two years, perhaps, in London, and be replaced by another recommended student in turn, and thus a mutual benefit would be conferred.

The professor of Zulu might give a little elementary instruction in the *Sechuana* language.

If the professorship of Arabic were sufficiently well remunerated, I should strongly advise the holder thereof to obtain, from time to time, the services of Arabic-speaking natives of Africa or Arabia to assist his course of teaching by practical expositions of local pronunciations. I do not think this necessary with regard to Swahili and Hausa, the pronunciation of which is as easy as that of Italian.

Combined with this instruction in the leading languages of Africa, from Carthage to Cape Town, and Cape Verde to Guardafui, might be given information of a practical character as to the various codes of native laws or customs in each of the main regions corresponding to the four principal branches of teaching, so that persons, especially those about to enter the employ of a Government, might be better qualified on arriving to understand the minds of the people with whom they were to deal. This instruction in native law might to some extent be kept separate from the teaching of languages, since it would not be so necessary to commercial agents (though by no means thrown away on them).

One is generally pleading in a somewhat hopeless cause in asking that Government money should be spent on pure science. Otherwise I should be inclined to suggest that the whole of these courses of instruction in London and at one or other of the older Universities—practical and philological—should be more or less under the supreme direction of a special African Chair or Professorship, which might in the direction of the teaching take a general survey of Africa. The money, indeed, would be well laid out—even to commercial advantage—if it fitted the young men of the rising generation to avoid "stakes" and

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achieve success in the administration and development of Africa. A little better understanding of the natives of Africa, from the Arab of the north to the Hottentot and Kaffir of the south, would probably save the necessity for many a punitive expedition, and avoid many a disastrous mistake or miscalculation.

It would be for the Committee to consider whether the London instruction might not take the form, partially, of evening classes, in order that Londoners engaged during the daytime may still be able to obtain this instruction after ordinary working hours. I believe the evening classes at King's College have been of very great benefit, for the reason that attendance thereat did not prevent people from pursuing other avocations during the daytime.

But the Government ought to bring grist to this educational mill. I cannot too strongly express my opinion as to the *absolute necessity* of all Government officials, of what may be styled the commissioned ranks (though I should like to make no exception at all) being in possession of some medium of communication with the natives of Africa other than a European language. Africans are quite ready to meet us halfway. All but the most savage (who are so few in numbers as hardly to count in this argument) are in the possession of a second language, some wide-spread medium for use in trade, a speech which is more or less indigenous, and the pronunciation and construction of which are more in accord with their own mental capacity than would be the case with a European and Aryan language. A sound knowledge of *Arabic* would carry the traveller everywhere over northern Africa, from the Mediterranean to the Atlantic coast, and from the Red Sea to the northern limits of Nigeria, and in addition, nearly all over the Egyptian Sudan. The regions south of this to the west are sufficiently covered by *Hausa*; to the south-east, over all the Congo basin, Equatorial East Africa, and down to the Zambezi, by

*Swahili*. South of that, the *Zulu* language is sufficient, even in countries sparsely populated by Bechuanaland people, or tribes akin to the Nyanja. No official of any grade who is in the permanent service (that is to say, not a mere mechanic engaged for a special job), should be finally accepted into the Government African service (Consular or Colonial) before he has passed an examination in one or other of these languages. It is true that circumstances may oblige him to be sent to a district of which he has not mastered the leading language; but if he is clever enough to have acquired completely one alien form of speech, he will very soon pick up another. These provisions should apply to the Consular Service, the Colonial Service, the service of the Egyptian Government or the Zanzibar Government, and equally to the officers of the Army or any other branch of the Imperial Service who are detailed for any considerable length of service in Africa.

I dare say things are arranged more systematically than they were some seven years ago, when I was out in Uganda. In those days grants or bonuses were given for the acquisition of certain languages, but the examination was in most cases a mere farce. The candidate was examined either by a kindly missionary, or some brother official of a year's older standing than himself, and scarcely ever failed to pass; but in scarcely any case where I took the trouble to inquire was the individual able to carry on a rational conversation with the natives or to understand what they were saying. There were one or two marked exceptions of course—men who had risen from sheer ability, but who had started under the Imperial British East Africa Company, and only recently become Government servants.

I hope I shall not have wearied the Committee by these additional remarks. There is some repetition in them, but I daresay you could have them edited.

Believe me, &c.

H. H. JOHNSTON.

(f) MEMORANDUM by M. SYLVAIN LÉVI, Professor of Sanskrit at the Collège de France, and Director of the Section for Sanskrit and Indian Religions at the École des Hautes Études, Paris.

L'ENSEIGNEMENT DE L'ORIENTALISME EN FRANCE.  
SON ÉTAT ACTUEL.—LES RÉFORMES NÉCESSAIRES.

I. L'enseignement des langues orientales en France illustre par un exemple saisissant l'incohérence et la dispersion des efforts qui stérilisent si souvent les meilleures intentions. Cet enseignement, presque tout entier constitué au cours du XIX<sup>e</sup> siècle par une série de créations successives, se trouve aujourd'hui réparti entre sept établissements d'enseignement supérieur qui sont tous sans aucun rapport entre eux. C'est dire qu'aucune conception générale n'a inspiré le système, aucune vue d'ensemble n'a présidé à l'organisation. Les chaires sont nées au hasard des événements ou des influences, et l'historien qui voudrait en retracer la genèse serait plus d'une fois obligé de recourir à l'histoire anecdotique. Je ne m'essaierai pas à cette tâche, mais je ne puis me dispenser de marquer les étapes principales de ce développement hétéroclite.

L'Ancien Régime avait ouvert aux lettres orientales le Collège de France dès sa fondation; l'esprit de la Réforme s'affirmait dans le choix des chaires, groupées pour ainsi dire autour de la Bible: l'hébreu, l'arabe, le syriaque. À la veille même de la Révolution, un déplacement significatif se produisait. Le syriaque perdait sa place (au profit de la mécanique!) et l'une des deux chaires d'arabe était affectée au turc et au persan. En 1795, la Convention qui dotait la France d'une magnifique organisation scolaire créait, comme une annexe aux leçons érudites du Collège de France, l'École des Langues Orientales Vivantes, appelée à donner un enseignement pratique spécialement en vue de former des interprètes. Chacun des deux établissements continua par la suite à s'étendre, parallèlement au progrès des connaissances humaines et des relations politiques. Aujourd'hui l'École des Langues Orientales n'enseigne pas moins de dix-huit langues; le Collège de France ne compte pas moins de neuf chaires orientales.

En 1868, le ministre de l'Instruction Publique, M. Duruy, préoccupé de réveiller en France le goût

de l'érudition et de la recherche méthodique, fonda l'École des Hautes-Études. L'histoire et la philologie ont désormais leur "Laboratoire" où des savants austères initient les jeunes gens à manier, comme des instruments de travail, les documents, trop sacrifiés à la rhétorique frivole dans les "grands cours" des Facultés. Les langues orientales, qui viennent de renouveler avec tant d'éclat la linguistique, l'histoire, et toute la science de l'homme au XIX<sup>e</sup> siècle, prennent naturellement une place éminente dans la nouvelle École; les conférences d'orientalisme forment en vue du Collège de France des auditeurs mieux préparés, éprouvés par un noviciat sérieux.

En 1886, une section nouvelle était ajoutée à l'École des Hautes-Études: La Faculté de Théologie Catholique venait de disparaître; les études religieuses, désormais admises officiellement dans les cadres réguliers de la critique historique, sont appelées à former un groupe autonome. L'Orient, berceau de presque toutes les grandes croyances historiques, occupe presque tous les enseignements de la Cinquième Section, désignée comme la Section des Sciences Religieuses.

Cependant, les Facultés elles-mêmes s'étaient peu à peu transformées: si la vieille leçon oratoire s'y maintenait encore, des maîtres hardis y avaient introduit des méthodes plus sévères; des réformes administratives y avaient amené un nombre toujours croissant d'étudiants authentiques, qui réclamaient des connaissances précises pour les examens et les concours d'ordre supérieur. La culture humaine débordait décidément les cadres consacrés de la tradition classique; la Faculté des Lettres de Paris ne se reconnaît plus le droit d'ignorer l'Orient, mais elle lui ouvre la porte au hasard, par caprice, sans aucune méthode; l'Inde s'y insinue sous le couvert de la grammaire comparée; l'Égypte, l'Extrême-Orient y sont introduits du dehors; la liquidation de la Faculté de Théologie protestante y transporte une chaire d'Hébreu.

Le progrès général des connaissances imposait aux services auxiliaires, en dehors de l'enseignement même, une culture plus forte que par le passé. Et



1882, l'Etat ouvre au Musée du Louvre une École spéciale qui a pour objet "de tirer des collections, pour l'instruction du public, l'enseignement qu'elles renferment," et pour but spécial "de former des élèves capables d'être employés soit dans les musées de Paris ou des départements, soit à des missions scientifiques ou à des fouilles." En fait, c'est un nouvel enseignement de langues et d'antiquités orientales qui s'ouvre côte à côte avec l'histoire des arts. Aux antiquités égyptiennes correspondent deux chaires: archéologie égyptienne, langues démotique, copte et hiéroglyphique (droit égyptien); aux collections d'Assyro-Babylonie répondent deux chaires: archéologie orientale et épigraphie orientale (assyrienne, phénicienne et arménienne).

Vers la même époque, l'extension du domaine colonial fait éclater l'insuffisance du personnel disponible. En 1888, l'École Coloniale est fondée pour assurer le recrutement des services coloniaux. La nouvelle école s'organise de toutes pièces, sans accepter aucun concours extérieur; elle comprend des chaires d'annamite, de cambodgien, de siamois, de malgache, d'arabe, de caractères chinois, etc.

## ANNEXE I.

## Tableau des enseignements par Institution.

*École des Langues Orientales Vivantes.*

Arabe vulgaire.  
Arabe littéral.  
Persan.  
Turc.  
Arménien.  
Grec moderne.  
Chinois.  
Japonais.  
Annamite.  
Hindoustani.  
Tamoul.  
Russe.  
Roumain.  
Siamois.  
Abyssin.  
Malais.  
Malgache.  
Soudanais.  
Géographie, Histoire et Législation des États de l'Extrême-Orient.  
Géographie, Histoire et Législation des États musulmans.

*Collège de France.*

Épigraphie et antiquités sémitiques.  
Philologie et archéologie égyptiennes.  
Philologie et archéologie assyriennes.  
Langues et littératures hébraïques, chaldaiques et syriaques.  
Langue et littérature arabes.  
Langue et littérature arméniennes.  
Langues et littératures chinoises et tartares-mandchoues.  
Langue et littérature sanscrites.  
Sociographie et sociologie musulmanes.  
Cours complémentaire: Philologie et archéologie indo-chinoises.

*École Pratique des Hautes-Études.*

I. Section des Sciences Historiques et Philologiques—  
Philologie byzantine et néo-grecque.  
Langue sanscrite. 2 conférences.  
Langue zende et pehlevie.  
Langues sémitiques: hébreu et syriaque.  
Langue arabe.  
Langues éthiopienne-himyarite.  
Langues touraniennes.  
Philologie et antiquités assyriennes.  
Archéologie orientale.  
Philologie et antiquités égyptiennes. 2 conférences.

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## II. Section des Sciences Religieuses—

Religions de l'Extrême-Orient.  
" de l'Inde.  
" de l'Égypte  
" d'Israël et des Sémites occidentaux.  
" Assyro-babyloniennes.  
Islamisme et Religions de l'Arabie.  
Judaïsme talmudique et rabbinique.  
Christianisme byzantin.

*Université de Paris.**Faculté des Lettres.*

Histoire ancienne des peuples de l'Orient.  
Histoire de la civilisation des peuples de l'Extrême-Orient.  
Histoire byzantine.  
Géographie coloniale.  
Géographie et colonisation des peuples de l'Afrique du Nord.  
Histoire coloniale.  
Langue et littérature russes.  
Langues et littératures de l'Inde.  
Langue et littérature hébraïques.

*Cours Libres.*

L'Égypte et la Syrie au temps des Hycsos et des Toutinès.  
Langue et littérature hébraïques.

*École du Louvre.*

Archéologie orientale et céramique antique.  
Archéologie égyptienne.  
Langues démotique, copte et hiéroglyphique.  
Droit égyptien.  
Épigraphie Orientale: Assyrienne, Phénicienne et Arménienne.

*École Coloniale.*

Géographie détaillée, Histoire et Institutions de l'Indo-Chine.

## Législation et administration

de l'Indo-Chine.  
de l'Algérie.  
de la Tunisie.  
de Madagascar.  
des Établissements français de la Côte Occidentale d'Afrique.

Langue annamite.  
Langue cambodgienne.  
Langue siamoise.  
Caractères chinois.  
Géographie détaillée de l'Afrique.  
Droit musulman.  
Langue arabe.  
Langue malgache.  
Histoire générale de la colonisation française et étrangère jusqu'en 1815.  
Histoire de la colonisation française et étrangère de 1815 jusqu'à nos jours.

*Établissements Libres d'Enseignement Supérieur en rapport avec l'Orientalisme.**École libre des Sciences Politiques.*

Affaires d'Orient.  
Questions politiques et économiques dans l'Asie Orientale.  
Géographie des possessions françaises de l'Afrique et de l'Extrême-Orient.  
Droit musulman.  
Questions d'Extrême-Orient.

*Institut Catholique de Paris.*

Hébreu, Syriaque—Assyrien, Éthiopien—Arabe.  
Faculté libre de théologie protestante.

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## ANNEXE II.

Tableau Synoptique.

	Collège de France.	École des Langues Orientales Vivantes.	École des Hautes-Études.		Université de Paris. Faculté des Lettres.	École du Louvre.	École Coloniale.
			Section des Sciences Historiques et Philologiques.	Section des Sciences Religieuses.			
Arabe et Islam en général.	Langue et littérature arabes. Sociographie et sociologie musulmanes.	Arabe vulgaire. Arabe littéraire. Géographie, histoire et législation des États Musulmans.	Langue arabe.	Islamisme et Religions de l'Arabie.	Géographie et colonisation des peuples de l'Afrique du Nord.		Langue arabe. Droit musulman.
Turc.		Turc.	Langues touraniennes.				
Perse ancienne et moderne.		Persan.	Langues zende et pelevie.				
Hébreu, syriaque, araméen.	Langues et littératures hébraïques, chaldaïques et syriaques. Langue et littérature araméennes.		Langues sémitiques, Hébreu et syriaque.	Religions d'Israël et des Sémites Occidentaux. Judaïsme talmudique et rabbinique.	Langue et littérature hébraïques.		
Orient sémitique en général.	Épigraphie et antiquités sémitiques.		Archéologie orientale.			Archéologie orientale, épigraphie orientale : assyrienne, phénicienne et araméenne.	
Égypte.	Philologie et archéologie égyptiennes.		Philologie et antiquités égyptiennes (2 conférences).	Religions de l'Égypte.	Histoire ancienne des peuples de l'Orient. Égypte.	Archéologie égyptienne. Langues démotique, copte et hiéroglyphique. Droit égyptien.	
Abysin.		Abysin.	Langue éthiopienne (et bimyarite).				
Assyro-Babylonie.	Philologie et archéologie assyriennes.		Philologie et antiquités assyriennes.	Religions assyro-babyloniennes.			
Inde ancienne et moderne.	Langue et littérature sanscrites.	Hindustani et Tamoul.	Langue sanscrite (2 conférences).	Religions de l'Inde.	Langues et littératures de l'Inde.		
Indo-Chine en général.	Philologie et antiquités de l'Indo-Chine.						Géographie détaillée, histoire et institutions de l'Indo-Chine.
Siam.		Siamois.					Siamois.
Malaise.		Malais.					
Cambodge.		Annamite.					Cambodgien.
Annam.		Géographie, histoire et législation des États de l'Extrême-Orient.		Religions de l'Extrême-Orient.	Histoire de la civilisation des peuples de l'Extrême-Orient.		Annamite.
Extrême-Orient en général.		Chinois.					
Chine.	Langues et littératures chinoises et tartares-mandchoues.	Chinois.					Chinois; caractères.
Japon.		Japonais.					
Malgache.		Malgache.					Malgache.
Arménien.		Arménien.					
Soudanais.		Soudanais.					
Russe.		Russe.			Langue et littérature russes.		
Roumain.		Roumain.					
Grec moderne.		Grec moderne.	Philologie néogrecque et byzantine.				

J'ai laissé de côté à dessein, pour écarter toute équivoque, les cours des établissements libres. Réduit à ses seules ressources, l'État peut encore étaler avec orgueil les sacrifices consentis en faveur des études orientales. Sans doute on peut dans ce tableau relever de graves lacunes: le Japon, malgré son importance à tant de titres, n'y figure qu'une fois, et pour un cours exclusivement pratique; la Perse moderne, de même; la Perse ancienne doit se contenter d'une conférence

spécialement linguistique, comme les Turcs de l'Asie Centrale, qui prennent pourtant une si grande place dans l'histoire de la civilisation; le Tibet ne paraît nulle part, ni les langues de l'Afrique méridionale. En revanche, l'École des Langues Orientales continue à abriter des langues sous tous les points de vue européens, le Russe, le Roumain, le Grec moderne, alors que les autres langues de l'Europe, et même le Hongrois, s'enseignent dans les Facultés des Lettres. Mais,



l'on prend les faits tels qu'ils sont, la répartition de tous ces enseignements entre sept établissements n'en reste pas moins une indéchiffrable énigme. Pourquoi enseigner le copte à l'École du Louvre, quand l'École des Hautes-Études enseigne la philologie égyptienne et les religions de l'Égypte? Pourquoi faut-il instituer à l'École Coloniale des cours élémentaires d'annamite, de siamois, d'arabe, etc., quand les mêmes cours existent déjà à l'École des Langues Orientales? Je ne vois pas de scandale, en principe, à multiplier les mêmes enseignements. La physionomie du cours, la méthode, l'esprit changent avec le professeur, et les mêmes rubriques peuvent couvrir des articles fort divers. Mais un enseignement qui se déplace pour se répéter est franchement superflu, et les fonds dépensés le sont au préjudice de la science.

Une question prime toutes les autres : à quoi répond l'enseignement de l'orientalisme? Les fins qu'il poursuit sont-elles nettement distinctes, au point de devoir s'isoler? Les études orientales ont deux débouchés : les carrières scientifiques et les carrières pratiques. (La loi militaire de 1889 avait créé une catégorie hybride, les orientalistes "lire-au-flanc" qui venaient chercher à l'École des Langues Orientales, avec un diplôme de malais ou d'hindoustani, la dispense de deux ans de service; mais, avec la nouvelle loi, ce type est en voie de disparition rapide.) Les carrières scientifiques consistent dans l'Enseignement, les Musées et les Bibliothèques; les carrières pratiques, dans l'Interprétariat et les affaires. Les uns réclament surtout des connaissances d'érudition, qu'il s'agisse de textes, d'archéologie ou de paléographie; les autres veulent essentiellement l'usage familier de la langue parlée. Il semble donc que l'ensemble des enseignements devrait être réparti seulement en deux catégories, groupées chacune dans un établissement spécial; l'un préparerait des érudits, l'autre des praticiens. Cette simplification entraînerait des avantages manifestes sans les payer d'aucun inconvénient; dans l'ordre budgétaire, elle aboutirait à la suppression des doubles-emplois, elle réduirait les frais d'installation, de matériel, d'entretien, de personnel; elle obviérait à cette tendance désastreuse, naturelle à tous les corps organisés, d'exister en soi et pour soi. Chaque institution prétend avoir sa bibliothèque, ses collections en propre; ses voisins lui apparaissent aussitôt comme des rivales; elle ne veut rien avoir à leur emprunter, à leur envier même; elle aspire à les surpasser, à les éclipser en dotations, en faveurs, en privilèges, en crédits surtout, hélas! On dresse chapelle contre chapelle; on a son cercle, son monde, son public, "ses élèves" farouchement surveillés et défendus avec féroacité contre les entreprises concurrentes. Le savant directeur d'une de ces grandes Institutions nationales interdisait aux élèves de fréquenter des cours au dehors; la maison, disait-il, devait leur suffire; et il n'a pas tenu à lui que la maison devint une véritable université. Quel esprit perspicace saura jamais deviner pourquoi les futurs conservateurs de nos musées ne pouvaient pas être formés par la Faculté des Lettres, par le Collège de France, par l'École des Hautes-Études? Ou pourquoi les futurs administrateurs de nos colonies ne doivent pas apprendre le siamois ou l'annamite avec les futurs interprètes de nos Affaires Étrangères? J'appartiens, comme beaucoup de mes collègues, à la fois au Collège de France et à l'École des Hautes-Études, et depuis quatorze ans que je siège alternativement à droite et à gauche de la rue Saint Jacques, je n'ai pas pu comprendre encore pourquoi l'École des Hautes-Études doit ignorer officiellement le Collège de France, et pourquoi le Collège et l'École doivent ignorer les Facultés, et l'École des Langues Orientales! Dans cette anarchie systématique, le cumul finit par apparaître comme une bénédiction. Le professeur chargé de plusieurs enseignements à la fois est libre d'y introduire un ordre, une gradation — à moins qu'il préfère tout simplement escamoter l'un des enseignements dans l'autre! En cas d'enseignements partagés, le professeur d'ici est libre d'ignorer le professeur de là. N'est-il pas tenu au reste de l'ignorer officiellement? Il choisira ses heures, ses sujets, sans consulter les goûts du concurrent qui devrait être son auxiliaire; qu'on lui sache encore gré s'il ne choisit pas à dessein les heures même de son concurrent!

Sans doute chacune des institutions spéciales a pu, et doit se justifier à son heure; elle a servi un besoin

pressant. Avant de bouleverser tout le système établi, il était à la fois plus commode et plus prudent de tenter l'expérience au dehors, comme sur une sorte de terrain vague pour mieux étudier les conditions d'existence du nouvel organe et les modifications nécessaires du plan primitif. Quand l'École des Hautes-Études fut créée, elle était véritablement indispensable; entre l'enseignement tout pratique de l'École des Langues et les cours de haute érudition professés au Collège de France, il manquait une École Pratique de méthode et de recherche; on ne pouvait pas la fonder dans l'intérieur de la Faculté, puisqu'elle devait opposer à la Faculté même un nouveau type d'enseignement. En outre, l'extrême modestie des crédits alloués à la nouvelle École ne permettait pas de verser son personnel dans les cadres dorés des autres Institutions. Quand la section des Sciences Religieuses reçut le baptême, il était utile d'affirmer officiellement l'intention d'encourager les érudits à étudier les phénomènes religieux avec les méthodes ordinaires de la critique. L'École du Louvre consacrait officiellement le principe d'une réforme, encore incomplètement réalisée, qui devait enlever aux amateurs, trop souvent incompetents, la garde et le classement des collections publiques. L'École Coloniale devait, par son prestige, frapper les imaginations pour amener les jeunes gens de valeur aux carrières coloniales, inconnues ou suspectes encore. Mais aujourd'hui, l'avantage passager à réaliser est acquis. La Faculté des Lettres de 1908 ne rappelle plus guère que de nom la Faculté de 1868; elle a développé dans son sein, sous l'influence de l'École des Hautes-Études, tout un système de conférences pratiques, d'instituts spéciaux, de collections et de documents qui semblent former une École des Hautes-Études, mais mieux dotée; les deux institutions se sont presque rejointes. Il en est de même pour l'École du Louvre. L'École des Langues elle-même, entraînée par le mouvement, tend à hausser son enseignement; des universitaires de formation et de carrière y professent à l'occasion des cours qui ne seraient pas hors de place à la Faculté des Lettres. La nature est plus forte que tous les artifices; toutes ces institutions qu'une fiction administrative sépare par des cloisons étanches ne réussissent pas à rester isolées; par les emprunts mutuels, par la force de l'exemple, par la fatalité du progrès scientifique elles réagissent l'une sur l'autre, et des communications s'établissent qui tendent à y fixer le même niveau. Le temps qui les a rapprochées doit finir par les réunir dans une fusion harmonieuse. Leur place légitime est dans l'Université, si l'Université, pour justifier son nom, doit rassembler le total des connaissances humaines.

Des esprits chagrins protesteront peut-être contre une pareille intrusion; ils feront valoir que le véritable Enseignement Supérieur ne saurait s'accommoder de cours élémentaires, comme l'orientalisme en comporte. L'objection n'est que spécieuse; le degré de l'enseignement ne se mesure pas à la matière de l'enseignement, mais à la valeur de la préparation qu'il suppose. Les élèves qui se destinent aux carrières scientifiques de l'orientalisme ne négligent pas de se munir, avant tout, d'une solide instruction classique; les langues classiques, et peut-être à leur défaut les langues vivantes de l'Europe, sont nécessaires à l'entraînement préalable du cerveau; de la langue maternelle à une des langues de l'Orient, le saut serait trop brusque pour retomber en équilibre. Même à défaut de raisons pédagogiques, la prudence intéressée imposerait encore cette préparation antérieure; avec le progrès général des connaissances, les concurrents dépourvus d'une culture solide et large se verraient fatalement évincés. En fait, plusieurs des enseignements orientalistes sont donnés dès maintenant par des agrégés de l'Université. Ainsi les débutants qui viennent étudier même les éléments d'une langue orientale en vue de l'érudition attendent, et au besoin exigeraient du maître le ton et l'esprit de l'enseignement supérieur, l'alliance des idées générales et des menus détails, des recherches personnelles et des vues d'ensemble. C'est donc aux Facultés qu'il convient de rattacher, dans l'Université, l'enseignement des civilisations orientales. Absentes, elles y laissent une fâcheuse lacune. Des conceptions surannées, héritées à la fois par le nationalisme grec et romain et par le fanatisme juif ou chrétien, ont pu enfermer les origines historiques de notre civilisation dans un cercle privilégié, et dénier la moindre influence au reste du monde. Les travaux de l'orientalisme ont corrigé ces vues étroites. L'Asie et l'Afrique aussi bien

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que l'Europe apparaissent au regard qui les domine et les embrasse comme d'inséparables collaboratrices, perpétuellement associées—fût-ce même à leur insu—dans l'élaboration de la civilisation humaine. Le théâtre du Japon, les sculptures de Java, pour ne point parler des doctrines et des systèmes, sont solidaires du mime hellénique et de la statuaire gréco-romaine. Si les groupes d'enseignements doivent correspondre aux groupes de faits, l'enseignement des civilisations orientales a nécessairement une place marquée dans les cadres d'une Faculté des Lettres.

Cependant, à réunir les lettres orientales avec les lettres classiques, on rencontre un inconvénient d'ordre pratique. La Faculté des Lettres de Paris, avec la masse déjà énorme de ses chaires et de ses conférences, est si chargée de personnel, de public et d'administration qu'une surcharge risquerait de la paralyser. Il semblerait donc expédient de constituer le groupe des lettres orientales comme une section autonome de la Faculté, avec son budget, ses assemblées, son recrutement spécial, administrée par un président et des assesseurs qui serviraient d'intermédiaire entre cette section et la Faculté. Pour parer au danger de cette séparation, il paraîtrait utile d'organiser pour ainsi dire transversalement des commissions communes d'archéologie, d'histoire, de littérature, etc., où les spécialistes des deux institutions resteraient en contact, et qui examineraient chacune à part les questions de bibliothèque, de publications, de rapports entre les cours, etc.

Reste encore la question de l'enseignement pratique, tel qu'il est donné aujourd'hui à l'École des Langues Orientales et à l'École Coloniale. Je ne reviendrai pas une fois de plus sur l' inexplicable bizarrerie de ce doublement. Ici les élèves viennent spécialement pour apprendre à parler et à écrire couramment les langues de l'Orient. Un enseignement de ce genre ne s'adresse qu'à une clientèle très limitée : les interprètes, les administrateurs coloniaux et, théoriquement au moins, les commerçants. (En d'autres pays, il faudrait y ajouter les missionnaires.) La troisième catégorie est à peu près fictive ; un commerçant qui vit en France, et qui a des relations d'affaires en Orient, n'aura de rapports qu'avec des maisons de quelque importance, où l'usage d'une langue européenne a déjà pénétré. S'il doit passer sa vie en Orient, il lui faudra parler, à coup sûr, la langue des indigènes. Mais cette langue, pourquoi donc irait-il l'apprendre dans des conditions artificielles, tant bien que mal, à raison de trois à cinq heures par semaine, à coup de thèmes, de versions et d'exercices scolaires à l'École des Langues quand il lui suffit de se rendre en Orient et de s'y plaire et qu'il pourra à la fois y gagner sa vie, y apprendre son métier, et acquérir du matin au soir par les contacts et les nécessités de la vie journalière une maîtrise plus ou moins rapide de la langue locale ? L'interprète et l'administrateur, eux, n'ont pas de choix ; l'État, qui leur impose ses volontés, leur prescrit de gagner un diplôme avant de partir pour l'Orient. Mais l'État agit-il sagement avec eux ? Depuis l'année 1795, où fut fondée l'École des Langues Orientales, le monde a changé, et surtout il s'est raccourci ; les distances comptent à peine, les voyages sont aisés, rapides, confortables. *L'ultima Thule* de l'Asie, le Japon, n'est plus qu'à vingt jours de Paris ; on y va aussi simplement qu'à Londres ou à Stockholm. Pour débarquer en terre arabe, pour entendre l'arabe, pour causer l'arabe avec des Arabes, il faut une journée et demie en partant de Paris. Langlès et Silvestre de Sacy mettaient le même temps pour se rendre à Lille, et plus péniblement. L'État n'en continue pas moins à retenir pendant trois ans ses futurs interprètes d'arabe prisonniers à Paris, pour les mettre en état d'acquérir la connaissance pratique de l'arabe. C'est toujours la méthode des langues mortes qui pèse sur les langues vivantes ; c'est, hélas ! la vie qui se façonne toujours sur le modèle de la mort ! Sans l'influence décevante du latin et du grec, un immense éclat de rire aurait déjà fait justice de ces aberrations. Est-ce à dire qu'il faut fermer l'École des Langues ? Non, certainement ; mais il faut en modifier l'esprit. Qu'on n'essaie pas d'y donner lentement ce que le séjour parmi les indigènes donne si vite. Qu'on s'attache à donner à l'élève les connaissances indispensables qu'il ne pourra véritablement pas trouver ailleurs. En face d'élèves qui sont généralement étrangers à la culture scientifique, et qui passent sans

transition dans un monde tout différent, le professeur également familier avec la langue maternelle des élèves et la langue indigène à enseigner doit justement servir à faciliter le passage ; par une suite de parallèles saisissants, classés avec une méthode sévère, il doit mettre en relief les traits originaux et le génie profond de la langue étudiée ; sa grammaire ne doit pas être une simple collection de paradigmes enfilés sur un type banal ; elle doit procéder, dans la mesure du possible, de la grammaire indigène en la transposant pour l'adapter aux habitudes de pensée des élèves. C'est là une tâche utile, où le professeur doit être secondé par un auxiliaire indigène qui donne une illustration vivante des faits grammaticaux, avec la saveur d'authenticité qu'on n'atteint jamais dans une langue d'emprunt.

Mais une autre tâche incombe encore à cet enseignement pratique. On s'imagine volontiers que connaître le pays et connaître la langue ne font qu'un. À ce compte, le dictionnaire seul remplacerait l'histoire et la littérature. Cette conception simpliste est le principe d'une erreur grave et même désastreuse en pratique. On expédie en Orient, pour y agir sur des indigènes, des jeunes gens qui ont appris à parler la langue des indigènes, mais qui n'en restent pas moins après un long séjour étrangers et même hostiles aux populations qui les entourent. Tel est le fruit lamentable d'un enseignement soi-disant pratique et qui croit l'être parce qu'il est dépourvu d'idéal. Et c'est là la revanche de l'idéal. On ne connaît que ce qu'on comprend, et on ne comprend que par une communion de sympathie. C'est peu, ce n'est presque rien que d'avoir à son service deux séries de mots, de phrases, de formules qui se recouvrent, comme une traduction juxtaposée suit le texte d'un chef-d'œuvre. Une langue, et c'est là sa vie, ne donne-*t* aux vocables une simple valeur de désignation directe, immédiate ; le mot garde l'impression inaltérable de tous ceux qui l'ont parlé, qui l'ont enrichi de leurs joies, de leurs douleurs, de leurs espérances, de leurs réflexions. Savoir une langue, ce n'est pas seulement la savoir par les vibrations de l'oreille ; il faut encore que le cœur et l'esprit vibrent à l'unisson. J'ai vu à l'étranger une grande école, destinée à préparer des fonctionnaires coloniaux, dirigée par un ancien fonctionnaire qui semblait qualifié par un long séjour en Orient ; de fait, il en parlait couramment plusieurs langues ; mais qu'il y eût eu là-bas, qu'il y eût encore des religions, des philosophies, des arts, une humanité pensante et agissante, il n'en savait rien et n'en voulait rien savoir. Que peuvent valoir des fonctionnaires formés sous une telle direction ? Par la langue, ils se rapprochent des indigènes juste assez pour prendre une conscience plus aigüe des divergences qui les séparent ; ils passent dans leur isolement rancunier comme les images abhorrées d'un pouvoir brutal, organisé seulement pour la rapine et les exactions. La civilisation, qu'ils ignorent, ne leur doit rien. Après tout, ils sont eux-mêmes les victimes d'un système pédagogique absurde. Aussitôt débarqués dans leur pays d'affectation, ils ont été accaparés par la besogne dévorante, et désagréable aussi, des bureaux ; leur curiosité n'a pas eu l'occasion de s'éveiller, leur sympathie moins encore. C'est avant de les embarquer qu'il fallait, qu'il faut utiliser le stage obligatoire, pieusement voué au thème et à la version. Qu'il se prépare au Japon, à l'Indo-Chine, à la Perse, le candidat doit, pendant son passage à l'École des Langues, s'initier à la civilisation du Japon, de l'Indo-Chine, de la Perse, et non point en dilettante plus ou moins volontaire, mais en élève assidu astreint à une formation méthodique. S'il emploie à cette tâche une partie des trois années qu'il passe à l'École des Langues, il en sera largement payé ; dès qu'il aura définitivement acquis sur place la pratique de la langue (il aura pu s'y entraîner antérieurement par des séjours temporaires durant les vacances), il devra à ses connaissances un prestige personnel qui se transformera inévitablement en influence au profit de son pays, et qui rendra sa vie plus variée, plus active, exempte de ces loisirs découverts qui, en terre étrangère, aigrissent et démoralisent. Son intérêt en éveil s'attachera à observer, à noter, et le bon fonctionnaire se trouvera naturellement l'auxiliaire précieux de la science.

Il serait donc également contraire à tous les intérêts de laisser l'École des Langues à l'écart de l'organisation scientifique. Si, par le recrutement de sa clientèle, elle risque de rester au-dessous de l'enseignement supérieur,

il faut qu'elle voisine avec lui. La meilleure solution serait peut-être de la loger, tout en respectant son autonomie, dans une dépendance de l'Université, comme c'est déjà le cas de l'École des Chartes ou de l'École des Hautes-Études à la Sorbonne. Il faut surtout que sa solidarité avec l'enseignement supérieur s'affirme aux yeux des élèves. Si les autres institutions réunies doivent former une section orientale à la Faculté des Lettres, il importe que des réunions semestrielles rapprochent les professeurs des deux établissements pour établir en commun leurs programmes et pour contrôler le travail des élèves. Je n'ai pas parlé de l'École Coloniale; elle viendrait naturellement s'absorber dans l'École des Langues qui couvre en partie le même domaine, et qui emprunterait à l'École Coloniale les éléments utilisables qui se trouveraient lui faire défaut. Les bibliothèques des deux établissements, fusionnées, seraient réduites au rôle de bibliothèques scolaires. Les livres d'érudition ou de science passeraient à l'Université, où les élèves de l'École seraient admis; puisqu'ils seraient en même temps élèves de la Faculté. L'ordre et l'économie qui vont toujours de pair, trouveraient leur compte à cette réorganisation générale d'un enseignement qui semble leur jeter un défi.

En résumé, deux établissements, indépendants, mais unis par des rapports mutuels: l'un d'érudition, l'autre de pratique. L'un, qui serait comme le Collège des Lettres Orientales, incorporé dans l'Université, associé à la Faculté des Lettres, représenterait dans la variété de leurs manifestations les civilisations qui se sont développées en dehors des peuples classiques et du christianisme, en Asie, en Afrique et même en Amérique,

puisque le nom de l'orientalisme a été appliqué à tout ce vaste domaine, hétérogène assurément, mais confondu par les préjugés courants dans une unité verbale, comme les Barbares aux yeux des Grecs. Il ne saurait être question de tracer le programme, même idéal, d'un pareil Collège; il sera toujours forcément limité par les ressources et les compétences disponibles. Il sera en principe ouvert à la linguistique, à la littérature, à la géographie, à l'histoire, à l'archéologie, à la religion, à l'art, sans prétendre en donner jamais l'enseignement intégral. Les cours, en partie publics, en partie fermés seront destinés à préparer des érudits de carrière, à instruire le public cultivé, à compléter enfin la préparation des élèves de l'École Pratique.

L'École Pratique des Langues Orientales destinée à former spécialement des interprètes, des administrateurs coloniaux et des commerçants, reste en dehors de l'Université; l'enseignement, qui vise seulement à l'usage familial de la langue étudiée, est donné par des professeurs assistés de répétiteurs indigènes. Mais les élèves qui veulent obtenir le diplôme en vue des carrières officielles sont tenus de suivre en auditeurs réguliers, au Collège des Lettres Orientales, un cycle de cours en rapport avec leur spécialité. Les examens portent, pour une moitié des notes, sur la langue même, écrite et parlée; l'autre moitié des notes est attribuée aux cours complémentaires professés au Collège Oriental. Le candidat dépend ainsi, à titre égal, des deux établissements. Au surplus, des réunions trimestrielles rapprochent les professeurs des deux établissements dans l'élaboration et l'accomplissement de leur tâche commune.

(g) MEMORANDUM by Sir CHARLES JAMES LYALL, K.C.S.I., C.I.E., M.A., LL.D.,  
Secretary to the Judicial and Public Department, India Office.

The requirements of the India Office in respect of teaching in Oriental Languages in this country are almost entirely limited to the training of probationers for the Indian Civil Service, of whom about 55 are selected every year. These gentlemen under present arrangements spend rather less than a year in the study of subjects connected with the work which they will have to do in India, and are practically distributed between the four Universities of Oxford, Cambridge, London and Dublin, at each of which provision is made for teaching the prescribed subjects. Grants are made from Indian revenues in aid of the Oriental Schools at these centres, on condition that an equal amount is contributed from the funds of the University. All this was explained in the official letter No. 60/1908, J. & P., dated the 18th January last, to the address of the Committee.\*

Besides these arrangements for officers engaged in the work of administration; cadets for the Indian Army learn Hindustani at Sandhurst. It is not likely that the instruction there given would be transferred to London in any circumstances.†

The official demand for a knowledge of Indian languages is thus met, so far as India is concerned, at the cost of Indian funds; and although I have no authority to pledge the India Office in the matter, it appears to me improbable that the Secretary of State in Council would be prepared to admit that Indian revenues could properly be employed in making further provision for the spread and popularisation of Oriental studies in this country. I submit that such provision, of the necessity and usefulness of which there can be no question, should be made at the cost of British revenues, inasmuch as the advantage which will accrue is that of the British nation. That the honour and credit of the country are involved in the establishment of a properly equipped School of Oriental studies in the Capital of the Empire, at least as efficient as those maintained by Germany in Berlin, or by France in Paris, appears to me to require no demonstration.

As regards the organisation of such a School, I conceive that the models afforded by the countries just mentioned embody the best experience to follow. But as I have no intimate acquaintance with the French and German Schools, I do not venture to put forward any definite scheme. It appears to me that the School should be in immediate relations with the University of

London, so that the teachers may be chosen with due regard to their fitness for the duties they are called on to discharge, and that the students may be encouraged by University recognition of their proficiency to put forth their best endeavours in profiting by the instruction they receive. There will, I imagine, be no difficulty in finding a considerable number of persons qualified to hold chairs. The public service in the East and Missionary bodies can provide men who have spent the best part of their lives in the daily practice of the languages to be taught; and each European teacher should have as his assistant an Asiatic, speaking the vernacular in which instruction is given as his mother tongue, so that the students, together with the system and method supplied by European teaching, may also have the opportunity of gaining a correct pronunciation and facilities for conversation from the mouth of a native.

Here it seems proper to make a few remarks on the view which is sometimes expressed, that the best place to learn Oriental languages is in the countries where they are spoken. This is so natural an opinion to hold, and appears to be supported to so large an extent by the number of Oriental scholars who have obtained their knowledge in Eastern countries, that it is probably the chief obstacle to the establishment of a properly equipped school in this country. Yet, though an obvious view, it is, I am convinced, an erroneous one.

In the first place, it is not the view which has dictated the establishment of the flourishing schools established by our commercial rivals in Germany and France. These nations have been quick to perceive the advantages of providing, in their own country, centres where persons intending to make a career for themselves in Asia may prepare themselves for their task; and, so far as Germany is concerned, it is generally admitted that they have been strikingly successful. In trade it is found that German agents, owing to their knowledge of the languages and the habits and customs of the East gained at home, are able to outstrip their English competitors even in our own dominions. The amount of trade which is carried on between India and the nations of Continental Europe is immense and growing; and in this expansion it is scarcely open to doubt that the Germans owe much of their advantage to the training which they receive in Oriental methods in their own country.

Secondly, much time is lost by persons who defer until they land in the East the commencement of the study of Oriental subjects. Europeans require, in order to overcome the initial difficulties presented by Oriental languages, the guidance and assistance of Europeans who have already encountered and surmounted those

\* [For text of letter see Appendix II (d), p. 42, above.]

† Occasionally, but very rarely, applications are made by the Government of India for the appointment in this country of men to the Indian Educational Service, possessing a knowledge of Oriental classical languages. It is usually extremely difficult, if not altogether impossible, to find men possessing the qualifications demanded.

## App. III.

difficulties. The genius of Oriental speech is so different from that of European languages that a student, if left to his unassisted efforts, is likely to waste both time and labour in approaching his task. Moreover, so far as my experience goes, the art of teaching is little understood in the East. The ordinary *munshi* of India, at any rate, does not understand how his pupil's intelligence should be directed or stimulated, on what points stress should be laid, how differences of idiom between the two languages should be explained, and other like matters which make the difference between good teaching and bad. I do not for a moment suggest that a European cannot become a good scholar in an Oriental language in the country where it is spoken. If already provided with a good liberal education here, he will no doubt eventually pick up a good acquaintance with the vernacular there. But he will do so much more quickly and readily if he has been furnished with a grounding in this country, given by a teacher of his own race who knows from practical experience what has to be taught, what difficulties the subject presents, and how they should be attacked; and who, I may add, is able to bring personal influence to bear upon his pupil to an extent which can hardly be expected from an indigenous teacher.

Then, so far as the greater portion of the East is concerned (I cannot speak of China or Japan), the student in Europe has an enormous advantage over the student in Asia in the facilities for obtaining books, to aid his studies. Here the great libraries and stores of manuscripts in European countries are open to him. Out there, often alone in remote places, he finds great difficulty in obtaining information from any source but the people themselves. In the study of the classical languages of the East, which form the foundation of the modern vernaculars, Europe is far ahead of Asia. It is not too much to say that it is entirely due to European scholars and investigators that Oriental history and philology have been explored and brought to their present condition of advancement. The standards of criticism, of research, of accurate investigation, which Europe has applied to the East, form the foundation on which Orientals themselves are now building up, and successfully building up, the edifice of Oriental learning in their own countries. These studies lie at the base of all fruitful knowledge of Asia, and an Oriental school, even though it deals with modern vernaculars and present-day conditions of culture, must be based upon the knowledge of the past and the investigations of European students and observers, the results of which can be far more easily reached in Europe than in the East.

The advantage of such a study as I have sketched, carried on under European conditions, to a person who

is about to proceed to the East, seems beyond dispute. His eyes will be opened to innumerable things which he would otherwise fail to observe. He will understand and co-ordinate phenomena which, without the clues he has gained, would appear chaotic. He will know what to look for and how to classify it, and will in his turn increase by his observations the general stock of knowledge. He will learn sympathy, because he understands better than the uneducated, and because he understands, he will see the common humanity behind what would otherwise seem merely grotesque or repellant.

To speak particularly of India, the country of which I have most knowledge, I believe that one great danger which threatens us is due to the spread of the use of English among the educated classes, and the habit of neglecting the vernaculars and their literature, and of conducting all business, public and private, in the English language. The classes who use English, and use it admirably and with a perfect command of idiom and expression, are after all but a very small proportion of the people. They have borrowed our manners of speech and thought, and their method of presenting and dealing with themes for discussion is European, not Asiatic. The millions who do not speak English think and reason quite otherwise, and we can get at their minds only by learning their languages and investigating their indigenous literature, the things which influence them as, for instance, the Bible and Shakespear have influenced English speech and thought. It is a grave mistake to judge Oriental questions by purely European standards; and those who neglect the vernaculars of India, and the insight into the mind of the people which can only be gained by intimate intercourse with them in their own tongue, run the risk of serious and even dangerous errors. On the other hand, an Oriental school in this country, well staffed and working in the sight of the public, would, it may be hoped, excite a greater interest in Eastern thought and the productions of Oriental literature, and thus tend to the establishment of a more instructed sympathy with Orientals than can be gained merely from intercourse in our own tongue.

Such a school would also, it may be hoped, lead to competent scholars devoting themselves more steadily and exclusively (as in Germany) to Oriental studies. Hitherto in this country, from the fact that such studies do not afford a means of livelihood, they have been treated as a *parergon* and have thus suffered both in thoroughness and accuracy as compared with the standard attained in Continental countries where their professors are numerous and sufficiently remunerated.

4th March 1908.

G. J. LYALL.

## App. IV.

## APPENDIX IV.

### Memoranda and Letters, &c. from Persons who have not given Evidence before the Committee.

(a) LETTER from Sir HENRY ARTHUR BLAKE, G.C.M.G., late Governor of Ceylon; sometime Governor of Hong Kong, &c.

Myrtle Grove, Youghal, Ireland,  
15th March 1908.

SIR,  
YOUR letter of 11th instant was forwarded to me from London, and received by me on my return from Dublin. I regret that my engagements prevent me from attending at the University of London on the 20th inst., as requested by the Treasury Committee.

I am in entire sympathy with the memorialists in the desire that due provision should be made for the prosecution of Oriental Studies in London. The result of the present system as regards Government servants is that time is lost after their appointment in acquiring native languages, the groundwork of which ought to be laid in England. The colloquial knowledge necessary for practical work would easily follow in the performance of their duties.

In Ceylon there are, so far as I know, but two institutions in which the higher branches of Oriental Studies are taught—the Ananda College in Colombo for Sinhalese and the Hindu College at Jaffna for Tamil. The pupils are exclusively natives. Not having a Blue Book, I am unable to give particulars.

The difficulty as regards the Eastern Cadets is that a successful competitor may find himself allocated to India, Ceylon, the Straits Settlements, or Hong Kong, each requiring different languages. But for young men not employed in the Government service, but whose business leads them to any one of these colonies, the advantages of such an Institution in London would be immense.

P. J. Hartog, Esq.,  
Secretary.

I am, &c.,  
HENRY A. BLAKE.

(b) LETTER from the Rev. Prebendary ROBERT HENRY CODRINGTON, M.A., D.D.

App. iv.

DEAR SIR,

Chichester, July 9, 1908.

I AM sorry that my absence from home has prevented due attention to your request that I would send a Memorandum to your Committee on the Organisation of Oriental Studies in London.

1. You have desired to have some expression of my views, with the knowledge, no doubt, that the languages and other subjects with the study of which I have been concerned have been those of the Pacific, and particularly of Melanesia, and you have considered that these may be included among Oriental subjects of study. The Congress of Orientalists has included them. In the matter of language no doubt the connection between the islands of the Pacific which lie nearest to the American continent and those which are close to Asia is unbroken. You cannot well draw a line as you go eastwards which will limit what is Oriental. This is shown, I think, in a remarkable way by a treatise by Professor Kern, of Leyden, "De Fidji taal," which is to a great extent a comparison of languages geographically so wide apart as those of Madagascar and Fiji. The languages of the islands, generally speaking, of the Indian and Pacific Oceans form one group.

2. These languages of the Ocean cannot, I suppose, with the exception of Malay, be said to have any commercial value, or any literature; if they claim attention in the organisation of Oriental studies in London it is mainly as examples of languages belonging to the East which ought to be studied for their own sake.

They have a value and interest of their own because they are so very numerous. They thus supply for the comparative study of languages a very great number of forms in grammar and phonology from which much may be learnt. The wide distribution of these languages, with very much that is common in grammar and vocabulary, argues great antiquity. For example, from whatever source what is common to the Fijian and Malagasy languages may have been derived, a very long time must have been needed for the common grammar and vocabulary, such as there undoubtedly is of it, to pass to regions separated by a third of the circumference of the earth. There are theories as to the effect of time on unwritten languages which can be brought to a test when these are examined.

I may add, I suppose, that as these island languages must have originated with the people who speak them, from a continent, and that in all probability the Asiatic continent, a knowledge of them will also be most useful when the ancient Asiatic languages are studied. But it hardly needs to be pointed out, with a view to nothing else than the increase of the knowledge of

language, that this large and widely distributed family of Ocean tongues calls for attention and will probably well repay it.

3. It cannot be said that there is any teaching of these languages in London or elsewhere; no one wants to learn them for commercial or administrative purposes, with the exception of Malay. Generally speaking, they are learnt for local use only in the islands where they are spoken, and that by missionaries. At the same time there is material in print sufficient for teaching and learning, for scientific study. Whether, in the event of these languages being brought under an organisation of Oriental Studies in London, there would be any considerable number of students I cannot conjecture, but I am very anxious that it should be known that there is a scholar of extraordinary qualifications who has a very great knowledge of this family of languages, and is on the spot to teach.

4. Mr. Sidney Herbert Ray (of 218, Balfour Road, Ilford, Essex) has an acquaintance with these languages which is most remarkable. He is, and has for many years been, an under-master in a Council School in Bethnal Green. For many years past he has studied these languages and has written about them. He is well known as a writer on these subjects in Germany, Holland, and America. His knowledge is really extraordinary; he is familiar with at least the grammar and vocabulary of the languages of Madagascar, the Philippines, Carolines, Borneo and the Indian Archipelago, and of the Melanesian and Polynesian groups with New Guinea. His knowledge of these languages is that of a scientific philologist, not, as is so often the case, that of an amateur linguist who guesses at the origin of words and proves an Ocean language to be Aryan or Semitic as he fancies. He was a member of the Scientific Expedition sent out from Cambridge in 1898, and studied his subject in the Torres Straits, New Guinea, and Borneo. On the publication of his Report on the philological results of the expedition he was given, last year, the honorary degree of Master of Arts by the University. His extraordinary attainments in this branch of knowledge are not, and are not likely to be, of any advantage to him in his profession; but there is, I venture to say, no one in the world who could bring so much real knowledge into use for the study of the Ocean languages, if they are to be brought into the scope of your Committee.

I am, &c.

P. J. Hartog, Esq., R. H. CODRINGTON,  
Secretary of the Treasury Committee  
on Oriental Studies,  
University of London.

(c) NOTE by Lieutenant-Colonel Sir EDWARD PERCY CRANWILL GIROUARD, K.C.M.G., D.S.O., R.E.,  
High Commissioner of Northern Nigeria.

12th May 1908.

I am of opinion:—

That it would be most useful to political officers on the West Coast of Africa if provision were made for the study of Oriental languages by these in London.

That this would have the effect not only of assisting officers in the actual acquirement of such languages, but also of inculcating in the minds of recently recruited officers the fact that it is absolutely necessary that they should acquire a knowledge of such languages as soon as possible.

That the attendance at a course of such lectures should be made compulsory for all political officers before proceeding to Africa.

That such officers should not be formally examined or given diplomas in London, as examinations can be better conducted in the Colonies or Protectorates themselves by men actually employed in political duties and cognisant both of the languages and the knowledge of such languages actually required practically.

At the same time, that the teacher with whom an officer has been studying should give each officer a certificate stating rather the zeal which the officer has shown than the proficiency which he has attained!

That it would be necessary to make each officer an allowance, or give him half pay during the time that he attends the classes (similarly to the allowance granted to police officers sent to Dublin), before he proceeds to Africa.

That no allowance should be made to an officer who attends the classes when on furlough.

It is doubtful whether instruction on the general civilisation and customs of natives could be given in London, and that all the time available would be better employed in the study of languages.

That for Northern Nigeria one or two European Hausa teachers would be required, and especially one native Hausa teacher.



App. IV

(d) LETTER from Professor LEONARD TRELAWNEY HOBHOUSE, Martin White Professor of Sociology in the University of London, enclosing a Memorandum by himself and a Memorandum by Mr. JAMES KENNEDY, late I.C.S.

University of London,  
South Kensington, S.W.,  
24th June 1908.

MY LORD,

THE Senate of the University of London, at their last meeting, authorised the Martin White Benefaction Committee of the University to approach your Committee, requesting that they should include the teaching of Indian Ethnology and of the History of Indian Civilisation within the purview of their report, and, in accordance with this resolution of the Senate, I am now directed by the Martin White Committee to approach you on the subject. I should, of course, be perfectly willing to give evidence before your Committee, if required to do so, but I think it will be, in the first instance at any rate, more convenient to submit to you (1) a Memorandum on the inclusion of the History of Indian Civilisation in the Final Examination of Candidates for the Indian Civil Service, which is a matter which I presume will be an object for consideration by your Committee, and (2) a Memorandum drawn up at my request by Mr. J. Kennedy, indicating the extent of the subject which might be covered:

I am, &amp;c.,

L. T. HOBHOUSE,  
Martin White Professor of  
Sociology in the University.

The Rt. Hon. Lord Reay, G.C.S.I., G.C.I.E.,  
Chairman of the Treasury Committee  
on Oriental Studies.

## MEMORANDUM I.

## MEMORANDUM ON THE PROPOSED INCLUSION OF THE HISTORY OF INDIAN CIVILISATION IN THE FINAL EXAMINATION OF CANDIDATES FOR THE INDIAN CIVIL SERVICE:

In suggesting the inclusion of a new subject in the courses of study required of candidates for the Indian Civil Service, I am not forgetful of the large field which probationers already have to cover in a limited time. I would therefore propose only that "Indian Civilisation" should be recognised as one among the optional subjects. A study of the nature and growth of an original and highly remarkable form of culture must be of high value in enabling the young civil servant to form some conception of the thought and the institutions of the people with whom he will have to deal. To realise at the outset that he is dealing with an ancient civilisation, highly developed on its own lines, though those lines are widely divergent from our own, is in itself no small gain. At least the rudiments of a just conception of the distinctive features of Indian life might, I would suggest, be gained from (1) a course of lectures based on the accompanying sketch kindly supplied by Mr. J. Kennedy; and (2) a course of reading in the principal religious and legal books (whether the originals or translations), by way of illustrating the lectures and showing the nature of the sources from which our knowledge is derived. It would perhaps be premature to outline a complete course of reading. But it would naturally include selections from the Vedas, the Upanishads, and the sacred law books. It would, I think, also be advisable to include some of the early Buddhist teaching. The subject, as outlined by Mr. Kennedy, might be covered in a course of 20 lectures, and, if the probationers' timetable allows, it might be well to add a course of 10 lectures, treating Hindu thought and custom from the point of view of Comparative Sociology—showing the salient points of analogy and contrast with other types of civilisation. As an alternative, if preferred, an ethnological course dealing with the distinctive characteristics of the different races inhabiting India and the customs of surviving aboriginals might be substituted.

L. T. HOBHOUSE.

## MEMORANDUM II.

In Hinduism we have the only living survivor of the great polytheist civilisations of antiquity. It is a vast and fairly homogeneous theocracy, founded on caste

and the sacredness of the Brahman; and as it exhibits on its social side institutions the most diverse, so on its religious side it embraces almost every aspect of religious thought, from animism and materialistic polytheism to the purest idealism and most spiritual mysticism. This civilisation is the result of a long course of evolution, originating with the conflict of Aryan and non-Aryan tribes and ideas; and carried on by a series of *rapprochements* between them. Ethnical unity has only been very partially attained; linguistic unity to a much greater degree, since the greater part of India speaks languages related to the Sanskrit. The real unity is the unity of certain institutions and modes of thought, which can only be understood partly by the comparative method, partly by a study of their history; and as their history is traceable for long periods, in outline at least, it is of great importance both from a practical and a scientific point of view.

The history of India before the English falls into four great divisions. The first deals with the period prior to Alexander the Great (325 B.C.), and has three subdivisions—the Vedic period, the age of the Upanishads, the age of Buddha. The second is the period of the great Empires of Northern India from 321 B.C. to 650 A.D. These two periods together are comprised under the name of Ancient India. The third period is the mediæval, from 650 A.D. to the advent of the Mahomedans in 1200 A.D.; and the fourth deals with India as affected by Mahomedan rule and Mahomedan ideas. A fifth period might be added, showing the action of Great Britain upon India.

Before going further, it is necessary to point out that the first two periods scarcely concern Southern India, *i.e.*, India south of the Vindhya Mountains. It is true that from the time of Nebuchadnezzar, and probably somewhat earlier, the South carried on an active trade with the Persian Gulf and the Himyarites. From the time of the Ptolemies down to the reign of Caracalla it was in direct communication through Egypt with the West, and indirectly after this period by means of the Abyssinian trade. Moreover, even before Alexander, small parties of Aryans had made their way as far south as Ceylon. We can therefore form some idea of the civilization of the South, but our knowledge is too fragmentary to admit of consecutive history. It is otherwise with India north of the Vindhya. It was here that the conflict and gradual fusion of conflicting elements took place, and we can follow its main outlines with clearness.

(I.)

The history of Ancient India begins with the arrival of a race of fair-skinned Aryan nomads, who occupy the pasture grounds of the Punjab, exterminate the nomads, spread over wide areas, and occupy themselves with tribal wars. They are in the age of stone and copper (iron is first mentioned in the Atharva Veda, metallurgy they really learnt from the Chinese in the 1st century A.D.); and all we know of these early Aryans is from their collection of sacred hymns. This collection, made chiefly for sacrificial purposes, is known as the Rik-Veda, and its value to the student of mythology has long been recognised. For Indian history the Vedic age contributed a sacred book, a first attempt to form a religious priesthood, a developed system of sacrifice, and the Aryan type of the united family with its worship of the hearth.

Throughout the Vedic age the Aryan invaders and the darker-skinned aborigines, whom for want of a better term Risley has called Dravidians, are in violent conflict. But when certain tribes pushing eastwards along the foot of the Himalayas occupied the lands of the Upper Jumna and Ganges, the old antagonism gave way to inter-marriage. We now have a mixed race, and the origins of all that followed. We have now two communities, a semi-Aryan community of mixed blood, and a subordinate race of helots (Sudras). The superior community further differentiates into a special class of priests, and another class of warriors, while the bulk of the community, still largely pastoral, forms the

Vaisya class. Here we have the foundation of the four castes based primarily on distinctions of blood, secondly of occupation. And as the bonds of blood became mixed and weak, they were strengthened by a new bond of union in the esoteric knowledge of the Veda, the possession of the superior community alone. The theocratic form of the community takes shape, and is founded on the magic of sacrifice. This is the peculiar possession of the Brahmans. Another path open to the three upper classes, but denied to the Sudras, is found in asceticism and the practice of austerities. Both sacrifice and asceticism have the power to compel the gods to subserve the human will—an idea more completely carried out in India than in any other country. Presently there arises a third method, originating apparently with the warrior caste, of which some groups had pushed further eastward than the main body of the Aryans in Aryavarta. These warrior communities were impatient of the predominance of the Brahman, and from their surroundings they were more inclined to freedom of thought. They invented a third method of salvation—the way of philosophy, of gnosis, and contemplation, in which the magical side completely disappears. The ideas of these early philosophers are not yet formed into systems; they deal rather with poetic intuitions than with reasoned deductions. We now have the idea of transmigration enounced as an esoteric doctrine. We have also the foundations of the Sankhya, which was afterwards termed the heretical, or atheistic philosophy, adopted by Buddha; which resolves the world into a female nature acted on by innumerable male energies. More important is the rise of idealist monism which identifies the soul of the thinker with the All-soul of the universe—an idea which found its completion centuries later in the Vedanta, the official philosophy of Hinduism. Thus we have in this age, the age of the Upanishads, the germ of all that follows, the fusion of races, the creation of caste, the foundation of the theocracy with its magical methods of salvation, and its establishment of schools of sacred tradition and law. Lastly we have the rise of philosophy. The age of the Upanishads is the great creative age of India.

The two chief states of Northern India at this time were Kosala and Māgadha (Oudh and Behar). Both lay east of Aryavarta proper; both had adopted an Aryan civilisation; and both were scantily inhabited by Aryans. It is in them that we find the third great step taken by the rise of Buddhism and Jainism, two religions nearly allied. It is certain that both contain a large amount of non-Aryan elements; and the professed aim of both was to open the way of salvation to all men—the Sudras as well as the twiceborn Aryans; thus elevating the Sudras to a spiritual equality with the more privileged classes. Both systems necessarily found their support rather in the philosophy than the sacrificial system of the Aryans; and both took the whole of the popular indigenous worship under their protection. Indra and Brahma and some of the Vedic gods were still the chief in the land of the Upper Ganges, but the aboriginal gods were made respectable, and placed by their side, thus paving the way to their later supremacy. And a great advance was made by organising religious communities composed indifferently of men of every caste, which took the place of the solitary Aryan ascetics. The ethics of Buddhism are not peculiar to itself: they were rather the ethics recognised by the whole population; and they show clear marks of their heredity in their respect for animal life, &c. Before the time of Alexander both Buddhism and Jainism had spread to Kabul, and probably to the Bay of Bengal.

## (II.)

I must treat the remaining periods very briefly. Before the time of Darius Hystaspes, India had not been in contact with any foreign State of importance. Darius added a portion of the Punjab to his dominion, and henceforward Persian civilisation began profoundly to influence Northern India. This is shown by the invention of the alphabet, rudimentary coinage, and Indian art and architecture. For the Achaemenian Alexander substituted a Macedonian Empire, but the Persian influence still remained supreme, and in the Empire of Chandragupta and the Mauryas and in the rock and pillar inscriptions of Asoka we have direct

imitations. The Maurya Empire was not of long duration, and the period immediately following is remarkable for the invasion of North-Western India by Greco-Bactrians, Parthians, Sákas, and Kushans, who in the end became Hinduised, although the Sákas are supposed to have profoundly modified the physical type on the west coast of the Dekhan. At the same time, *i.e.*, between 300 B.C. and 100 A.D., we have the elevation of an indigenous god S'iva, and an Aryan god, Vishnu, to supreme monotheistic rank in place of the impersonal All-soul of the earlier period. The schools also were engaged in elaborating grammar, arithmetic, and law. Then follow four centuries of intimate contact with the West, when Indian literature and science reach their highest bloom; when the laws of Manu are elaborated and the great popular epics take shape. Under the Guptas (320 A.D.—480 A.D.) all the elements of the later Hinduism are developed, the disappearance of the Vedic gods, the worship of rivers, the virtue of pilgrimages, and the incarnations of Vishnu, by means of which Vishnu assumes Krishna, and Rama, and Buddha, and all the great local or heroic gods. The Gupta Empire fell with the invasion of the Huns (450–525 A.D.), although Harsha (606–648 A.D.) revived it for a short time in the VIIIth century.

## (III.)

The invasions from Central Asia had profoundly modified the character of North-Western India; and the invasion of the Huns threw everything into confusion west of the Jumna, and gave the population its present physical aspect. The old sacrificial system disappears with the Brahmanical as well as the Vedic gods. Beside the older methods of salvation we have a new method, that of devotion or faith. Philosophy is systematised, and the doctrine of Maya or illusion is perfected. Caste is now founded upon occupation, and the Rajputs, a race formed by an intermixture of old and new elements, become the rulers of the country, and enforce new and martial ideals. In architecture we advance from wood to stone.

## (IV.)

The Mahomedan invasion, after profoundly depressing the Hindus, established an administrative system borrowed in its principles from the West, but taking its details from its Indian surroundings. It also introduced a stern and rigid monotheism which under the more tolerant régime of the Moghuls led to many attempts to form a hybrid synthesis between it and Hinduism. Hence the religion of the Kabirpanthis, the Sikhs, &c. The administrative system also led to the creation of a new class of village communities.

## (V.)

Hitherto all the most powerful foreign influences had come from Persia—in a lesser degree from Central Asia and China. Under the English we have the East brought into direct contact with the West. Our democratic rule has levelled all the distinctions between caste in a country where society is based on aristocracy of birth. The possession and cultivation of land was formerly the privilege of the upper classes; we have opened it to all, and thus given all an equal chance of wealth and power. On the other hand, our law courts have stereotyped traditional rules of caste and inheritance, &c., which were by nature fluid, and for private war we have substituted law courts, thus transferring power from the strong to the subtle. Christianity has profoundly moralised the higher Hinduism, while our schools have created a new class which divorces itself from the older community and the bulk of the people, while it asserts itself against the foreign English.

Such are the barest outlines of a history of Indian civilisation; and to it I would append a sketch of the economic and administrative history of some province under English rule. For practical purposes such a sketch would be of the greatest value.

JAMES KENNEDY.

App. IV.

## (e) LETTER from the Right Rev. GEORGE ALFRED LEFROY, D.D., Bishop of Lahore.

65, Belgrave Road, S.W.,  
3rd June 1908.

DEAR SIR,  
I REGRET that other engagements on June 18th will prevent my attending to give evidence before the Treasury Committee.

This matters little, however, as I feel that on the questions of detail that will more especially occupy the attention of the Committee I have nothing to say that could be of any value. I know practically nothing of what is being done at present to assist in England those who are desirous of gaining an acquaintance with Oriental languages, and I have no experience that would enable me to make suggestions of any practical value in the matter.

At the same time I may, perhaps, avail myself of this opportunity to say how very heartily I agree with the general tenor of the Memorial of which you have kindly sent me a copy. A thoroughly good knowledge of an Eastern language is the primary condition which must be satisfied if a man is to come into easy and healthy contact with the people of the East and to exercise a useful influence over them. I feel perfectly certain that one cause of the difficulties which we are encountering at the present time in India is the failure on the part of so very many Englishmen out there to attain to any in the least accurate or scholarly knowledge of the vernaculars of that land and the consequent

impossibility of their getting into close touch with the people.

Year by year the importance, the absolute necessity, of such friendly contact, and of the sympathy which can only be created through it, will become greater.

If, therefore, those who are conversant with the condition of things at home are convinced that the much loved and so characteristic British method of private initiative and effort has failed to make adequate provision for this important need, and that the help of the Treasury is needed, I am thoroughly at one with them. Our country's position and stake in the East is supreme, and alike our prestige and the practical needs of the position demand that we should take the lead in the matter of providing adequate facilities for such studies.

I may say, further, that I agree in the view that it is desirable that men going out to India, or other Eastern countries, should commence their studies of the language they will need at home, under really competent teachers and on scientific principles, and not wait to begin such studies when they have reached the land of their adoption.

Yours sincerely,  
G. A. LAHORE.

The Secretary,  
Treasury Committee on  
Oriental Studies.

## (f) LETTER from Sir JAMES LYLE MACKAY, G.C.M.G., K.C.I.E.; Member of the Council of the Secretary of State for India; partner in Mackinnon, Mackenzie, &amp; Co., Calcutta and Bombay, and Gray, Dawes, &amp; Co., London.

9, Throgmorton Avenue,  
London, E.C.,  
13th May 1908.

DEAR SIR,

WITH reference to your letter of the 11th instant, I have spoken to Sir Montagu Turner, a member of your Committee, and he thinks it would be sufficient if I were to put in writing my views on the subject of Oriental education, and, with the permission of Lord Ray, I would give them the following statement:—

A knowledge of the vernacular language by young men going out to join business firms in India would be of the greatest possible advantage, in that it would lead to their getting to understand the Natives much more quickly than is now the case without such knowledge. I have no doubt that if opportunities were given in this country for young men to study Hindustani, Bengali, Gujarati, and Tamil before going out to India, these would be largely availed of by business firms, who would insist upon assistants whom they engage in this country to proceed to the East acquiring a fair knowledge of one of the languages which would be likely to be of most use to them in India.

In the case of my own firm, I think I may say that we should be willing to support the establishment of an Oriental School in this country, and would make a point of sending each assistant to study one of the Indian languages and passing an examination in it before engaging him to fill a position in the East.

I am inclined to think that it would be an advantage for the elements of Oriental languages to be acquired in England, in preference to trusting to such knowledge being acquired after arrival in India, because as soon as assistants get out to India they are put to work, and it is very often difficult for them to find the time

necessary to devote to the study of the language, and the consequence too often is that very little attention is paid to the subject; whereas if Indian firms made a point, as doubtless many of them would do, of only sending assistants to India who had passed a language test, there would be the necessary incentive to young men to study and qualify to enable them to obtain appointments. I may mention that when I was in India and President of the Bengal Chamber of Commerce, I succeeded in getting Government to throw open their examination in Native languages to non-officials, but so far as I know this was little, if at all, availed of by the mercantile community, thus supporting the theory that it is difficult to get men who are already in India and engrossed in business to take up the study of the vernacular. Were young men properly taught in this country before going out, and were they to obtain a good grounding in the language of the place where they are to reside, they would have every opportunity of improving their knowledge after arriving in India.

A knowledge of the Native languages, and being able to read and write the Native languages, would do much to establish friendly relations between Europeans and Natives, and this would be of material assistance to European houses. I believe there would be no difficulty in getting substantial assistance for an Oriental School from the many European houses in this country who have business firms abroad.

Yours faithfully,  
JAS. L. MACKAY.

P. J. Hartog, Esq., Secretary,  
Treasury Committee on Oriental Studies,  
University of London,  
South Kensington, S.W.

## (g) LETTER from Count HIROKICHI MURSU, C.V.O., First Secretary to the Japanese Embassy.

Japanese Embassy, London,  
March 9, 1908.

DEAR MR. HARTOG,

I BEG to acknowledge the receipt of your letter dated the 6th instant, in which you request, on behalf of the Treasury Committee on Oriental Studies, my views regarding the proposition explained in your letter, as well as in the Memorial which you enclosed.

I fear that my humble opinion on the subject would not be of much assistance to your Committee; but am pleased to lay it before them for what it is worth, naturally confining my reply to the question of the

study of matters relating to my country and the Japanese language.

In the first place, I heartily welcome the proposed establishment of an institution, with the object of encouraging and facilitating such a study, which will so obviously be to our mutual benefit.

It is a known fact that our language is not an easy one to acquire, and that it fundamentally differs from the construction of European languages. At the same time, however, I cannot help believing that the difficulties are much exaggerated, and especially by those



who have never attempted to study it. Not only have I known foreigners who speak Japanese fluently, but I have also met foreigners who, never having been to Japan, yet are able to converse more or less in our language.

Like any other linguistic study, naturally, Japanese would be more quickly and easily learnt in Japan, but it is very far from being an impossible matter for a foreigner to acquire a good knowledge of it abroad, especially if he studies with a good native master.

Two or three years study, or even less, prior to visiting or taking up residence in Japan would, I feel sure, give a foreigner a great many facilities and opportunities otherwise unobtainable.

A good number of Japanese visitors come to this country from time to time in quest of various researches, or for obtaining general information regarding England, and although they—officials, merchants, engineers, &c.—may have never been out of Japan before, yet these gentlemen, with very few exceptions, have some knowledge of English, which they acquired at home, at a college or university, or through private tuition, as the case may be. Naturally, this fact is of material assistance to them in their respective researches, which would otherwise be an extremely difficult matter. The same obviously must be the case with foreign visitors to Japan who would make any serious study of our country.

It is no doubt important and valuable to have the opinions of those who are supposed to be experts and have made a special study of a foreign nation, but it would be wiser not to place entire reliance upon them. With some knowledge of the language personal exchange

of views is possible, and information at first hand can be obtained.

In this connection, and with reference more to the latter part of your question, it would be most beneficial to found a good library of Japanese books in London, which need not be a very extensive one, but should contain not merely works by English and other foreign authors regarding Japan, but also all important books by Japanese and in Japanese.

It is needless to add that there are many standard works—on history, literature, &c.—in Japan, and also hundreds of new and important publications which are constantly being issued. To obtain any full and adequate knowledge of Japan without consulting such works would be, to say the least, a most unprofitable course. The principal Japanese newspapers and other periodicals should also find a place in such a library.

As far as I am aware, there is hardly any library in London where Japanese books of this description can be consulted and are constantly added to for the benefit of students of things Japanese, and especially of the Japan of the present day and of the future.

I hope that the foregoing remarks, although brief, will serve to convey to you an idea regarding your inquiry and, at all events, that you may find therein the merit of being the opinion of one whose sincere wish is the close union and true understanding between our two nations.

In conclusion, I may add that I have adopted this form of making the present communication which I thought would be more explicit than a verbal statement.

I am, &c.,  
MUTSU.

(h) MEMORANDUM by SIDNEY H. RAY, Esq., Hon. M.A. (Camb.).

I heartily agree with the general proposals of the Memorial.\*

With regard to the languages in which teaching should be provided, I think it important that the native languages of the British Colonies should be included, and would point out that the languages of the colonies in Oceania (Melanesian and Polynesian) should be added to No. 6 of the list in section vii. on page 3 of the Memorial.

*Reasons for including Oceanic Languages in a Scheme of Studies.*—The reasons for including these languages in a scheme of Oriental studies may be summed up as follows:—

- (1) They form a natural sequence to the study of the Malay and Further Indian languages.
- (2) They are very necessary to officials who are engaged in bringing the peoples speaking them under British control.
- (3) The extension of agriculture and mining in the islands where these languages are spoken render the use of them a commercial necessity.
- (4) There is a great development of missionary enterprise in the region. This renders study of the languages desirable.
- (5) Some of the languages are of great scientific interest.
- (6) There is danger of much scientific knowledge being lost through neglect of present opportunities.
- (7) On the Continent, the Schools of Oriental Languages (e.g. in Berlin) include Oceanic studies in the Oriental.

*Ethnology.*—I think that a scheme of University teaching of languages should include some instruction in the principles of Ethnology as a guide to the understanding of native customs, folklore, and methods of thought.

With regard to present facilities for Oriental study and the organisation of a School, it would, I think, be advantageous to collect the various classes now held in different colleges of the University into one school, so that the lectures, classes, and library could be in one building.

\* The Memorial referred to is the Memorial to the First Lord of the Treasury, printed as Appendix I, p. 36, above.—Secretary.

*Course of Instruction.*—The course of instruction should include:—

- (1) Lectures:—
  - (a) On special languages or groups of languages.
  - (b) On methods of linguistic study, and on general principles.
  - (c) On the principles of Ethnology, including literature and folklore.
- (2) Classes to supplement the lectures and provide detailed instruction. Provision should be made for native teachers for colloquial and, in cases where few students or individuals require instruction, for recognised separate (Privat-docent) teaching.
- (3) A library of linguistic works, or an arrangement by which students could use books in the Libraries of the India and Colonial Offices, the Royal Asiatic Society, or British Museum.
- (4) A bulletin for the record of original work, and for the provision of new material for study.
- (5) An office for enquiries and advice on linguistics and related subjects might be added as a convenience to explorers, travellers, &c.

*Recognition by the University.*—Certificates and Diplomas should be granted by the University on the results of examinations. The course of instruction in the School might be recognised by accepting a pass in a language or group of languages there taught as a substitute for any of the languages now required in Group II. for the B.A. Examination.

(N.B.—Some Oriental languages are already recognised).

*Classes of Students.*—The following classes of students would probably attend the School:—

- (1) Persons requiring preliminary or detailed instruction before proceeding abroad. These would be mainly civil or military officials, or missionaries.
- (2) Research students, studying the languages for scientific or literary purposes.
- (3) Intending travellers or explorers desirous of general information as to direction of study and character of languages in the place to be visited.

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*Staff.*—The Staff should consist of a Director of Studies, with Professors of Languages, Native Teachers, Librarian, and the necessary Office staff.

*Recognition by Government Offices and others.*—The Linguistic Certificates and Diplomas of the University should be accepted by the Government Departments concerned as qualifications for appointment and promotion, especially of officials who come into direct contact with natives.

The various Missionary Societies might also prescribe a course of study at the School as part of a student's training.

Some commercial firms would probably also recognise the value of a knowledge of native languages by their employes.

SIDNEY H. RAY.

(2) MEMORANDUM by EDWARD DENISON ROSS, Esq., Ph.D., Fellow of University College, London; Officer in charge of the Records of the Government of India, and Assistant Secretary in the Home Department, Calcutta; Epigraphist to the Government of India; sometime Professor of Persian at University College, London, and Principal of the Calcutta Madrasa.

I have seen something of the inner working of three Oriental Schools on the Continent, namely, those of Paris, St. Petersburg, and Berlin.

*The Paris School—the best Model.*

These Schools resemble each other in most respects, but the Paris School, on account of its comparative "freedom," would, in my opinion, serve as the best model for the London School.

I spent two years at the École Spéciale des Langues Orientales Vivantes in Paris.

The courses I followed were in Arabic—dialects of Egypt and of Algeria—and in Persian. Grammar and text books were studied with the professors, while the classes in conversation, exercises, and dictions [dictation] were conducted by the native *répétiteurs*. Though the discipline was on the whole light, everyone who attended a course was expected to take an active part both in the lectures and in the practical course. That is to say, the professor or the *répétiteur*, as the case might be, was liable to appeal to any student to translate or explain. I may add that most of the advanced Arabic students also attended the lectures at the Collège de France and the Sorbonne, where the studies were of a purely academic character.

*Auditeurs Libres.*

In speaking of the "freedom" of the Paris School, I refer to the facilities there prevailing for the admission of outsiders, or, as they are there called, *auditeurs libres*. Thus every class contained, in addition to the young men who were fitting themselves for service in the East, a number of persons of both sexes and of various nationalities who had no intention of passing any examination. In London, I think, classes in such languages as Arabic and Urdu would be largely attended by both missionaries and intending travellers. And the success of the School might depend very largely on these two classes of student. It is on such *auditeurs libres* that, in my opinion, the popularity of the London School will greatly depend.

*Fees.*

In Paris such students—as their name implies—pay no fees. I do not think it will be needful or advisable in London to follow this practice. It will probably be best to make a uniform charge to all alike. At the same time, I think it important that the charges should in no case be very high.

*Admission.*

The School should, in my opinion, be open to all, in the same way that University and King's Colleges are open to all, as far as attendance of lectures and courses is concerned. As to the conditions of admission for students who desire to take up a regular course and pass an examination qualifying them for some particular service, it is evident that separate rules will have to be framed for each qualifying examination.

*Languages.*

The languages which I would suggest for inclusion in the programme of the London School on its first establishment are the following:—

Group I.—Mahomedan.

1. Arabic—dialect of Egypt.
2. Persian.
3. Turkish.
4. Urdu.

Group II.—Far East.

1. Chinese—Mandarin and Cantonese.
2. Japanese.
3. Malay.

Group III.—African.

- Hausa.
- Taal.

Group IV.—Miscellaneous.

- Tibetan.
- Russian.

To these might be added after the School had been established and had justified its existence:—

- In Group I., Turki and Pashto;
- In Group III., Swahili and Somali;
- In Group IV., Burmese and Tamil;

and a fifth group including the more important Sanskrit vernaculars, such as Bengali, Marathi, and Hindi.

In some cases one professor might be found capable of teaching more than one language in the above list.

There should certainly be a native *répétiteur* for every language and dialect taught.

E. DENISON ROSS.

Calcutta, May 7th, 1908.

## APPENDIX V.

## Memoranda on Teaching in Oriental Languages at University and King's Colleges, London.

## I.

## ORIENTAL TEACHING at UNIVERSITY COLLEGE, by DR. T. GREGORY FOSTER, PROVOST of UNIVERSITY COLLEGE.

The following are the Oriental Departments at present existing in the College:—

Department.	Teacher.	Remuneration.*	No. of Students.
Sanskrit -	Prof. L. D. Barnett -	£ 50 0 0	5
Hebrew -	Prof. H. Gollancz -	92 0 0	8
Semitic Epigraphy. Ethiopic -	Dr. Hirschfeld. (Lecturer).	9 11 3	7
Tibetan -			
Arabic -	Prof. T. W. Arnold -	50 0 0	4
Persian -	Prof. C. E. Wilson -	70 0 0	5
Hindustani -	Prof. J. F. Blumhardt.	110 0 0	6
Bengali -			
Hindi -			
Tamil -	R. W. Frazer (Reader)	50 0 0	2
Telugu -			
Indian Law -			
History of India -	Prof. J. W. Neill -	200 0 0	14
Marathi -			
Burmese -	A. L. Hough -	75 0 0	3
Pali and Buddhist Literature.	Prof. Rhys Davids -	21 0 0	1

\* Approximate, made up of stipend and class fees.

There is also a Reader in Gujarati, but he has not recently had any students. His remuneration depends entirely upon fees. Provision for the other modern Oriental Languages is made at King's College, and the teaching there is utilised on those subjects by the students of University College.

The Professors and Readers of Oriental Languages and subjects allied thereto are members of the College Faculty of Arts. In addition to the Faculty of Arts, there is a Board of Indian Studies for the direction of the work of the Indian School, which is organised mainly to meet the needs of selected candidates for the Civil Service of India.

Of these selected candidates, University College has an annual entry varying between 12 and 14. Last year there were 13, this year there are 11. Including the Indian civil students the total number of students last session working in the Oriental Language Departments was 39.

The total expenditure upon the Oriental Language Departments last session was about 780*l.* This includes expenditure on printing and on the Oriental section of the College Libraries, but does not include any proportion of expenditure on administration and upon maintenance.

The endowments possessed by the College for the study of Oriental languages are as follows:—

- A grant of 300*l.* a year from the Secretary of State for India.
- The revenue of the Goldsmid Endowment for the study of Hebrew, which produces 62*l.* 1*s.* 6*d.* per annum.

The balance of the expenditure is provided from the fees received from students and from the general College revenues.

The Oriental section of the College Library contains approximately 2,500 books. It has recently been enriched by the presentation of the library of the late Prof. Arthur Strong. The Arthur Strong Library is specially valuable for those devoting themselves to Indian studies, and is now in process of arrangement in the room devoted to the Departmental Library of Indian Languages and Literatures.

The Oriental section of the Library has also been enriched by the presentation of the Mocatta Library, which is especially strong in the possession of Hebrew

and Jewish literature. A separate Departmental Library, known as the Mocatta Library for Hebrew and Ancient Oriental Literatures, has been organised. Besides these two library rooms, there is a lecture room devoted to Oriental students, and the Oriental Professors and Lecturers have the partial use of other lecture rooms.

T. GREGORY FOSTER,  
Provost.

## UNIVERSITY OF LONDON—UNIVERSITY COLLEGE.

## A HISTORICAL MEMORANDUM on the ORIENTAL DEPARTMENTS at UNIVERSITY OF LONDON—UNIVERSITY COLLEGE.

When the College was founded in 1826, Chairs of Hebrew, Oriental Literature, and Hindustani were founded. In 1831, the Chair of Oriental Literature was replaced by one bearing the title of Oriental Languages, the Chair of Hindustani was temporarily discontinued, and the Chair of Sanskrit was founded.

In 1852 a Chair of Hindustani and Telugu was instituted, and two years afterwards Readerships in Tamil, Arabic, Persian, and Gujarati were likewise instituted.

In 1859 Readerships in Bengali and in Indian Law were instituted, and in 1871 a Professorship in Pali and Buddhist Literature.

A Chair of Chinese was founded in 1836, but was discontinued under the arrangements with King's College in 1888.

From 1883 to 1887 there was a Chair of Indo-Chinese Philology, held by Professor Terrien de Lacouperie.

In 1882 the Oriental Departments were re-organised and re-arranged under the scheme communicated in the foregoing Memorandum.

The general policy of University College in regard to Oriental Languages has been to make use as far as possible of any talent for this purpose that was known to be existing in London at any given time. The means at its disposal for Oriental teaching have never been great, but because of its position in London, it has been enabled to enlist the services of distinguished scholars, many of them retired Indian Civil Servants, who have been glad to receive the distinction of a position at the College, and have found advantages in the College organisation, and more particularly in its libraries. But although much has been accomplished, under unfavourable circumstances, it is clear that a great deal more could be done, and needs to be done, for Oriental studies. The College organisation has always made provision for two sides of the work. On the one hand, the purely academic, devoted to research, to extending the knowledge of the various subjects, and on the other hand, the practical, aiming at giving students instruction in modern Oriental languages, and in fitting them for life in the countries in which they were proposing to work. For the full development of these two sides, and more particularly at the present moment of the practical side, endowments are required. Regular provision of classes suited to those in training for the Consular service, for interpreterships, and for the diplomatic service should be instituted, and in connection with them it is necessary to develop teaching dealing with the sociology and religion of Oriental countries.

T. GREGORY FOSTER.

## II.

## ORIENTAL TEACHING at KING'S COLLEGE, by DR. A. C. HEADLAM, PRINCIPAL of KING'S COLLEGE.

Oriental studies at King's College are of three types:—

(1) *Hebrew*.—This is taught as a part of the regular studies of the Theological Faculty by the Professor and other teachers belonging to that Faculty, and would, of course, under any circumstances, remain attached to King's College Theological Faculty. At the same time,

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it may be worth pointing out, that it would probably be a great help to all the Theological Colleges if the University were able to provide advanced teaching in the comparative study of the Semitic languages, and in a number of the less common languages and dialects, the study of which is useful to theological students.

(2) *The School for Modern Oriental Studies.*—Oriental languages and literature have been taught in King's College from its foundation, the first Professor, Felix Sedda, being appointed in 1833; he was followed in 1837 by Duncan Forbes. A Chair of Chinese was endowed in 1846. Arabic was taught by Leitner in 1861. Sanskrit, Hindustani, and other Indian languages each had its Professor.

In 1889 the Imperial Institute established a School of Modern Oriental Studies. The Indian languages were allotted to University College, and other Eastern languages to King's College, which thus had assigned to it, in addition to Chinese, Arabic, Persian, and Burmese, the following languages:—Japanese, Russian, Turkish, Malay, Swahili. This almost destroyed Oriental teaching at King's College.

The School has never received any subsidy of any sort from the Government. The Professors were not appointed for the most part by the Council, but were taken over from the Imperial Institute. Except in the case of the Chinese professorship, they have no emoluments apart from the fee, which was settled at three guineas per term. It is quite impossible for a teacher who has no other emolument to give an adequate number of lectures to the small number of students there would be in each of these languages for fees like this. The number of College students has in all cases been small, but some of the teachers take private pupils, and for subjects like colloquial Arabic there is a considerable demand.

(3) *The reorganised Schools of Chinese and Hausa.*—These have received assistance from outside, and have been successful. The average number of students in the School of Chinese is about 30. There were seven students in Hausa last year, and there are a considerable number at the present time. In both these cases the teachers get a fair emolument apart from their fees, and are not so dependent upon them.

*King's College, London. Oriental Studies. Session 1906-7.*

Subject.	Teacher.	Salary and Emoluments.	Fees.	No. of Students.	Endowment, Grants, &c.
Hebrew -	Prof. A. Nairne	£ s. d.		62	
Arabic -	H. F. Compton	—		1	
	Nedjib Hindie	3 3 0	3l. 3s. per term of 10 weeks; 2 hours a-week.		
Persian -	Vacant.				
Turkish -	Prof. C. Wells	3 3 0	" "	1	
Modern Greek -	Prof. A. Tien	—	" "	—	
Russian -	Prof. A. N. Dendrino	—	" "	—	
	Prof. N. Orloff	—	" "	—	
Chinese -	Prof. Sir R. K. Douglas	92 3 6	3l. 3s.* per term; 5 days a week; 2½ hours lesson.	30	Endowed Chair, 79l. Hong-Kong Government, 50l. Subscribers to School, 350l. per annum.
	Prof. Sir W. Hillier	211 16 4			
	Native Assistant	144 0 0			
Japanese	Prof. J. H. Longford	—	3l. 3s. per term; 2 hours a week.	—	
Malay	Vacant.				
Hausa -	L. H. Nott	109 15 4	1l. 10s. for 10 lectures -	7	100l. per annum from Colonial Office.
Swahili -	W. H. Brooks				
Zulu -	Miss Alice Werner	5 2 0	3l. 3s. per term; 2 hours a week.	2	

\* The fee is reduced to 2l. 2s. for students nominated by the Committee of the London School of Chinese.

A. C. HEADLAM.

APPENDIX A.

King's College, University of London.

SCHOOL OF CHINESE.

January 1908.

Professor Sir Walter C. Hillier, K.C.M.G., C.B., assisted by a Native Instructor from Peking.

By arrangement with the management of the School of Chinese, founded by the China Association, which has been attached to the University of London for several years, this School was amalgamated with the teaching of Chinese at King's College in 1904, and all classes are now held in the College buildings. Lectures are given in classical, colloquial, and official documentary Chinese by Professor Sir Walter Hillier, K.C.M.G., C.B., and a native instructor from Peking is attached to the School.

Classes are held daily, Saturdays excepted, from 4 to 6.30 p.m., and at other hours by arrangement.

Students can be prepared for the following examinations:—

The Matriculation Examination in Chinese, University of London.

The B.A. Honours and M.A. Degrees in Chinese, University of London.

The Preliminary and Final Examinations for Army Officers held by the Civil Service Commissioners.

Facilities are also offered to advanced students who wish to make a special study of Chinese classical or historical literature.

A Chinese library, which is open to students, is attached to the College.

Special classes are held for missionaries wishing to qualify in elementary Chinese before proceeding to China.

The College certificate is awarded to those students who have attended regularly and passed the College examination satisfactorily.

*Fees for each Class.*

For students nominated by the Committee of the London School of Chinese, 2l. 2s. per term.

For other students, 3l. 3s. per term.

All fees are payable in advance at the College Office.

APPENDIX B.

King's College, University of London.

HAUSA LANGUAGE.

W. H. Brooks, M.A. } Lecturers.  
L. H. Nott

Regular classes are held in Elementary and Advanced Hausa, and lectures can, if necessary, be supplemented by private tuition. The lectures are given on Monday, Tuesday, Wednesday, and Thursday, and times may be arranged with the lecturers. The lectures are suitable for those wishing to prepare for the Lower or Higher Government Examinations in the Hausa language.

*Syllabus—Elementary Course.*

Introductory.—Where and by whom spoken. Its position as a language. Its dialects, writing. Books to be obtained, and hints on the study of the language: (a) Colloquial; (b) Literary. The verb. Active voice. Negation. The passive voice. The demonstrative and relative pronouns. The possessive pronouns. Interrogative pronouns. The plural of substantives and adjectives. Gender. Use of simple idiomatic phrases, the verbs—to be, to have, to do. Numerals and ordinals. Prepositions. Idiomatic uses of the passive voice. Salutations; hours of the day, days of the week, seasons, &c. Common colloquial sentences. Proverbs.

*Syllabus—Advanced Course.*

The Hausa alphabet. Vowel and other signs. Their value and signification. Combination of letters in

words. Diphthongs. Open and closed syllables. Practical lessons in reading Hausa MS. Hausa script. Arabic in Hausa. Numerals. Fractional numbers, &c. Advanced syntax. Final propositions. Conditional propositions. Employment of *en*, *enda*, *idan*, *da*, *ba*, *don*, &c. Verbs that modify other verbs. Hausa proverbs.

NOTE.—For the present the classes will be held at 139, Palace Chambers, 9, Bridge Street, Westminster.

*Fees.*

Regular Classes.—1l. 10s. for each course of ten lectures.

Private tuition.—6s. per hour.

All fees are payable in advance at the College Office

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## APPENDIX VI.

App. VI.

### Time Table of the *École Spéciale des Langues Orientales Vivantes*, Paris, for the Session 1907-08.

RÉPUBLIQUE FRANÇAISE.

#### *École Spéciale des Langues Orientales Vivantes*, Rue de Lille, n° 2.

ANNÉE SCOLAIRE 1907-1908.

Les Cours de l'École Spéciale destinée à l'Enseignement des Langues orientales vivantes et d'une utilité reconnue pour la politique et pour le commerce commenceront à dater du lundi 11 novembre 1907.

#### *Cours d'Arabe Littéral.*

M. Hartwig Derenbourg, *professeur*, exposera aux élèves de première année les principes de la grammaire arabe et fera expliquer la *Chrestomathie élémentaire* qu'il a publiée avec M. J. Spiro; il fera traduire aux élèves de deuxième et de troisième année son édition du *Fakhrî*.

Le cours aura lieu les lundis et mercredis, à trois heures, pour les élèves de première année, et les mêmes jours, à trois heures trois quarts, pour les élèves de deuxième et de troisième année.

#### *Cours d'Arabe Vulgaire.*

M. O. Houdas, *professeur*, exposera aux commençants les principes de la langue arabe vulgaire de l'Algérie et de la Tunisie. Il fera traduire aux élèves plus avancés des pièces administratives, judiciaires ou commerciales, d'arabe en français et de français en arabe; il les exercera au déchiffrement et à la traduction d'ouvrages manuscrits relatifs à l'histoire et à la géographie du nord de l'Afrique.

Le cours aura lieu les mardis, à deux heures, pour les élèves de première année, les vendredis, à trois heures et demie, pour les élèves de deuxième année, et les vendredis, à deux heures, pour les élèves de troisième année.

M. Houdas fera un cours de droit musulman, du rite malékite, tel qu'il est pratiqué au Maroc, les mercredis et samedis, à dix heures et demie.

M. El Koubi, *répétiteur indigène*, exercera les élèves à la conversation (dialectes maghrébins), les lundis, mardis et vendredis, à une heure, les jeudis, vendredis et samedis, à cinq heures, et les mercredis et samedis, à neuf heures un quart.

M. Bitar, *répétiteur indigène*, exercera les élèves à la conversation (dialecte de Syrie), les lundis, mercredis, jeudis et samedis, à une heure trois quarts.

E 2

## App. VI.

*Cours de Persan.*

M. Cl. Huart, *professeur*, exposera aux élèves de première année les principes de la grammaire persane et expliquera des morceaux choisis du *Gulistân* de Sa'adi, les mardis et samedis, à deux heures.

Il expliquera l'*Anvâr-i Sohéli* de Hoséin Va'ez Kachifi, et exercera les élèves de seconde année, à la lecture des écritures *nasta'liq* et *chikesté* ainsi qu'à la conversation, les mercredis, à deux heures.

*Cours de Turc.*

M. Barbier de Méynard, *professeur*, après avoir exposé les principes de la grammaire ottomane, exercera les élèves de première année à l'explication de textes faciles tirés des ouvrages destinés aux écoles *Ruchdyè*. Il fera traduire aux élèves de seconde année des fragments de la *Chronique de Djévdet Pacha* (tome III).

Le cours aura lieu les mardis, de trois heures et demie à cinq heures et demie, et les samedis, de trois heures un quart à quatre heures un quart.

M. Sévadjian, *répétiteur indigène*, exercera les élèves à la conversation, les lundis, jeudis, et vendredis à une heure.

*Cours d'Arménien.*

M. N. . . . , *professeur*.

M. F. Macler, *chargé du cours*, exposera les éléments de la langue arménienne moderne et expliquera des textes faciles pour les élèves de première année, les mardis, à quatre heures et demie.

Les mardis, à trois heures et demie, grammaire de l'arménien ancien et explication de Eznik "*Réfutation des hérésies*" pour les élèves de troisième année; il expliquera le *Djalaleddin* de Raffi, les mercredis, à quatre heures et demie aux élèves des trois années.

*Cours de Grec Moderne.*

M. Jean Psichari, *professeur*, exposera les principes de la grammaire du grec savant et du grec moderne aux élèves de première année (déclinaison des substantifs), aux élèves de deuxième (adjectifs, pronoms et indéclinables) et aux élèves de troisième année (verbes). Il sera consacré à la conversation un cours sur deux en deuxième et troisième année et une demi-heure par cours en première année.

Le cours aura lieu les jeudis, à deux heures et demie, pour les élèves de première année; les samedis, à deux heures, pour les élèves de deuxième année, et les samedis, à trois heures, pour les élèves de troisième année.

M. Hubert Pernot, *répétiteur*, exercera les élèves à la lecture, à la pratique de la grammaire et à la conversation, les lundis, à deux heures, et les vendredis, de trois heures à cinq heures.

*Cours de Géographie, d'Histoire et de Législation des États de l'Extrême-Orient.*

M. Henri Cordier, *professeur*, exposera l'histoire des relations politiques et commerciales de la Chine avec les puissances d'Occident depuis les temps les plus anciens jusqu'à nos jours.

Le cours aura lieu les mardis, à trois heures, et les vendredis à une heure et demie.

*Cours de Chinois.*

M. A. Vissière, *professeur*, enseignera aux commençants les éléments de la langue parlée (langue mandarine de Pékin) et du style écrit. Il exercera les élèves plus avancés à la pratique du langage officiel et à la traduction de documents diplomatiques, administratifs et commerciaux.

Le cours aura lieu les mardis, pour les élèves de première année, les jeudis pour les élèves de deuxième année, et les samedis pour les élèves de troisième année, à dix heures.

M. Lieou Fou Tch'eng, *répétiteur indigène*, exercera les élèves à l'écriture et à la conversation, les lundis, mercredis et vendredis, de neuf heures et demie à onze heures et demie.

*Cours de Japonais.*

M. N . . . , *professeur.*

M. Dautremet, *chargé du cours*, enseignera aux commençants les éléments de la langue parlée (dialecte de Tokio). Il exercera les élèves de deuxième et troisième année à la pratique du langage officiel et à la traduction de documents diplomatiques, administratifs et commerciaux.

Le cours aura lieu à cinq heures, les lundis, pour les élèves de deuxième année, les mercredis, pour les élèves de première année, et les vendredis, pour les élèves de troisième année.

M. Gorai, *répétiteur indigène*, exercera les élèves à la conversation les lundis et jeudis, de quatre heures à six heures, et les samedis, de quatre heures un quart à six heures un quart.

*Cours d'Annamite.*

M. N . . . , *professeur.*

M. Louis Masse, *chargé du cours*, exposera aux commençants les éléments de la langue annamite vulgaire et les exercera à la lecture et à la traduction de textes faciles.—Il commentera et fera expliquer, aux élèves de deuxième année, les Chuyên dói xùà et des passages des journaux officiels en quôc ngú; enseignement progressif des caractères idéographiques.—En troisième année, étude de l'écriture sino-annamite, traduction de documents administratifs, des lettres, actes et contrats.

Le cours aura lieu les lundis, à quatre heures trois quarts, pour la première année, les vendredis, à quatre heures trois quarts, pour la deuxième année, et les jeudis, à quatre heures un quart, pour la troisième année.

Des exercices pratiques auront lieu, sous la direction d'un lettré indigène, à des jours et heures qui seront ultérieurement indiqués.

*Cours d'Hindoustani et de Langue Tamoule.*

M. Julien Vinson, *professeur*, exposera les éléments de la grammaire des deux langues, exercera les élèves à la lecture des manuscrits et fera traduire des textes faciles pris, pour l'hindoustani, dans son *Manuel* et dans les *Chrestomathies* de M. Garcin de Tassy, et, pour le tamoul, dans son *Manuel* et dans le *Paramârta-guruvinkadei*.

Le cours aura lieu les mardis, de deux heures à quatre heures, et les jeudis, de deux heures à trois heures.

*Cours de Langue Russe.*

M. Paul Boyer, *professeur*, exposera les lundis, à deux heures, les principes de la grammaire russe; les mercredis, à deux heures, il fera expliquer *Sébastopol*, du comte L. Tolstoï. Les samedis, à deux heures, exercices pratiques et explication de textes d'ancien russe.

M. Ivan Stchoukine, *répétiteur*, fera et dirigera des leçons pratiques les lundis, mardis, mercredis, jeudis et samedis. Deux de ces leçons (les jeudis, de trois heures et demie à quatre heures et demie, et les samedis, de trois heures un quart à quatre heures un quart) seront consacrées à un exposé du droit constitutionnel et administratif de l'Empire russe.

*Cours de Langue Roumaine.*

M. Émile Picot, *professeur*, exposera les éléments de la langue roumaine et fera expliquer l'*Istoria Românilor* de Gr. G. Tocilescu aux élèves de première et de seconde année, le mardi, de quatre heures à six heures. Le vendredi, à quatre heures trois quarts, il fera expliquer aux élèves de seconde et de troisième année les poésies populaires recueillies par Teodorescu, le théâtre de Caragiale et les contes d'Ispirescu.

*Cours de Siamois.*

M. Lorgeou fera l'exposition détaillée des principes de la langue siamoise et exercera les élèves à la pratique de la conversation et de la correspondance épistolaire.

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Il fera expliquer aux élèves de première année les textes du *Bép rien*, et à ceux de deuxième et de troisième année des fables tirées de l'*Hitôpathet*, et des relations historiques.

Le cours aura lieu les mardis et mercredis, à cinq heures, et les samedis, à quatre heures.

Professeurs honoraires : MM. Louis Léger, E. Tugault, L. de Rosny.

#### COURS COMPLÉMENTAIRES.

##### *Cours de Géographie, d'Histoire et de Législation des États Musulmans.*

M. Paul Ravaisse, *chargé du cours*, traitera, les jeudis, de trois heures et demie à cinq heures, pour les élèves de deuxième et de troisième année, de la géographie et de l'histoire de l'Irân, puis de l'Égypte ; il exposera, les vendredis, à trois heures et demie, pour les élèves de première année, la géographie de l'Asie antérieure et l'histoire de la civilisation des Arabes.

##### *Cours d'Abyssin.*

M. Mondon Vidailhet, *chargé du cours*, enseignera aux élèves de première année les éléments de la grammaire amharique. Il exposera aux élèves de seconde année les principes de la syntaxe et les exercera à la conversation et au style épistolaire. Pour les élèves de troisième année, il étudiera des textes imprimés et manuscrits, notamment la *Chronique de Théodoros* et le *Fetha Nagast* (droit éthiopien).

Le cours aura lieu les lundis, jeudis et samedis, à trois heures.

##### *Cours de Malais.*

M. Antoine Cabaton, *chargé de cours*, étudiera la grammaire malaise, en l'accompagnant d'exercices pratiques. Il fera expliquer aux élèves de première année, le mardi, à deux heures, des textes faciles empruntés au *Pandja-Tandâran*.

Le mercredi, de deux heures à quatre heures, il fera traduire aux élèves de deuxième et de troisième année des morceaux de l'*Anthologie malaise*, de G. K. Niemann.

En outre, les élèves de troisième année seront initiés à la lecture de manuscrits relatifs à l'histoire et aux mœurs des peuples de race malaise, au rôle du malais dans notre colonie d'Indo-Chine et à ses affinités avec plusieurs des dialectes qui y sont parlés.

##### *Cours de Malgache.*

M. Durand, *chargé du cours*, exposera aux élèves de première année les principes de la langue malgache. Il fera traduire aux élèves de seconde et de troisième année des pièces administratives, judiciaires et commerciales, et les exercera à la conversation et au style épistolaire.

Le cours aura lieu les lundis pour les élèves de première année, les mercredis pour les élèves de deuxième année, et les vendredis pour les élèves de troisième année, à deux heures.

##### *Dialectes Soudanais.*

M. Ch. Monteil, *chargé de cours*, exposera les principes de la langue peule et le rôle des Peuls dans l'Islamisation de l'Afrique Occidentale, les lundis et mercredis, à cinq heures et demie.

M. Gaudefroy-Demombynes, *chargé de cours*, exposera les éléments des dialectes arabes et berbères du Soudan, les mercredis, à quatre heures et demie ; il étudiera l'histoire et les institutions des populations musulmanes de l'Afrique française, les mardis, à cinq heures.

Vu et approuvé :  
Le Ministre de l'Instruction publique  
et des Beaux-Arts,  
A. BRIAND.

Paris, le 2 décembre, 1907.

L'Administrateur de l'École,  
A. BARBIER DE MEYNARD.\*

\* [M. Barbier de Meynard died in 1908 and was succeeded as *Administrateur* by M. Paul Boyer.]



Le registre des inscriptions sera ouvert du 15 octobre au 15 novembre.—Les élèves réguliers pourront travailler dans la salle d'étude, tous les jours, de midi à cinq heures.—La Bibliothèque de l'École sera ouverte, pour les personnes autorisées à la fréquenter, les mardis et vendredis, de deux heures à cinq heures.

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Tableau des Jours et Heures des Cours.

Lundis.	Salles.	Heures.	Mardis.	Salles.	Heures.
MM.			MM.		
Lieou-Fou-Teh'eng	2.	9 h. $\frac{1}{2}$ —11 h. $\frac{1}{2}$ .	Vissière	2.	10 heures.
El Koubi	5.	1 heure.	El Koubi	2.	1 heure.
Sévadjian	3.	1 heure.	Houdas	5.	2 heures
Bitar	1.	1 heure $\frac{3}{4}$ .	Huart	4.	2 heures.
Paul Boyer	2.	2 heures.	Julien Vinson	3.	2—4 heures.
Durand	3.	2 heures.	Cabaton	1.	2 heures.
Hubert Pernot	4.	2 heures.	Cordier	5.	3 heures.
Derenbourg	5.	3—4 heures $\frac{1}{2}$ .	Stehoukine	2.	3 heures $\frac{1}{4}$ .
Mondon-Vidailhet	1.	3 heures.	Barbier de Meynard	4.	3 h. $\frac{1}{2}$ —5 h. $\frac{1}{2}$ .
Stehoukine	2.	3 heures $\frac{1}{4}$ .	Macler	1.	3 heures $\frac{1}{2}$ .
Masse	5.	4 heures $\frac{3}{4}$ .	Picot	5.	4—6 heures.
Gorai	3.	4—6 heures.	Macler	3.	4 heures $\frac{1}{2}$ .
Monteil	2.	5 heures $\frac{1}{2}$ .	Lorgeou	1.	5 heures.
Dautremer	4.	5 heures.	G. Demombynes	2.	5 heures.
Mercredis.	Salles.	Heures.	Jendis.	Salles.	Heures.
MM.			MM.		
Lieou-Fou-Teh'eng	2.	9 h. $\frac{1}{2}$ —11 h. $\frac{1}{2}$ .	Vissière	2.	10 heures.
El Koubi	5.	9 heures $\frac{1}{4}$ .	Sévadjian	1.	1 heure.
Houdas	5.	10 heures $\frac{1}{2}$ .	Bitar	5.	2 heures.
Bitar	3.	1 heure $\frac{3}{4}$ .	Julien Vinson	3.	1 heure $\frac{1}{2}$ .
Huart	4.	2 heures.	Stehoukine	2.	2—4 heures $\frac{1}{2}$ .
Durand	5.	2 heures.	Jean Psichari	4.	2 heures $\frac{1}{2}$ .
Paul Boyer	2.	2 heures.	Mondon-Vidailhet	1.	3 heures.
Cabaton	1.	2—4 heures.	Ravaisse	5.	3 heures $\frac{1}{2}$ .
Derenbourg	5.	3—4 heures $\frac{1}{2}$ .	Masse	4.	4 heures $\frac{1}{4}$ .
Stehoukine	2.	3 heures $\frac{1}{4}$ .	Gorai	3.	4—6 heures.
G. Demombynes	3.	4 heures $\frac{1}{2}$ .	El Koubi	2.	5 heures.
Macler	4.	4 heures $\frac{1}{2}$ .			
Dautremer	5.	5 heures.			
Lorgeou	1.	5 heures.			
Monteil	2.	5 heures $\frac{1}{2}$ .			
Gorai	4.	5 heures $\frac{1}{2}$ .			
Vendredis.	Salles.	Heures.	Samedis.	Salles.	Heures.
MM.			MM.		
Lieou-Fou-Teh'eng	4.	9 h. $\frac{1}{2}$ —11 h. $\frac{1}{2}$ .	El Koubi	5.	9 heures $\frac{1}{4}$ .
El Koubi	2.	1 heure.	Vissière	2.	10 heures.
Sévadjian	3.	1 heure.	Houdas	5.	10 heures $\frac{1}{2}$ .
Cordier	5.	1 heure $\frac{1}{2}$ .	Bitar	5.	1 heure $\frac{3}{4}$ .
Houdas	2.	2 heures.	Huart	4.	2 heures.
Durand	1.	2 heures.	Paul Boyer	2.	2 heures.
Hubert Pernot	3.	3—5 heures.	Jean Psichari	3.	2—4 heures.
Ravaisse	5.	3 heures $\frac{1}{2}$ .	Barbier de Meynard	4.	3 heures $\frac{1}{4}$ .
Houdas	2.	3 heures $\frac{1}{2}$ .	Mondon-Vidailhet	1.	3 heures.
Masse	4.	4 heures $\frac{3}{4}$ .	Stehoukine	2.	3 heures $\frac{1}{4}$ .
Picot	5.	4 heures $\frac{3}{4}$ .	Lorgeou	1.	4 heures.
Dautremer	2.	5 heures.	Gorai	4.	4 h. $\frac{1}{4}$ —6 h. $\frac{1}{4}$ .
El Koubi	3.	5 heures.	El Koubi	5.	5 heures.

## APPENDIX VII.

## Documents relating to the Seminar for Oriental Languages, Berlin.

(a) Report on the Work of the Seminar for Oriental Languages in the Royal Friedrich Wilhelm University of Berlin during the first Five Years of its existence, 1887-1892. By the Temporary Director, Professor Dr. Eduard Sachau, Regierungsrath, Berlin, 1893.

(*Bericht über die Wirksamkeit des Seminars für Orientalische Sprachen, etc.* . . .  
Gedruckt in der Reichsdruckerei.)

## I.—ADMINISTRATION.

Since the opening on the 18th October, 1887, the Seminar for Oriental Languages has performed its teaching task by giving, during five years, courses, each lasting during the two semesters of the University year, and, in addition, holiday courses from the 15th March to the 15th April and from the 15th September to the 15th October. Whilst the instruction is interrupted from the 15th August to the 15th September, the other business of the Seminar, *i.e.*, the correspondence, the translation work, and the publication work, is continued throughout the year without a break.\*

Two State papers form the official basis for the conduct of the teaching as well as of the administration of the Seminar:—

- (1) The Memorandum and plan of the bases of an Agreement to be made between the Empire and Prussia, together with a Declaration of the Royal Prussian Minister of State, which was laid before the Reichstag on 30th March 1887 (*Die Denkschrift und Entwurf der Grundlagen einer zwischen dem Reich und Preussen abzuschliessenden Vereinbarung nebst Erklärung des Königlich preussischen Staatsministeriums, welche am 30 März 1887 dem Reichstag vorgelegt sind*):
- (2) The official Notice of His Excellency the Royal Prussian Minister of Religious, Educational, and Medical Affairs of the 5th August 1887 (*die Bekanntmachung Seiner Excellenz des Königlich preussischen Ministers der geistlichen, Unterrichts- und Medizinal-Angelegenheiten vom 5 August 1887*).

For the further carrying out of the provisions and suggestions contained in these fundamental articles of constitution (*Grundgesetzen*) as well as for the regulation of the most important details of administration, a number of single orders have been issued by administrative action.

## I. GENERAL CONDITIONS OF ENTRANCE.

§ 1. Each candidate must matriculate at the University, or procure a "Hospitanten-schein"† from the Rector of the University.

§ 2. An inclusive entrance fee of 5 marks is payable in the ordinary way at the University *Quästur* for admission to the lectures. There are no lecture fees.

§ 3. Every member of the Seminar must at the beginning of each half year pay a half-yearly fee of 20 marks (1*l.*) to the Secretary of the Seminar for the upkeep of the Seminar Library.

NOTE.—It appears necessary to add with reference to §§ 2 and 3 that—

1. All the instruction in the Seminar is free.
2. According to an order of the University a fee of 5 marks, whether for one or more lectures, is to be paid in advance to the *Quästur* of the University for permission to attend the lectures, so that the total expense for attendance at the Seminar for a half-year amounts to 25 marks.

In October 1892 the Seminar was removed from the "*Alle Börse*," C, Am Lustgarten, 6, into the house formerly known as the "Jüngkenschches Haus," C, Am Zeughaus, 1.

† Special permission for non-matriculated students to attend lectures.

It must be noticed that the fee mentioned in § 3 can under no circumstances be remitted, deferred, or returned.

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## 2. SPECIAL CONDITIONS OF ENTRANCE.

### A.—Conditions for Matriculated Students (*Studirende*).

1. Students must make a written application to the Director, enclosing a *curriculum vitae*, a Maturitäts-zeugnis, and a statement with regard to their University studies.
2. They must state in writing what language they propose to study, and whether they wish to study it for the purpose of obtaining a post in the Imperial Interpretship Service or for other purposes.
3. The number of admittances is limited by § III. 7 of the Ministerial Order of the 5th August. "The number of students attending any one course must not as a rule exceed 12."

### B.—Conditions for Non-Matriculated Students (*Nichtstudirende*).

1. Non-matriculated students must make a written application to the Director enclosing a *curriculum vitae* and testimonials giving evidence that they "possess the necessary degree of intellectual and moral development (*reife*)."<sup>\*</sup> (See the Ministerial Order of 5th August, § II.) Persons in an official position must furnish official documentary evidence thereof; those in private life must enclose a police certificate of good conduct (*polizeiliches Sittenzeugnis*) or other suitable document in lieu thereof. For such candidates as have not passed through a Realschule or a Gymnasium, the permission to enlist for one year's volunteer service [in the Army or Navy] is taken as proof of the necessary degree of intellectual and moral development, whilst the production of such proof may be dispensed with in individual cases, when public or private certificates afford evidence that the candidate in question possesses the previous culture required, as well as the earnest desire to work.

Entrance to the Seminar for the purpose of receiving instruction in languages can only take place in the Autumn, and not at Easter, since as a general rule new courses commence at the opening of the Winter Semester, which begins on the 15th October. Students will only be admitted exceptionally at Easter, in cases where a candidate, in the judgment of the Teachers concerned, possesses the necessary preliminary knowledge to be able to join the class with advantage to himself and without disturbing the work of others. On the other hand, students may enter the Seminar for purposes of receiving instruction in the *Realien* [customs, institutions, economic conditions, &c.], either at the beginning of the Winter Semester or of the Summer Semester, *i.e.*, on 15th October and 15th April.

## 3. REGULATIONS FOR BURSARIES.

The following rules are laid down with regard to applications for Bursaries:—

1. Applications must be sent to the Director within the first six weeks of each semester.
2. As a rule only those applicants will be considered who have attended the Seminar for at least a semester with satisfactory results (*mit gutem Erfolg*), and who give sufficient proof of their need for financial assistance.
3. The decision will be communicated to the applicants by the Director.

Since the foundation of the institution, Bursaries have been granted regularly in each semester; and as far as circumstances permitted, the principle has been followed of granting every possible aid to young men of the commercial class, in whose case attendance at the Seminar implied giving up their means of livelihood. Applicants of this kind, when their work is excellent and their conduct irreproachable, are granted half-yearly allowances up to 400 marks (20*l.*).

4. The Foreign Office has sent a Notice to the Seminar with regard to Interpretships, which lays down the fundamental rules for the admittance of a "Referendar"<sup>\*</sup> to service as an Interpreter at the Imperial Embassies and Consulates.

<sup>\*</sup> [A person who has passed the first State examination in law.—SECRETARY.]

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## NOTICE CONCERNING THE CAREER OF AN INTERPRETER:

The first condition for entrance to the career of Student-Interpreter is that the candidate, besides possessing a thorough and general education, is able to give evidence of a sufficient knowledge of the French and English languages, and that he possesses the capacity for becoming easily and quickly accustomed to foreign tongues. But the candidates must not merely possess a gift for language study, but also qualifications for practical service. Hence the rule is to take as Student-Interpreters young law-students who have passed at least their *first examination*.

Besides this, it is necessary that the candidate by his own personal qualities shall appear fitted for such service, and especially that he shall possess a strong constitution, which will offer a guarantee of his being able to support difficulties of climate without injury; it is also presupposed that he has fulfilled his military service.

Should the candidate fulfil all these conditions, and if there is a vacancy in the Service, he is admitted as a Student-Interpreter on condition that he binds himself either to serve the Empire for at least ten years from the time of the completion of his studies, or, on the other hand, if he retires from the Service at his own request within this time, to refund the expenses of his passage and training.

Moreover, no candidate by his admittance as a Student-Interpreter can lay claim to a definite post in the Imperial Service. After the opening of the Seminar for Oriental Languages, future candidates for the Interpretership service under the Foreign Office, who have passed the examinations to be introduced at the Seminar, and who have also fulfilled the foregoing conditions and requirements, will have preference over other applicants when vacancies occur.

5. The following Ministerial Order of 22nd June 1889, concerning the Regulations for the Diploma Examination of the Seminar for Oriental Languages, prescribes all matters relating to examination in the Institution :—

THE REGULATIONS FOR THE DIPLOMA EXAMINATION OF THE SEMINAR FOR ORIENTAL LANGUAGES AT THE ROYAL FRIEDRICH WILHELM UNIVERSITY OF BERLIN.

1. Those students of the Seminar for Oriental Languages at the Royal Friedrich Wilhelm University of Berlin, who wish to obtain a diploma as a proof of the successful employment of the time spent in their studies, must undergo an examination by one of the Examination Boards of the Seminar.

2. Candidates who have studied at other German Universities will be admitted to this Diploma Examination.

3. For every language taught in the Seminar an Examination Board is formed consisting of the Director, as Chairman, and two or more members for each year of study, appointed by the Minister for Education, &c.\*

4. The examination takes place regularly at the end of each academic year.

In special cases, with the consent of the Minister for Education, &c., examinations may be arranged at other times by the Chairman.

5. Written notice of entry for the regular examination must be sent to the Chairman before the 1st June. In cases provided for under the second paragraph of the preceding section the decision as to the last day of entry is left to the Chairman.

6. The candidate must state on his entry-form in what foreign language he wishes to be examined. The entry-form must be accompanied by—

(i) Sufficient proof of his educational progress and good conduct.

(ii) A *curriculum vitae*, composed by himself and written in his own handwriting in the following languages :—

(a) English ;

(b) French ;

(c) The foreign language offered for examination.

(iii) A written declaration that the documents mentioned in (ii) above have been written and composed by himself unassisted.

\* [The abbreviation, Minister for Education, &c. is used as an abbreviated translation of "*Minister der Geistlichen, Unterrichts-, und Medicinal-Angelegenheiten*."—SECRETARY.]

7. The Chairman will decide from the entry-form whether the candidate is to be admitted to the examination or not.

In the case of refusal of admittance to the examination, the candidate may appeal to the decision of the Minister of Education, &c.

8. The object of the examination is to ascertain whether the candidate has obtained the degree of proficiency in the foreign language required by the Seminar (*see* No. III. 2 of the Notice concerning the Seminar for Oriental Studies at the Royal Friedrich Wilhelm University of Berlin, of 5th August, 1887).

9. The examination consists of two portions, written and oral. The written portion precedes the oral.

10. The written examination consists of—

- (i) A translation from the foreign language (*see* first sentence of Section 6 above) into German, and *vice versa*;
- (ii) A German essay on a subject taken from the *Realien* of the countries where the language in question is spoken.

The work is to be done in the examination room, without the help of books, &c. (*ohne Hilfsmittel*) within a time to be fixed by the Chairman, which must in no case exceed four hours.

11. The Board decides whether a candidate is to be admitted to the oral examination on the result of the written examination.

If the result is satisfactory, the date for the oral examination will be communicated to the candidate.

If the result is unsatisfactory, the candidate will be informed that he cannot be admitted to the oral examination, and his papers will be returned to him.

12. The oral examination, as a rule, lasts two hours for each candidate. The examination is held partly in the language which is offered for examination.

The conduct of the examination is controlled by the Chairman. He may, according to his discretion, take part in the examination.

He is empowered to require the Teachers and Lektors of the Seminar who are not members of the Board to take part in the examination.

13. The Board is required to come to a decision on the general result of the examination immediately after the conclusion of the oral portion of the examination.

14. If the candidate has passed, the Board decides which of the three following mentions is to be awarded to him:—

- Passed (*bestanden*).
- Passed creditably (*gut-bestanden*).
- Passed with distinction (*mit Auszeichnung bestanden*).

If the candidate has failed, the Board decides how soon he may enter again for examination.

15. A diploma in the form subjoined will be given by the Board to each successful candidate.

16. The decisions of the Board are taken by the majority of votes. In the case of equal voting the Chairman has the casting vote.

17. The fee for examination, exclusive of the stamp, is 60 marks (*3l. circa*).

This sum is to be sent to the Secretary of the Seminar by the candidate on being informed that his entry has been accepted.

18. The preceding regulations regarding the examination come into force on July 1st, 1889. The Director of the Seminar is entrusted with their execution.

Ordered,—in conjunction with the Foreign Office.

Berlin, 22nd June, 1889.

THE ROYAL PRUSSIAN MINISTER FOR RELIGIOUS,  
EDUCATIONAL, AND MEDICAL AFFAIRS,  
v. GOSSLER.

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## Seminar for Oriental Languages at the Royal Friedrich Wilhelm University of Berlin.

### DIPLOMA.

Mr. \_\_\_\_\_, born \_\_\_\_\_ 18\_\_\_\_, at \_\_\_\_\_ son of \_\_\_\_\_ of \_\_\_\_\_, a member of the \_\_\_\_\_ Faith has, for the purpose of obtaining a  
DIPLOMA IN THE \_\_\_\_\_ LANGUAGE  
undergone a written Examination on \_\_\_\_\_ and an oral Examination  
on \_\_\_\_\_ 18\_\_\_\_ before the members of the Royal Examination Board,  
undersigned.

(School education and Course of Studies.)

(Result of the written Examination.)

(Result of the oral Examination.)

On the results of the written and oral Examinations the members of the Examination Board undersigned award

Mr. \_\_\_\_\_ of \_\_\_\_\_ this DIPLOMA

as a testimony that he has passed the Examination in the

\_\_\_\_\_ Language

(with credit, with distinction)

Berlin, \_\_\_\_\_ 18\_\_\_\_.

THE ROYAL EXAMINATION BOARD.

(Signatures)

Since this date examinations have been held every Summer Semester, and also at other times, by way of exception, with the consent of the aforesaid Minister; a summary of these examinations is given below, showing which languages were taken in each year :—

#### Summer Semester, 1889.

Modern Arabic	-	-	-	4 (three law students and one from the Philosophical Faculty).
Turkish	-	-	-	5 (law students).
Hindustani	-	-	-	2 (one law student and one author).

#### Winter Semester, 1889-1890.

Turkish	-	-	-	1 (law student).
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#### Summer Semester, 1890.

Chinese	-	-	-	3 (law students).
Japanese	-	-	-	2 (law student and one from the Philosophical Faculty).
Persian	-	-	-	1 (law student).
Modern Arabic	-	-	-	1 (law student).
Turkish	-	-	-	3 (law students).
Swahili	-	-	-	4 (three law students and one clerk in the Law Court).

#### Winter Semester, 1890-1891.

Turkish	-	-	-	1 (law student).
Swahili	-	-	-	1 (private person).

#### Summer Semester, 1891.

Chinese	-	-	-	1 (law student).
Japanese	-	-	-	3 (law students).
Modern Arabic	-	-	-	2 (law students).
Swahili	-	-	-	2 (law students).

*Winter Semester, 1891-1892.*

Modern Arabic (Syrian) - 1 (law student).

*Summer Semester, 1892.*

Chinese - - - - 1 (law student).  
 Modern Arabic (Egyptian) 3 (two merchants and a law student).  
 Swahili - - - - 2 (law students).  
 Persian - - - - 1 (theological student).

The serious difficulty experienced in constituting Boards of Examiners for the different languages has been overcome by the possibility of including men residing elsewhere than in Berlin. Besides a full diploma (*in motivirtes Zeugnis enthaltendes Diploma*), the Institution also grants another kind of certificate, a "Studienzeugnis," which is similar to the "Dekanatszeugnis" of the University, and affords information with regard to the performance of a student during a single semester. No fixed time of study at the Seminar is necessary for entrance to the diploma examination; the candidates are, on the contrary, free to enter as soon as they think they have reached the required standard, irrespective of whether their time of study at the Seminar has been short or long, or whether they have acquired the requisite knowledge at the Seminar or at any other of the German Universities. The often misunderstood regulation contained in paragraph III., 5, of the Ministerial Order of 5th August, 1887 ("the course lasts six to eight semesters for Chinese, six semesters for Japanese, "four semesters for Hindustani, for Arabic, Persian, and Turkish, respectively, two "semesters for Swahili"), only means that the periods mentioned are necessary, according to expert opinion, to reach the standard desired. But here it must be mentioned that experience up to the present date has to some extent modified the opinions expressed in that paragraph, and shows that, for example, in the case of Chinese, if all the courses have been followed uninterruptedly, a period of four semesters, in some circumstances, is sufficient. On the whole, a two years' course, in which during the first year most importance is attached to the oral exercises, in the second year great importance to the written exercises, appears to meet all round needs most satisfactorily. Anyone who only aims at a certain proficiency in conversation, and the understanding of written and printed matter, can, on the average, achieve his aim within a year; but a person who aims at greater skill in reading written matter and a certain practice in unaided composition of simple pieces, needs, on the average, three to four semesters, if not more, always taking it for granted that he attends all the classes of the Teachers and Lektors uninterruptedly. Since it has been repeatedly emphasized in commercial circles that, at the most, a young business man can only spare a year of his career for study at the Seminar, the authorities have striven to make the one-year course at the Seminar for such students as fruitful as possible, and to give them a definite knowledge of the language within certain limits, which will assure them a certain amount of independence at the beginning of their stay in the foreign country, and the possibility later on of quick and sure progress in learning the new language.

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## II.—TEACHING STAFF AND OFFICIALS.

As far as the teaching staff of the Seminar is concerned, many alterations have been necessary from the fact that several Oriental Lektors have returned home at the expiration of their contracts of service, namely:—

The Lektors in Chinese, Kuei Lin and Pan Fei Shing, in August 1890.

The Lektor in Japanese, Dr. Inouye, at the same time.

The Lektor in Arabic, Shaykh Hassan Taufik in September 1892.

Besides this the Lektor in Swahili, Sleman Bin Saïd, a native of Zanzibar, died in the spring of 1891.

The following gentlemen have taken their places:—

Hsüeh Shen, Au Fung Tschü, as Lektors in Chinese.

T. Senga as Lektor in Japanese.

Muhammed Nassar as Lektor in Egyptian Arabic.

Amor Bin Nasir as Lektor in Swahili.

Since the resignation of Dr. Andreas and Mr. Rosen, the two chairs of Hindustani and Persian have been made into one, which has since then been filled by Mr. Ghori, a native of India. In consequence of increasing need for instruction in Arabic, Dr. B. Moritz, the Librarian and Secretary of the Seminar, was also appointed Teacher of

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Arabic for the Dialects of Morocco, Egypt, and East Africa, and a special Lektor was appointed for the Moroccan dialect, Muhammed Bu Selham of Tangier. Besides, in consideration of the great use and importance of Modern Greek in the countries on the Eastern Mediterranean, Prof. John Mitsotakis was appointed as Teacher in this language. On the other hand, at the present time the Seminar has no native Lektor for Turkish.

The extension of the teaching in various branches of *Realien* sanctioned by the Reichstag and the Landtag during the Session of 1891-92 is partly accomplished and partly in preparation. It is intended to furnish those students of the Seminar who wish to make practical use of their knowledge of languages as merchants, missionaries, engineers, officials, and travellers in southern lands, with a certain amount of information, which has been recognised on all sides as useful and necessary, but which hitherto has not been given at any teaching institution. The most important question to be dealt with is the knowledge of present and recent commercial conditions, with full details, relating to customs legislation, international money transactions, shipping, maritime law and marine insurance, commercial statistics and commercial geography; also the knowledge of the most important hygienic rules for warm and tropical countries, as well as a certain amount of preparation for self-treatment in case of medical necessity; a knowledge of the chief products, especially vegetable products, which China and Japan, Southern Asia, the countries of the Mediterranean, and some parts of Africa yield to international trade, and to our shipping and industry; finally, a certain amount of skill in the use of different practical scientific methods for observations on climate, altitude above sea-level, and longitude and latitude. Professor Dr. Güssfeldt, Stabsarzt (Surgeon-Major), Dr. Kohlstock, and Dr. Warburg took up their duties, as representatives of these branches of the *Realien*, at the Seminar at the beginning of the Winter Semester 1892-93, and Consul Dr. Zimmermann will take up his duties at the beginning of the Summer Semester 1893.

The number of the administrative officers of the Institution has been increased by the appointment of Herr W. Hildebrandt as Assistant Librarian and Clerk.

Leave of six weeks in the year has been granted to the staff by a Ministerial decree of the 4th February, 1889, but on condition that the existing state of business at the Seminar permits of their absence, that they leave their address at the Seminar before their departure, that in case of necessity even during their absence they should perform work for the Seminar, and that they may be recalled by telegram at any time.

Apart from the actual teaching there is always translation work of various kinds to be done at the Seminar. Documents of all kinds, which have to be translated from or into foreign languages, contracts, private correspondence, official documents, which are sent to the Director by official authorities, such as the Foreign Office, by large business houses and by private persons, are, at the request of the Director, at once dealt with by the specialists in the languages concerned. The fee is settled by the Director in accord with the translator. But while such translations have an official character, inasmuch as the Seminar answers for them, yet, on the other hand, the Seminar has thought fit to decline to have any legal, or financial responsibility for its translations.

## III.—ATTENDANCE.

The following table shows total attendances at the Seminar up to this date, with the languages and the professions of the students:—

Classes.	Belonging to the Faculty of Law : Referendars, and Assessors.	Belonging to the Faculty of Philology : Teachers, and Scholars.	Business Men and Private Persons.	Officers.	Theologians.	Medical Practitioners.	Technologists.	Total Number of Students attending each Class.
Chinese - - - -	124	16	46	9	5	—	2	202
Japanese - - - -	66	24	31	—	4	—	2	127
Hindustani - - - -	18	7	4	—	2	—	—	31
Arabic - - - -	127	48	36	—	4	5	2	222
Persian - - - -	13	8	4	—	2	—	—	27
Turkish - - - -	83	16	27	6	—	1	2	135
Swahili - - - -	58	11	24	8	5	1	2	109
	489	130	172	23	22	7	10	853



The number of students of the seminar, in each semester, was as follows :—

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Winter 1887-88	- - - - -	98	students.
Summer 1888	- - - - -	72	"
Winter 1888-89	- - - - -	115	"
Summer 1889	- - - - -	83	"
Winter 1889-90	- - - - -	111	"
Summer 1890	- - - - -	80	"
Winter 1890-91	- - - - -	113	"
Summer 1891	- - - - -	69	"
Winter 1891-92	- - - - -	97	"
Summer 1892*	- - - - -	63	"

In connection with these statistics of students of Oriental Languages (including Modern Greek) it must be mentioned that in some of the rooms at the disposal of the administrative staff free private instruction has been given in Spanish and, for some time, in Russian; this instruction has been given not only to the full students of the Seminar, but also to others, especially business men.

As in the University of Berlin, the attendance in Summer is, as a rule, smaller than in Winter, because a certain number of those students who enter at the beginning of the Winter Semester leave in the course or at the end of that semester, and, under the regulations, an increase by the admission of new students cannot take place at the beginning of the Summer Semester.

The decrease in the attendance visible in the last Table is partly explained by the fact that, whilst in the early years nearly all the applications from law students were accepted, since then a substantial restriction had to be made with regard to these, so that a considerable number of applications for admittance were in consequence refused each year. The need of the Imperial Embassies and Consulates in the East for a fresh supply of Interpreters is, although continually growing, a limited one; for this reason, and because since the completion of the first course at the Seminar and the examination for the diploma took place (*i.e.*, since 1889) a certain number of well-prepared candidates have been at the disposal of the Foreign Office, it has not been thought advisable to allow the number of additional new candidates to increase without restriction.

In the case of Referendars the combination of the preparatory legal service with attendance at the Seminar presupposes their appointment in the district of the *Kammergericht* [Court of Judicature of Brandenburg] or their transference to this district. But as admission to preparatory service in the district of the *Kammergericht* is, as a rule, limited to inhabitants of the Province of Brandenburg, there results a difficulty for others who wish to attend the Seminar during the period of their activity as Referendar. The President of the *Kammergericht*, however, in consideration of the wishes of the Institution and to render attendance at the Seminar possible for inhabitants of other parts of the country, has declared that the latter, upon production of a certificate of their approaching admission to the Seminar, may be admitted, exceptionally to the legal preparatory service here during the period of their study at the Seminar. Use has already been made of this concession in some cases; but applications for the concession are considerably more numerous than can be dealt with.

In the public interest two important points in connection with the study at the Seminar may here be noticed :—

- (a) Students are recommended to begin the study of an Asiatic or African language at as early an age as possible. Law students are recommended so to arrange their studies that during the first two years of their three years' academic course at the University of Berlin, they also learn a language at the Seminar, and pass the Diploma examination at the Seminar in the fourth semester; and they are recommended, if they wish later on to enter the Interpretership Service, not to delay their application to the Foreign Office to be placed on the list for the Service too long after passing the first State examination in law. That skill in the speaking and writing of English and French is a qualification of the first importance for the above-mentioned Service, should be early borne in mind by the student who wishes to devote himself to it. The student who enters the Seminar young may possibly have the advantage of being sent abroad at a comparatively early age, and this privilege cannot be too highly estimated, for experience shows that the older a man is the more difficult it is for him to

\* In the winter of 1892-93, the number of students amounted to 96.

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accustom himself to a warm or tropical climate, if he does so at all. For this reason regulations have been laid down in England and Holland that applications from persons above a certain age are excluded.

- (b) It is a condition of entrance into the Interpretership Service, that candidates should already possess a certain knowledge of legal documents and judicial proceedings. Those Referendars are therefore preferred for appointment who, besides possessing the diploma of the Seminar, can give proof of successful practice in the service of the court, during a period of at least three to four semesters, and who also combine with the necessary knowledge of English and French, and perfect health, inclination and fitness for practical life. Naturally, even if all these conditions are fulfilled, admission to the Interpretership Service can only follow as the official need for the appointment of new candidates makes itself felt. In conclusion it is incidentally to be recommended in connection with the studies in question, that students should perform their military service as far as possible at the beginning of their University studies.

As already mentioned above, it is not possible for business men from other parts of Germany to attend the Seminar without giving up their situations, and it appears, on account of the great demands of business life, that it is only in the most exceptional cases that young men who have posts in Berlin have the necessary time for attendance at the Seminar. Nevertheless it is proved by the correspondence of the Seminar, that the wish to learn Oriental Languages, and to go out in a business capacity to various lands, is extraordinarily widespread among young men in business in all parts of the German Empire. The authorities of the Seminar have always exercised the greatest caution in answering inquiries from these sources, upon the principle that it is not advisable at the present time for a young German merchant to go out as a speculation to Asiatic and African foreign countries, armed only with a knowledge of certain languages, and with no property of his own to fall back upon, and that such an undertaking in the overwhelming majority of cases must end in disappointment and misfortune. But whilst to inquiries from such persons a discouraging answer is given, on the other hand, young business men who desire to go out with a settled and assured prospect, and for the furtherance of their purpose wish to learn an Oriental Language, always receive the most ready welcome, as well as the fullest help from the Seminar.

#### IV.—FORMER STUDENTS OF THE SEMINAR.

As far as the authorities of the Seminar are in a position to give information concerning the further career of the students after they have left the Institution, they can state that a number of them have found occupation in the Imperial Service in different Asiatic countries, chiefly in China, whilst others have gone out in the employ of business houses, or on their own account. The following statement affords more detailed information :—

##### A.—Students who have been Appointed as Interpreters in the Imperial Embassies and Consulates, under the Foreign Office.

In China (Peking)	-	-	-	-	-	5
In Arabian countries (Beirut, Zanzibar, Tangiers)	-	-	-	-	-	3
In Turkey (Constantinople, Salonika)	-	-	-	-	-	4
In Japan (Tokio)	-	-	-	-	-	1
In Eastern India (Calcutta)	-	-	-	-	-	1
In East Africa (Dar Essalam)	-	-	-	-	-	1
						<u>15</u>

##### B.—Students who have taken up other Careers, chiefly Private.

In China (Peking, Canton, Shanghai): Bank officials, Technologists, Merchants	-	-	-	-	-	5
In Japan (Tokio): Scholar	-	-	-	-	-	1
In India: Missionary	-	-	-	-	-	1
In Syria: Scientific traveller (Geologist)	-	-	-	-	-	1
In Zanzibar: Merchants, Post Office officials	-	-	-	-	-	5
In East Africa: Merchants, Officers, Judges, Teachers, Missionary	-	-	-	-	-	11
In West Africa: Officers	-	-	-	-	-	2
						<u>26</u>

[A Table showing the birth-places of the foregoing, is omitted here.—SECRETARY.]

With regard to those students who left the Institution without giving notice, it has been ascertained from private information that some are continuing at home the studies of the languages begun at the Seminar for purposes of research, others have gone abroad in private interests and in different careers, and others again have made use of their studies at the Seminar as a preparation for scientific travel.

The Seminar and its efforts must depend on the condition of the material and intellectual interests of the German Empire in Asia and Africa; and an increase in the number of careers in which the students may find occupation fitted to their knowledge is to be looked for in the prosperous development of those interests.

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#### V.—PUBLICATIONS OF THE INSTITUTE.

When the Seminar was first opened, a very considerable lack was felt of teaching apparatus suited to its special purposes and to the methods necessitated by the shortness of the course. In the Winter of 1887–88 Her late Majesty the Empress and Queen Augusta took the young Institution under her gracious patronage; a Report upon the need for a collection of text-books was presented to Her Majesty, who graciously granted the Seminar a donation for the carrying out of this undertaking. The following books, for the most part written by the teaching staff of the Seminar, have since been published with the help of this fund.

*Text-books of the Seminar for Oriental Languages in Berlin.*  
Published by the Director of the Seminar. Large 8°.

Volume I.: Lehrbuch der Japanischen Umgangssprache, von Professor Dr. Rudolf Lange, Lehrer des Japanischen am Seminar. 1890.

Volume II.: Suaheli-Handbuch, von Walter von Saint Paul Illaire, Lieutenant der Reserve und Generalbevollmächtigter der Deutsch-Ostafrikanischen Gesellschaft in Ostafrika. 1890.

Volume III.: Wörterbuch der Suaheli-Sprache, Suaheli-Deutsch und Deutsch-Suaheli, nach den vorhandenen Quellen bearbeitet von Dr. C. G. Büttner, Lehrer des Suaheli am Seminar. 1890.

Volume IV.: Japanisches Lesebuch. Märchen und Erzählungen in japanischer Umgangssprache und lateinischer Umschrift, nebst Anmerkungen und Wörterbuch von Hermann Plaut. 1891.

Volume V.: Praktische Grammatik der Neugriechischen Schrift- und Umgangssprache. Mit Uebungsstücken und Gesprächen von J. K. Mitsotakis. 1891.

Volume VI.: Lehrbuch der Éphe-Sprache (Ewe), Anlo-, Anecho- und Dahome-Mundart mit Glossar und einer Karte der Sklavenküste von Dr. phil. Ernst Henrici. 1891.

Volume VII.: Handbuch der Nordchinesischen Umgangssprache mit Einschluss der Anfangsgründe des neuchinesischen offiziellen und Briefstiels von Professor Carl Arendt, Lehrer des Chinesischen am Seminar. Erster Theil: Allgemeine Einleitung in das Chinesische Sprachstudium. Mit einer Karte. 1891.

Volume VIII.: Lehrbuch des Oshikuanjama (Bantu-Sprache in Deutsch-Südwest-Afrika) von P. H. Brinker, Missionar der Rheinischen Missions-gesellschaft in Südwest-Afrika. Erster Theil: Grammatik des Oshikuanjama in Verbindung mit Oshindonga und mit gelegentlicher Vergleichung des Otjihélero. Zweiter Theil: Wörterbuch des Oshikuanjama mit Vergleichung des Oshindonga und Otjihélero, in zwei Theilen sachlich geordnet. 1891.

Volume IX.: Sammlung Arabischer Schriftstücke aus Zanzibar und Oman. Mit einem Glossar, herausgegeben von Dr. B. Moritz, Lehrer des Arabischen am Seminar. 1892.

Volume X.: Suaheli-Schriftstücke in Arabischer Schrift, mit lateinischer Schrift umschrieben, übersetzt und erklärt von Dr. C. G. Büttner, Lehrer des Suaheli am Seminar. 1892.

Among other material resources of the Seminar, the library and the collection of maps, which are available during the greater part of the day in the Seminar building, must be especially mentioned. It is to be noted that the use made of these resources increases satisfactorily from year to year.

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(b) **List of Lectures and Classes to be held during the Winter Semester from 15th October, 1907, to 15th March, 1908, in the Seminar for Oriental Languages, Berlin.**  
**(Berlin N.W. 7, Dorotheenstr. 6.)**

First day of entry, 15th October.

Lectures begin 21st October.

Course for the training of Officials in the practical use of Russian language begins 15th October.

## I.

LECTURES AND CLASSES PREPARING FOR THE IMPERIAL INTERPRETERS' SERVICE IN THE EMBASSIES AND CONSULATES IN THE EAST.

**Chinese.**

- I.—(1) Course for Beginners: Introduction to the Colloquial language of Northern China: Daily, Saturday excepted, 9—10 a.m., Prof. Dr. Forke.  
 (2) Second Course: With special attention to the Modern written language: Daily, Wednesday excepted, 8—9 a.m., Prof. Dr. Forke.  
 (3) The Economic Condition of China: Wednesday, 8—9 a.m., Saturday, 9—10 a.m., Prof. Dr. Forke.

Lecture Room No. 32.

- II.—(1) Practical Classes: Daily, Saturday excepted, 5—8 p.m. (5—6.30 for the Course for Beginners, 6.30—8 for the Special Course), Mr. Yao Pao Ming.  
 (2) Advanced Exercises: At times to be arranged, Mr. Yao Pao Ming.

Lecture Room No. 32.

- III.—(1) Practical Classes: Daily, except Saturday, 5—8 p.m. (5—6.30 for the Second Course, 6.30—8 for the Course for Beginners), Mr. Hsüeh Shen.  
 (2) Practice in Writing: Tuesday and Thursday, 4—5 p.m., Mr. Hsüeh Shen.

Lecture Room No. 31.

- IV.—Practical Classes in the Shanghai Dialect: Daily, 10—12 a.m., Mr. Wang Ching Doo.

**Japanese.**

- I.—(1) Course for Beginners: Daily, Wednesday excepted, 9—10 a.m., Prof. Dr. Lange.  
 (2) Second Course: Daily, Saturday excepted, 8—9 a.m., Prof. Dr. Lange.  
 (3) Advanced Exercises: At times to be arranged, Prof. Dr. Lange.  
 (4) Geography of Japan: Wednesday, 9—10 a.m., Saturday, 8—9 a.m., Prof. Dr. Lange.

- II.—(1) Practical Classes: Daily, Saturday excepted, 4—7 p.m. (4—5.30 for the Second Course, 5.30—7 for the Course for Beginners), Mr. Takahira Tsuji.  
 (2) Practice in Writing: Tuesdays and Thursdays, 7—8 p.m., Mr. Takahira Tsuji.

Lecture Room No. 21.

- III.—Parallel Classes. (1) Course for Beginners: Daily, Wednesday excepted, 9—10 a.m., Mr. H. Plaut.  
 (2) Second Course: Daily, Saturday excepted, 8—9 a.m., Mr. H. Plaut.

- IV.—Parallel Classes. Practical Classes: Daily, Saturday excepted, 5—7 p.m. (5—6 for the Course for Beginners, 6—7 for the Second Course), Dr. Kaiji Ichikawa.

Lecture Room No. 36.

**Modern Arabic, with special reference to the Dialect of Syria.**

- I.—(1) Course for Beginners: Daily, Wednesday excepted, 9—10 a.m., Prof. Dr. Hartmann.  
 (2) Second Course: Daily, 8—9 a.m., Prof. Dr. Hartmann.  
 (3) Advanced Class for the explanation and drafting of public and private documents in Modern Arabic: Wednesday, 10—11 a.m., Prof. Dr. Hartmann.  
 (4) Geography and Modern History of Syria: Wednesday, 9—10 a.m., Prof. Dr. Hartmann.
- II.—(1) Practical Classes: Daily, Saturday excepted, 5—7 p.m. (5—6 for the Course for Beginners, 6—7 for the Second Course), Mr. Amin Ma'arbes.  
 Lecture Room No. 18.

**Modern Arabic, with special reference to the dialect of Egypt.**

- I.—(1) Course for Beginners: Monday, Tuesday, Thursday, Friday, Saturday, 8—9 a.m.  
 (2) Second Course: Monday, Tuesday, Thursday, Friday, Saturday, 10—11 a.m.  
 (3) Modern History of Egypt: Saturday, 9—10 a.m.
- II.—(1) Practical Classes: Daily, Saturday excepted, 5—8 p.m. (5—6.30 for the Course for Beginners, 6.30—8 for the Second Course), Mr. Hamid Waly.  
 (2) Practice in Writing: Tuesday and Thursday, 4—5 p.m., Mr. Hamid Waly.  
 Lecture Room No. 38.

**Modern Arabic, with special reference to the dialect of Morocco.**

- I.—(1) Course for Beginners: Monday, Tuesday, Thursday, Friday, Saturday, 8—9 a.m. (combined with the Course for Beginners in the dialect of Egypt).  
 (2) Second Course: Monday, Tuesday, Wednesday, Thursday, Friday, 9—10 a.m.  
 (3) Modern History of Morocco: Wednesday, 8—9 a.m.
- II.—(1) Practical Classes: Daily, Saturday excepted, 5—8 p.m. (5—6.30 for the Course for Beginners, 6.30—8 for the Second Course), Mr. Abd el-Wahhab Bu-Bekr.  
 (2) Practice in Writing: Tuesday and Thursday, 4—5 p.m., Mr. Abd el-Wahhab Bu-Bekr.  
 Lecture Room No. 42.

**Modern Arabic.**

- (1) Course for Beginners: Introduction to the written language of the Arabs. At times to be arranged, Prof. Dr. Lippert.  
 (2) Second Course: Readings in the Koran. At times to be arranged, Prof. Dr. Lippert.  
 Lecture Room No. 25.

**Amharic.**

- (1) Practical Classes: Daily, 9—10 a.m., Dr. Mittwoch.  
 (2) Reading from documents: Monday, Wednesday, Friday, 10—11 a.m., Dr. Mittwoch.  
 Lecture Room No. 13.

**Ethiopic.** Practical Classes in Grammar and Reading: Tuesday, Thursday, Saturday, 10—11 a.m., Dr. Mittwoch.

Lecture Room No. 13.

**Persian.**

- I.—(1) Course for Beginners: Monday, Tuesday, Thursday, Friday, 5—6 p.m., Mr. Vacha.  
 (2) Second Course: Monday, Tuesday, Thursday, Friday, 6—7 p.m., Mr. Vacha.  
 (3) History and Geography of Persia: Wednesday, 5—6 p.m., Saturday, 10—11 a.m., Mr. Vacha.
- II.—(1) Practical Classes: Monday, Tuesday, Thursday, Friday, 9—10 a.m., Mr. Muhammed Hassan.  
 (2) Practice in Writing: Wednesday, 9—10 a.m., Mr. Muhammed Hassan.  
 Lecture Room No. 28.

App. VII. **Turkish.**

- I.—(1) Course for Beginners: Daily, Tuesday and Wednesday excepted, 8—9 a.m.  
 (2) Second Course: Daily, Friday and Saturday excepted, 9—10 a.m.  
 (3) Selected portions of the History of Turkey: Wednesday, 8—9 a.m., Saturday, 9—10 a.m.  
 (4) Drafting and interpretation of documents: Tuesday and Friday, 10—11 a.m.
- II.—(1) Practical Classes: Daily, Saturday excepted, 5—8 p.m., (5—6.30 for the Course for Beginners, 6.30—8 for the Second Course), Mr. Muhammed Hassan.  
 (2) Practice in Writing: Tuesday, 4—5 p.m., Mr. Muhammed Hassan.  
 Lecture Room No. 24.

## II.

## LECTURES AND CLASSES IN PREPARATION FOR THE IMPERIAL COLONIAL SERVICE.

**Swahili.**

- I.—(1) Course for Beginners: Daily, 9—10 a.m., Prof. Dr. Velten.  
 (2) Second Course: Daily, Wednesday and Saturday excepted, 8—9 a.m., Prof. Dr. Velten.  
 (3) History and Government of East Africa: Wednesday, 8—9 a.m., Prof. Dr. Velten.  
 (4) Practice in the explanation and drafting of official and private documents: Saturday, 8—9 a.m., Prof. Dr. Velten.
- II.—(1) Practical Exercises for Beginners: Monday, Wednesday, and Friday, 5—6.30 p.m., Tuesday and Thursday, 4—5.30 p.m. In connection with the Second Course: Daily, 6.30—8 p.m. Assistant Teachers, Mr. Saleh bin Omar and Mr. Makinyo Makanyaga.  
 Lecture Room No. 26.

- I.—Course for Beginners (for Missionaries): Daily, 10—11 a.m., Prof. Meinhof.  
 II.—Practical Exercises in Swahili (for Missionaries): Daily, except Wednesday and Friday, 11—12 a.m., Assistant Teacher, Mr. Saleh bin Omar.  
 III.—Phonetics, with special reference to African Languages: Wednesday and Friday, 11—12 a.m., Prof. Meinhof.  
 Lecture Room No. 29.

**Hindustani.**

At times to be arranged, according to requirements, Mr. Vacha.  
 Lecture Room No. 28.

**Gujarati.**

At times to be arranged, according to requirements, Mr. Vacha.  
 Lecture Room No. 28.

**Hausa.**

- (1) Course for Beginners: Daily, 9—10 a.m., Prof. Dr. Lippert.  
 (2) Second Course: Daily, 8—9 a.m., Prof. Dr. Lippert.  
 Lecture Room No. 25.

**Fulbe.**

Introduction to Fulbe with special reference to the Adamaua dialect: at times to be arranged, Prof. Dr. Lippert.  
 Lecture Room No. 25.

**Herero.**

Course for Beginners: Daily, 9—10 a.m., Prof. Meinhof.  
 Lecture Room No. 29.

**Ewe.**

Course for Beginners: Daily, 8—9 a.m., Prof. Meinhof.  
 Lecture Room No. 29.

**Nama.**

Course for Beginners: Daily, except Wednesday and Friday, 11--12 a.m., Prof. Meinhof.

Lecture Room No. 29.

**Theory and Practice of the determination of latitude and longitude.**  
(*Theorie und Praxis der geographisch-astronomisch Ortsbestimmungen.*)

First Course:

I.—Tuesday and Friday, 12—1 p.m., Geheimer Regierungsrat Prof. Dr. Güssfeldt.

II.—Assistant Professor Dr. Schnauder will direct practical exercises at the Royal Geodesic Institute, near Potsdam, subject to conditions of weather during winter time.

Lecture Room No. 34.

**Tropical Hygiene**, with Demonstrations and Practical Exercises: Tuesday and Thursday, 5.30—6.30 p.m., Oberstabsarzt (Surgeon-Colonel) Dr. Steudel.

Lecture Room No. 37.

**Tropical Economic Botany**, with Demonstrations: Monday and Saturday, 12—1 p.m., Prof. Dr. Warburg.

Lecture Room No. 27.

Attention is also drawn to the Central Botanical Section for the Colonies at the Royal Berlin Botanical Gardens and Museum.

**Descriptive Geography (*Landeskunde*) of German East Africa**: Monday and Thursday, 10—11 a.m.

Lecture Room No. 26.

**Descriptive Geography of the German West African Colonies**  
(German South-West Africa, Cameroons and Togoland): Tuesday and Friday, 10—11 a.m.

Lecture Room No. 25.

**The German Colonies**: Monday and Thursday, 4—5 p.m., Wirklicher Legationsrat Dr. Schnee.

Lecture Room No. 33.

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III.

SUPPLEMENTARY COURSES (ERGÄNZUNGSSTUDIEN).

*Lectures and Practical Exercises in European Languages.*

**English.**

I.—(1) Grammar and Exercises for Beginners without previous knowledge: Monday, Wednesday, and Friday, 11—12 a.m., Prof. Dr. Rambeau.

(2) Grammar and Exercises for Beginners with some previous knowledge: Tuesday, Thursday, and Saturday, 11—12 a.m., Prof. Dr. Rambeau.

(3) Grammar and Exercises for Advanced Students: Monday, Wednesday, and Friday, 4—5 p.m., Prof. Dr. Rambeau.

Lecture Room No. 20.

II.—(1) Practical Exercises for Students attending the Classes in Colonial Subjects: Daily, 11—12 a.m., Mr. L. Hamilton.

(2) Practical Exercises: Monday, Wednesday, and Friday, 12—1 p.m., Mr. L. Hamilton.

(3) Practical Exercises: Monday, Wednesday, and Friday, 4—5 p.m., Mr. L. Hamilton.

(4) Reading of Treaties in English: Tuesday, Thursday, and Saturday, 12—1 p.m., Mr. L. Hamilton.

Lecture Room No. 40.

**History of the United States of America**: Tuesday and Friday, 12—1 p.m., Prof. Darmstaedter.

Lecture Room No. 33.



App. VII. \***French.**

I.—(1) Practical Exercises: Monday, Wednesday, Thursday, and Friday, 4—5 p.m., Prof. Haguénin.

Lecture Room No. 24.

II.—(1) Practical Exercises: Monday, Wednesday, and Friday, 11—12 a.m., Mr. C. Francillon.

(2) Practical Exercises: Monday, Wednesday, and Friday, 4—5 p.m., Mr. C. Francillon.

(3) Practical Exercises: Monday, Wednesday, and Friday, 5—6 p.m., Mr. C. Francillon.

Lecture Room No. 35.

**Modern Greek.**

(1) Introductory Course in Modern Greek (Course for Beginners): Daily, except Thursday and Saturday, 4—5 p.m., Prof. Dr. Kalitsunakis.

(2) Grammar of Modern Greek, with special reference to its historical development (Second Course): Tuesday, Thursday, and Friday, 5—6 p.m., Saturday, 11—12 a.m., Prof. Dr. Kalitsunakis.

(3) History of Modern Greece: Saturday, 12—1 p.m., Prof. Dr. Kalitsunakis.

(4) Practical Exercises: Wednesday and Friday, 12—1 p.m., Prof. Dr. Kalitsunakis.

(5) Translation into Modern Greek of selected pieces from Wilamowitz's *Griechisches Lesebuch*: Monday and Wednesday, 5—6 p.m., Prof. Dr. Kalitsunakis.

Lecture Room No. 13.

**Rumanian.**

(1) Practical Introduction to Rumanian: Tuesday, Wednesday, Thursday, 11—12 a.m., Prof. Dr. Tiktin.

(2) Rumanian Phonetics: Tuesday, Wednesday, Thursday, Friday, 10—11 a.m., Prof. Dr. Tiktin.

Lecture Room No. 22.

**Russian.**

I.—(1) Course of Instruction in the practical use of the Russian language, for Officials: Daily, 8—10 a.m., Dr. Palme.

(2) Practical Exercises: Daily, except Saturday, 4—6 p.m.

Lecture Room No. 43.

II.—(1) Course for Beginners: Monday, Tuesday, Thursday, Friday, 11—12 a.m.

(2) Second Course: Monday, Tuesday, Thursday, 10—11 a.m., Dr. Palme.

(3) The Constitution and Government of the Russian State: Wednesday, 10—11 a.m., Dr. Palme.

Lecture Room No. 44.

**Spanish.**

I.—(1) Course for Beginners: Monday, Wednesday, and Friday, 4—5 p.m., Mr. Pedro de Murgica.

(2) Second Course, Practical Exercises: Tuesday and Thursday, 4—5 p.m., Friday, 5—6 p.m., Mr. Pedro de Murgica.

Lecture Room No. 44.

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CONDITIONS FOR ADMISSION TO THE SEMINAR FOR ORIENTAL LANGUAGES, BERLIN.

A.—Conditions of admission for matriculated students at the Royal University and other Institutions for Higher Education (*Hochschulen*), who are candidates for the Imperial Interpretership Service or Colonial Service.

(1) Such students must address a written application to the Director, accompanied by a *curriculum vitae*, their Maturitäts Zeugnis,† and a statement with regard to their University studies.

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\* The authorities of the Seminar reserve the right to divide the students of the English and French classes into special groups according to their proficiency. The constitution of the groups takes place in the third week after the opening of the classes.

† Certificate of secondary studies, qualifying for admittance into the University as a regular student.

- (2) They must furnish a written declaration mentioning the languages which they desire to study, and stating that they desire to study those languages for the purpose of becoming candidates for the Imperial Interpretership Service or Colonial Service.

B.—Conditions for matriculated students who are not candidates for the Imperial Interpretership Service or Colonial Service. Such students will be admitted, on receipt of their academic credentials and *curriculum vitae*, in so far as this may be compatible with the instructions laid down in § III. 7 of the Ministerial Order of August 5th, 1887 ("The number of students in a class shall not as a rule exceed 12").

C.—Conditions for non-matriculated students. Such persons must make a written application to the Director, stating the languages which they desire to study, accompanied by a *curriculum vitae* and testimonials of a nature to afford evidence that they "possess the necessary degree of moral and intellectual development" (see the Ministerial Order of August 5, 1887, § II.). Persons in an official position must furnish official documentary evidence of this; those in private life must furnish a police certificate of good conduct (*polizeiliches Sittenzeugnis*), or other suitable document in lieu thereof.

#### GENERAL REMARKS.

(1) Admission to the Language Classes of the Seminar can normally only be granted in the autumn, and not at Easter, as the courses begin, as a rule, only at the beginning of the Winter Semester, *i.e.*, on October 15.

On the other hand, candidates for the Colonial Service may enter classes preparatory to the Imperial Colonial Service, either on October 15, at the beginning of the Winter Semester, or on April 15, at the beginning of the Summer Semester, as courses for these classes begin on both the above-named dates.

(2) Referendars who have either done their military service or are exempted therefrom, and who wish to prepare for the Imperial Interpretership Service, are permitted to send in to the Director of the Seminar a written application for admission, accompanied by the necessary documents relating to their school and university studies, before October 1.

(3) The inclusive fee for attendance at the Seminar is either 20 marks (£1), or 10 marks for the half-year, paid as a contribution to the cost of the Seminar Library:—

- (a) Persons attending the Interpretership and Colonial Classes pay a sum of 20 marks, which also admits them to all other lectures and practical courses at the Seminar.
- (b) Persons entered for a single European language pay a fee of 10 marks; if they study two or more European languages, or attend other lectures or practical courses at the Seminar, they pay a fee of 20 marks.
- (c) Persons attending lectures and practical courses in *Realien* pay a fee of 10 marks.

The Director,

SACHAU,

Berlin, June 15, 1907.

Kgl. Geh. Ober-Regierungsrat.

#### (c) Extract from a Notice relating to the Seminar for Oriental Languages, Berlin, dated 5th August, 1887.

III.—The following are the regulations relating to teaching:—

1. Instruction is given in the following languages:—Chinese, Japanese, Hindustani, Arabic, Persian, Turkish, and Swahili.\* The *Realien*, especially religion, manners and customs, geography, statistics and modern history, of the various regions dealt with, are taught in connexion with the corresponding language teaching.

2. The aim of the teaching is [to give]—

- (a) Knowledge of the grammar and of that part of the vocabulary which is most used in daily intercourse either by word of mouth or writing.
- (b) Exercise in the oral and written use of the language.
- (c) Acquaintance with documents of public and of private nature most commonly used.
- (d) With regard to the *Realien*: an introduction to an accurate knowledge of the country and people.

\* [The number of languages taught has since been increased; see List of Lectures, pp. 82-86, above.]

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3. There is a complete teaching course for each language, in which theoretical instruction is united with practical exercises, the first being given as a rule by German teachers and the last by native lektors.

4. As a rule three hours' instruction will be given daily in each course during the semester. The hours for teaching will be preferably selected up to 10 in the morning and after 6 in the evening. Instruction will be continued during the holidays, as far as practicable, for those members of a class who desire it in some suitable way, e.g., by recapitulation of work previously done, exercises in speaking, &c.

5. The length of the course is as follows:—6-8 semesters for Chinese, 6 semesters for Japanese, 4 semesters each for Hindustani, Arabic, Persian, and Turkish, 2 semesters for Swahili.

6. A fresh course will be begun at the opening of each winter semester for each language if required.

7. The number of students for each course must not as a rule exceed 12. Students who fail to show the required degree of industry can be dismissed from a class by order of the Director at the request of the teacher concerned.

8. The courses are free for German subjects who are without financial means. Regulations with regard to candidature for bursaries will be issued later.

IV.—On leaving the Seminar each member of the class will at his request receive a written certificate with regard to his attainments. Not only members of the Seminar but also candidates who have studied in other German Universities will be admitted similarly to the examinations which are held regularly at the end of each single course. For future candidates for the Interpretership Service of the Foreign Office, who pass an examination of this kind and also satisfy other conditions and requirements, there is a prospect of being considered in preference to other candidates as vacancies arise.

## APPENDIX VIII.

App. VIII.

### (a) Communication from the India Office with regard to Languages chiefly spoken in Native Regiments in India.

M. 4387. India Office, Whitehall, London, S.W.,  
SIR, 26th March 1908.  
In reply to your letter of 21st March to Sir Charles Lyall, I am directed to inform you that the languages chiefly spoken in Native regiments in India are the following:—

Punjabi	-	chiefly spoken in 32 regiments.
Pashtu	-	" " 42 "
Khaskura (Gurkhali)	"	" " 12 "
Hindi	"	" " 36 "
Tamil	-	" " 11 "

Marathi - - chiefly spoken in 11 regiments.  
Persian - " " " 1 "

There are also three regiments in which Hindi and Panjabi are spoken by about equal numbers of men.

I am, &amp;c.,

J. H. SEABROOKE,

Assistant Military Secretary.

The Secretary, Treasury Committee on  
the Organisation of Oriental  
Studies in London,  
University of London, S.W.

### (b) Communication from the India Office with regard to Rewards from Indian Revenues for the Study of Oriental Languages.\*

J. & P. 60. India Office, Whitehall,  
SIR, London, S.W.,  
21st February 1908.

WITH reference to your letter of the 23rd ultimo on the subject of the rules for the grant of rewards from Indian revenues for the study of Oriental languages, I am directed to enclose, for the information of the Treasury Committee on Oriental Studies, a copy of the principal rules on the subject.

As the rules applicable to officers in the several Indian services differ, and as the various sets of rules have not been codified, it has been found impossible to return an immediate answer to your letter. It is hoped that the documents enclosed will give the Committee the necessary information.

It will be seen that these statements are as follows:—

(1) *Military Department, Form No. 92.*—Regulations for the examination held by the Civil Service

\* [The documents enclosed in this communication and referred to under the figures (1) to (9), are too voluminous for republication in this Appendix.]

Commissioners in London of officers of the Indian Army in military employ in the Russian language.

(2) *Extract from Army Regulations, India.*—Rules for the grant of rewards for passing examinations in Oriental languages to officers of the Indian Army.

(3) *Government of India Notification No. 632, dated 20th December 1907.*—Rules for the encouragement of the study of Oriental languages among the junior members of the Indian Civil Service (outside the Presidencies of Madras and Bombay).

(4) *Madras Rules.*—Corresponding rules for the Presidency of Madras.

(5) *Bombay Rules.*—Corresponding rules for the Presidency of Bombay.

(6) *Government of India Notification No. 390, dated 12th July 1906.*—Rules for the encouragement of the study of Oriental languages by members of the Indian Educational Service.

(7) *Circular Letter from Government of India to Political Residents, 27th October 1904.*—Rules for the

grant to officers of the Political Department of suitable allowances for proficiency in certain languages.

(8) *Government of India Notification No. 701, dated 26th October 1904.*—Rules for the study of the Chinese language by officers of the Burma Commission.

(9) *Secretary of State's Despatch No. 32, Public, dated 9th March 1906.*—Correspondence as to the institution of a new examination in Urdu, to be called the "Proficiency" examination, intermediate between the "Higher Standard" and "High Proficiency" examinations.

I am to explain that in view of the different conditions of the several Provinces of the Indian Empire, various subsidiary rules, of local or departmental application, have from time to time been sanctioned. Thus special encouragement is given to officers, civil or military, serving in the North-West Frontier Province, in Bengal, and in Eastern Bengal and Assam, for the acquisition of a colloquial knowledge of languages spoken by aboriginal or frontier tribes, while officers serving in certain districts of Burma are

encouraged to acquire a knowledge of Yunnanese. It has also been found necessary from time to time to make special classes of Government servants in India eligible for language rewards originally offered to other classes (for example, to rule that Military Medical Officers in permanent Civil employ in the Punjab shall be treated as Military Members of the Punjab Commission for the purposes of the Higher Standard examination in Punjabi). But it is believed that special departmental regulations of this kind would be of little interest to the Committee, and that the several rules of which copies are enclosed will afford adequate information as to the measures taken by the Government of India to encourage among its officials the study of Oriental languages.

I am, &c.,

The Secretary, COLIN F. CAMPBELL,  
Treasury Committee on Oriental Studies,  
University of London,  
South Kensington, S.W.

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(c) Extract from the "Assam Gazette" of April 29, 1893.  
Notification 4389 G., Chapter V: Rules for the Encouragement  
of the Study of the Languages of the Frontier Tribes  
bordering on, or having connection with, the Province.

40. A reward of Rs. 1,000 will be granted to any Deputy or Assistant Commissioner, Extra Assistant Commissioner, Civil Surgeon, District or Assistant Superintendent of Police, Military Commandant of Police, Educational Officer (Inspectors and Deputy Inspectors of Schools) or Engineer in the Public Works Department, who shall pass by the prescribed standard an examination in any one language in any one of the groups of languages noted below,\* provided that the language is spoken within the district where the officer is at the time employed, or by tribes contiguous to it with whom he has official relations.

Any Assistant Surgeon who shall pass by the prescribed standard under this rule will be granted a reward of Rs. 500.

A second reward will in no case be given to an officer for proficiency in a second language of the same group.

*Note.*—The grant of rewards under this rule to Military Commandants of Police is subject to the condition that they pass the examination within two years from the date of first appointment as Commandant.

42. The examination shall be conducted by a Local Committee to be specially appointed by the Chief Commissioner on each occasion.

\*I. Abor, Miri, Dafu.  
II. Angami, Lhota, and Kacha  
Naga.  
III. Aka.  
IV. Singpho.  
V. Mishmi.  
VI. Kuki or Lushai.

VII. Manipuri.  
VIII. Garo, Kachari, and Mech.  
IX. Khampti.  
X. Khasi and Synteng.  
XI. Tibetan, including Bhutia.  
XII. Mikir.

43. The tests which a candidate for the above reward must undergo are as follows:—

- (1) He must be able to converse freely with the people of the tribe in whose vernacular he may wish to qualify, to understand and to make himself understood by them.
- (2) He must write down in the English, Bengali, Hindi, Khampti, or Tibetan character sentences spoken in the tribal language by one of the tribe, or a conversation held between two of them, and must explain it correctly in English.
- (3) He must translate into the tribal language (writing it either in the English, Bengali, Hindi, Khampti, or Tibetan character) without assistance; so that the translation shall be substantially correct, and shall be intelligible when read to a native in whose language it is written.

The sentences to be translated from English, or from the candidate's mother tongue, under the third requirement, should be of the same description as, and not more difficult than, those under the second requirement.

44. In the case of natives, who by facilities of residence may have acquired proficiency in the tribal language of any district, the Chief Commissioner will determine whether the reward should be granted or not for an examination passed in any language with which from birth and education the candidate is naturally familiar.

APPENDIX IX.\*

App IX.

(i) Summary of Regulations relating to knowledge of Languages, &c. in the following Colonies and Protectorates:

- (a) Federated Malay States, (b) Straits Settlements,
- (c) East Africa and Uganda Protectorates and Somaliland,
- (d) Gambia, (e) Sierra Leone, (f) Gold Coast, (g) Lagos,
- (h) Southern Nigeria, (i) Northern Nigeria,
- (k) Nyasaland Protectorate.

(a) FEDERATED MALAY STATES.

Candidates for cadetships must be between 21 and 24 years of age. On their arrival in the States, cadets are required to study Malay, Chinese, or Tamil. They are

supplied with a munshi and certain books, and are required to attend a certain time each day at the Government Offices. They may be sent to China or Madras to obtain a more intimate knowledge of the Chinese or Tamil languages.

A cadet must present himself half-yearly for examination, but it will be competent for him to take up the

\* See also Appendix XV, pp. 152-3, below.

## App. IX.

final standard of the particular language which he is studying without the necessity of passing the first standard.

A cadet will be liable to dismissal if he does not pass his final examination in Malay within two years from the date of his arrival in the States, or in Tamil, or Chinese within 2½ years from that date, and his final examination in law, colonial regulations, and general orders within three years from that date.

A bonus of 750 dollars may be granted to passed cadets in any of the following languages:—

Chinese (any dialect).	Hindustani.
Malay.	Arabic.
Tamil.	Panjabi.
Siamese.	Dutch.

(Information summarised from that given in the following paper:—R.-G.O. Circular No. 75.—1902.—Regulations for F.M.S. Cadets.)

## (b) STRAITS SETTLEMENTS.

The regulations relating to languages are similar in their main lines to those for the Federated Malay States. (Regulations for Straits Settlements Cadets, 1902.)

## (c) EAST AFRICA AND UGANDA PROTECTORATES AND SOMALILAND.

Civil and Military Officers in the East Africa and Uganda Protectorates "are expected" to show that they "possess a good colloquial knowledge" of Swahili, or other language spoken in the district in which they are stationed, by passing the Lower Standard Examination in that language within one year after arrival in either of the Protectorates.

Similarly an officer is required to qualify within a reasonable time in the Lower Standard of the language spoken in any district to which he may be subsequently transferred. Failure to pass these examinations, in the absence of satisfactory explanation, acts detrimentally on the officer's prospects of promotion.

A bonus of 50*l.* is given to Civil Officers on qualifying in the Higher Standard of any language in which they have already passed the Lower Standard. This bonus is not limited to one language.

Civil and Military Officers in Somaliland are required to show that they "possess a good colloquial knowledge" of Somali by passing the Lower Standard examination in that language.

Civil Officers who have passed the Lower Standard examination in Somali, may enter for examination in the Higher Standard in Somali, and also in Arabic, and if successful receive a bonus of 50*l.*

(Information summarised from the following document issued by the Colonial Office:—*African*, No. 775 (5th edition) *Provisional*: Regulations for the employment of officers in the East Africa, Uganda, and Somaliland Protectorates, July 1907, with addition, Somaliland, dated October 24, 1907.)

## (d) GAMBIA.\*

Travelling Commissioners and such other officers as the Governor may direct are required to pass an examination in the Mandingo language, oral and written, and, if successful, receive a gratuity of 50*l.*

Bonuses of 50*l.* are granted to certain officers qualifying in the Joloff language.

## (e) SIERRA LEONE.\*

A gratuity of 40*l.* is awarded to European officers belonging to certain specified categories who pass an oral examination in any native language. A further sum of 10*l.* is granted to the candidate if he can express himself in writing in the language by means of the system approved by the Royal Geographical Society.

\* Summarised from the following document issued by the Colonial Office: *Africa (1744)*, No. 831. Regulations as to Examinations for Government Officers in West African Languages, March, 1906.

A similar grant is given for a second language provided that the candidate has obtained permission to study it with this in view.

## (f) GOLD COAST.\*

Grants of 10*l.* and 40*l.* are awarded for success in Standards I and II, respectively, in the following languages:—

Fanti or Tchie.  
Accra or Ga.  
Hausa.

## (g) LAGOS.\*

A bonus of 100*l.* is granted to officers in certain categories on their passing the First Standard Examination in Yoruba. A similar bonus is granted to such officers on their passing the Second Standard Examination.

The Regulations state that no officer will be recommended for promotion or increase of salary unless he has passed at least the First Standard.

## (h) SOUTHERN NIGERIA.\*

Gratuities of 50*l.* for passing the Lower Standard Examination in a native language, and further gratuities of 50*l.* for passing the Higher Standard in the same language, are given to officers belonging to certain specified categories.

The languages in respect of which such gratuities are offered are:—

- Yoruba.
- Ibo (in any of its branches).
- Hausa.
- Uze Ado (or Beni).
- Efik.
- Such other languages as are approved by the High Commissioner.

Officers of the Southern Nigeria Regiment passing examinations in Hausa or Yoruba in the Lower Standard are granted a special allowance of 15*l.* a year, which is increased to 25*l.* on their passing the Higher Standard (subject to certain conditions).

## (i) NORTHERN NIGERIA.\*

"Every Political Officer will be expected to pass at least the Lower Standard in Hausa by the beginning of his second tour of service, unless he is employed in a province where Hausa is little spoken and has reached a similar degree of proficiency in another language. In such a case he should apply to be examined in that language."

"Yoruba in Ilorin, Nupe in Nupe, Beri-Beri in Bornu, and Bassa or Okpoto in Bassa will count as substitutes for Hausa; but the study of the latter is recommended."

Gratuities of 15*l.* and 30*l.* are granted to European Officers, in specified categories and under specified conditions, who pass examinations in Hausa in the Lower and Higher Standard, respectively.

## (k) NYASALAND PROTECTORATE.

"Officers, whether civil or military, are expected to satisfy the Governor by examination, within one year after arrival in the Protectorate, that they possess a fair colloquial knowledge of Che Nyanja."

"Failure to pass this examination will, in the absence of satisfactory explanation, act detrimentally on the Officer's prospects of promotion."

"A bonus of 50*l.* will be given to every officer who passes a satisfactory examination in Swahili within five years from the date of his first arrival in the Protectorate, provided that he has first passed the examination in Che Nyanja."

(From the following document issued by the Colonial Office in July 1908:—*African*, No. 836. *Provisional* Regulations for the employment of European Officers in the Nyasaland Protectorate:)

**(ii) Statistics showing number of Appointments made during 1907 and 1908 in England to West and East African Colonies and Protectorates.**

App. IX.

The following Table and notes have been communicated to the Committee at their request by the Colonial Office:—

		Adminis- tration.	Secre- tariat.	Treasury.	Police.	Judicial (Junior Appoint- ment).	Total.	Average.	Remarks.
Gambia	1907	—	—	—	—	—	—	—	
	1908	—	—	—	—	—	—		
Gold Coast	1907	8	—	2	—	—	10	8·5	
	1908	3	—	1	3	—	7		
Sierra Leone	1907	3	—	—	—	—	3	3	*Police Magistrate.
	1908	2	—	—	—	—	3		
Northern Nigeria	1907	8	—	1	2	—	11	18	
	1908	21	—	1	3	—	25		
Southern Nigeria	1907	17	—	1	—	—	18	22·5	{A fairly senior appoint- ment. Mr. D. C. Cameron transferred from Mauritius.
	1908	25	1†	—	1	—	27		
East Africa Protectorate	1907	10	—	1	3	—	14	14	
	1908	13	—	1	—	—	14		
Nyasaland	1907	—	—	1	—	—	1	1·5	
	1908	2	—	—	—	—	2		
Somaliland	1907	1	—	—	—	—	1	1	
	1908	1	—	—	—	—	1		
Uganda	1907	3	—	2	10	—	15	13	
	1908	10	—	—	1	—	11		
Totals	1907	50	—	8	15	—	73	81·5	
	1908	77	1	3	8	1	90		

The table contains only those appointments for which candidates would, in the present circumstances, be likely to undergo instruction. Officers transferred from one administration in East or West Africa to another are not included, except in the case of Military Officers transferred to the Civil side.

The figures are unusually large owing to the large numbers of Officers that have been appointed to administrative appointments in Nigeria, and the large numbers appointed to the Uganda Police in 1907.

H. G. R.

11 November 1908.

**APPENDIX X.**

App. X.

**Communication from the Board of Trade enclosing Observations made by the Advisory Committee to the Board of Trade on Commercial Intelligence.**

Board of Trade  
(Commercial Department),  
7, Whitehall Gardens,  
London, S.W.,

(Enclosure.)

C. 4054.

Sir,

8th July 1908.

I AM directed by the Board of Trade to acknowledge the receipt of your letter of the 17th June with further reference to the suggestion made by your Committee that the Board should nominate a representative to give evidence respecting the organisation of Oriental Studies in London.

In reply, I am to transmit to you, herewith, for the information of your Committee, the observations which have been made to the Board on this subject by their Advisory Committee on Commercial Intelligence, and I am to say that the Board concur in them.

The Board do not feel, however, that there is any further information which they could afford your Committee on this question; and, in the circumstances, they are disposed to think that no useful purpose would be served by appointing a representative to give evidence as suggested.

I am, Sir,

Your obedient servant,  
ARTHUR WILSON FOX.

The Secretary,  
Treasury Committee on the  
Organisation of Oriental Studies  
in London,  
University of London, S.W.

After careful consideration of the question, your Sub-Committee are disposed to think that the proposal to establish a properly organised Central School of Oriental Languages in this country is one which is worthy of full support and encouragement from His Majesty's Government.

At the present time the facilities for the study of Eastern languages are somewhat limited, and in most cases the only method open to residents in India, China, and other Eastern countries is to employ a native teacher, who is usually unable to speak any European language, and whose knowledge of his own is often very limited. Such teachers are usually entirely ignorant of the art and method of teaching, and their lack of appreciation of the difficulties which the construction and pronunciation of an Eastern language present to the mind of a European, renders the task of acquiring a knowledge of the language exceedingly difficult and laborious.

We have, however, little doubt that if a grounding in the language could be acquired before leaving England, such difficulties as exist would be largely reduced, and there would be less tendency to neglect what is in every country, whether Eastern or Western, a valuable business asset.

## APPENDIX XI.

Tables furnished by the Board of Trade with regard to the relative Commercial Importance of the various Languages under consideration by the Committee.

ESTIMATED VALUE OF THE FOREIGN TRADE OF REGIONS PRINCIPALLY USING THE UNDER-MENTIONED EASTERN LANGUAGES.

TABLE I.—Summary Statement showing for the Year 1906, or thereabouts, the Value of the Foreign Trade of Regions wholly or mainly using the under-mentioned Eastern Languages, distinguishing (a) the Value of the Imports from other Countries speaking the same Language; (b) the Value of the Trade with other Countries (except the United Kingdom) speaking different Languages; and (c) the Value of the Trade with the United Kingdom, so far as the information can be given.

Language.	Trade between Countries speaking the same Language.	Trade with other Countries (except the United Kingdom) speaking different Languages.			Trade with United Kingdom.		
	Imports.	Imports.	Exports.	Total.	Imports.	Exports.	Total.
	£	£	£	£	£	£	£
Amharic	—	320,000	364,000	684,000	19,000	22,000	41,000
Armenian	853,000	1,831,000	3,064,000	4,895,000	556,000	622,000	1,178,000
Arabic	3,921,000	16,353,000	33,181,000	70,594,000	15,208,000	17,654,000	32,922,000
Assamese	—	228,000	612,000	840,000	221,000	2,047,000	2,268,000
Bengali	—	9,616,000	38,668,000	48,284,000	22,638,000	14,605,000	37,243,000
Burmese	—	3,677,000	9,823,000	13,400,000	3,787,000	1,458,000	5,245,000
Chinese	—	67,530,000	36,728,000	94,258,000	12,959,000	2,139,000	15,148,000
Greek	20,000	4,515,000	2,751,000	7,266,000	1,648,000	2,380,000	4,028,000
Gujarati	—	3,055,000	4,934,000	7,989,000	6,335,000	5,944,000	12,279,000
Hausa	585,000	5,247,000	5,580,000	10,827,000	5,672,000	3,248,000	8,920,000
Hindi	1,043,000	21,827,000	30,433,000	52,260,000	—	Cannot be given.	—
Hindustani (excluding Persian Gulf)	1,089,000	23,192,000	31,700,000	54,892,000	432,000	168,000	600,000
" (including Persian Gulf)	3,793,000	24,106,000	32,542,000	56,648,000	2,348,000	1,825,000	4,173,000
Kanarose	—	127,000	1,353,000	1,480,000	90,000	807,000	897,000
Japanese	—	33,547,000	41,914,000	75,461,000	10,504,000	2,343,000	12,847,000
Malay	34,787,000	29,940,000	38,083,000	68,023,000	8,191,000	9,931,000	18,122,000
Marathi	4,121,000	12,798,000	29,710,000	42,508,000	15,920,000	3,784,000	19,704,000
Panjabi	—	16,057,000	15,206,000	31,263,000	—	Cannot be given.	—
Pashto	883,000	903,000	1,104,000	2,007,000	—	—	—
Persian	—	5,094,000	4,194,000	9,288,000	1,033,000	352,000	1,385,000
Rumanian	—	14,378,000	17,552,000	31,930,000	2,507,000	2,102,000	4,609,000
Russian	—	60,360,000	78,940,000	121,300,000	10,082,000	25,705,000	35,787,000
Siamese	—	3,817,000	7,130,000	10,947,000	698,000	98,000	796,000
Sinhalese	—	5,546,000	3,750,000	9,296,000	1,972,000	3,564,000	5,536,000
Somali	3,000	1,833,000	1,665,000	3,498,000	374,000	59,000	433,000
Swahili	529,000	3,008,000	4,394,000	8,002,000	1,362,000	343,000	1,705,000
Tibetan	—	227,000	195,000	422,000	—	Cannot be given.	—
Tamil	—	2,019,000	5,092,000	8,011,000	4,186,000	2,671,000	6,857,000
Telugu	—	57,000	1,257,000	1,314,000	65,000	438,000	503,000
Turkish	203,000	18,333,000	9,838,000	28,171,000	4,037,000	4,502,000	8,539,000
Yoruba	3,000	691,000	1,268,000	1,969,000	2,153,000	1,677,000	3,830,000
Luganda	378,000	1,000,000	432,000	1,438,000	136,000	2,000	138,000
Zulu	229,000	6,613,000	1,026,000	7,641,000	7,654,000	716,000	8,364,000

Note.—In consequence of the incompleteness of the trade returns for various districts, many of the above figures only approximately indicate the value of the trade in the areas in which the above-named languages are spoken. For more particulars see detailed Tables which follow.

Estimated Value of the Foreign Trade of Regions principally using the under-mentioned Eastern Languages—*continued*.

TABLE II.—Detailed Statement showing for the Year 1900, or thereabouts, the estimated Value of the Foreign Trade of various Countries and Regions in which the under-mentioned Eastern Languages are wholly or mainly used, distinguishing (a) the Value of their Imports from Countries speaking the same Language; (b) the Value of their Trade with other Countries (except the United Kingdom) speaking different Languages; and (c) the Value of their Trade with the United Kingdom.

Language.	Trade between Countries speaking the same Language.	Trade with other Countries (except the United Kingdom) speaking different Languages.			Trade with United Kingdom.		
	Imports.	Imports.	Exports.	Total.	Imports.	Exports.	Total.
	£	£	£	£	£	£	£
Amharic : Abyssinia - - - -	—	(a) 829,000	(a) 364,000	(a) 693,000	19,000	22,000	41,000
Armenian :							
Turkish Vilayets of Trebizond (a) and Erzeroum.	186,000	1,029,000	604,000	1,633,000	356,000	22,000	378,000
Certain Russian Customs Districts, viz. : (a) Batoum; (b) on the Caucasian-Turkish frontier; and (c) on the Caucasian-Persian frontier.	667,000	802,000	2,460,000	3,262,000	(a) 200,000	(a) 600,000	(a) 800,000
Total Armenian - - - -	853,000	1,831,000	3,064,000	4,895,000	556,000	622,000	1,178,000
Arabic :							
Egypt - - - - -	40,000	16,535,000	11,766,000	28,301,000	8,061,000	13,758,000	21,819,000
Egyptian Sudan (a) - - - -	Cannot be given.	699,000	162,000	861,000	Cannot be given.	Cannot be given.	Cannot be given.
Tripoli (a) - - - - -	2,000	369,000	198,000	567,000	84,000	175,000	259,000
Tunis - - - - -	352,000	2,979,000	1,793,000	4,772,000	307,000	268,000	575,000
Algeria - - - - -	624,000	16,708,000	12,783,000	29,491,000	947,000	664,000	1,611,000
Morocco (a) - - - - -	239,000	886,000	513,000	1,399,000	1,055,000	515,000	1,570,000
Syria (a) - - - - -	897,000	2,592,000	2,509,000	5,101,000	2,763,000	532,000	3,295,000
Arabia : Muscat (a) - - - -	5,000	403,000	221,000	624,000	53,000	—	53,000
" Bahrein Islands (a) - - -	715,000	108,000	36,000	144,000	814,000	945,000	1,759,000
" Yemen (a) - - - - -	552,000	626,000	300,000	926,000	Cannot be given.	Cannot be given.	Cannot be given.
" Jeddah (a) - - - - -	Cannot be given.	831,000	27,000	858,000	Cannot be given.	Cannot be given.	Cannot be given.
" Aden - - - - -	(b) 470,000	2,690,000	1,834,000	(b) 4,524,000	288,000	197,000	(b) 485,000
Mesopotamia (a) - - - -	25,000	987,000	1,39,000	1,976,000	896,000	600,000	1,496,000
Total Arabic - - - - -	3,921,000	46,353,000	33,181,000	79,534,000	15,268,000	17,654,000	32,922,000
Assamese : Assam - - - - -	—	228,000	612,000	(b) 840,000	221,000	2,047,000	(b) 2,268,000

(a) Compiled from the reports of H.M. Diplomatic or Consular Officers stationed in these regions. The results are often only approximate.

(b) Exclusive of Government Stores.



Estimated Value of the Foreign Trade of Regions principally using the under-mentioned Eastern Languages—continued.

TABLE II.—continued.

Language.	Trade between Countries speaking the same Language.	Trade with other Countries (except the United Kingdom) speaking different Languages.			Trade with United Kingdom.		
	Imports.	Imports.	Exports.	Total.	Imports.	Exports.	Total.
	£	£	£	£	£	£	£
Bengali : Gangetic Delta	—	9,616,000	38,668,000	(a) 48,284,000	22,638,000	14,605,000	(a) 37,243,000
Burmese : Burma	—	3,577,000	9,823,000	13,400,000	3,787,000	1,458,000	5,245,000
Chinese : China	—	57,530,000	36,728,000	94,258,000	12,959,000	2,189,000	15,148,000
Greek :							
Cyprus	15,000	285,000	336,000	621,000	145,000	88,000	233,000
Greece	5,000	4,230,000	2,415,000	6,645,000	1,503,000	2,292,000	3,795,000
Total Greek	20,000	4,515,000	2,751,000	7,266,000	1,648,000	2,380,000	4,028,000
Gujarati : Northern province of Bombay	—	3,055,000	4,934,000	7,989,000	6,385,000	5,944,000	12,329,000
Hausa :							
Senegal, Upper Senegal, and Niger (Fr.)	256,000	1,439,000	1,381,000	2,820,000	472,000	29,000	501,000
Gambia	—	158,000	270,000	428,000	122,000	29,000	151,000
Portuguese Guinea	49,000	207,000	175,000	382,000	—	—	—
French Guinea	25,000	321,000	375,000	696,000	299,000	242,000	541,000
Sierra Leone (Br.)	24,000	204,000	298,000	502,000	658,000	182,000	840,000
Liberia (Independent)	—	76,000	34,000	110,000	63,000	63,000	126,000
Ivory Coast (Fr.)	5,000	227,000	137,000	364,000	235,000	246,000	481,000
Gold Coast (Br.)	14,000	339,000	336,000	675,000	1,279,000	638,000	1,917,000
Togo Land (Ger.)	60,000	222,000	132,000	354,000	34,000	—	34,000
Dahomey (Fr.)	79,000	287,000	181,000	468,000	55,000	—	55,000
Nigeria	64,000	630,000	1,260,000	1,890,000	2,153,000	1,677,000	3,830,000
Kameruns (Ger.)	3,000	747,000	405,000	1,152,000	174,000	81,000	255,000
French Congo	6,000	390,000	596,000	986,000	128,000	61,000	189,000
Total Hausa	585,000	5,247,000	5,580,000	10,827,000	5,672,000	3,248,000	8,920,000

COMMITTEE ON ORIENTAL STUDIES IN LONDON.

Hindi (b) :								
Agra and Oudh - - - - -	567,000	15,809,000	20,100,000	35,909,000				Cannot be given.
Central Provinces and Berar - - - - -	476,000	6,018,000	10,333,000	16,351,000				Cannot be given.
Total Hindi - - - - -	1,043,000	21,827,000	30,433,000	52,260,000				Cannot be given.
Hindustani :								
Agra and Oudh - - - - -	567,000	15,809,000	20,100,000	35,909,000				Cannot be given.
Central Provinces and Berar - - - - -	476,000	6,018,000	10,333,000	16,351,000				Cannot be given.
British East Africa Protectorate (c) - - - - -	1,000	453,000	332,000	785,000	300,000	58,000	358,000	
Somaliland Protectorate - - - - -	—	278,000	212,000	490,000	—	—	—	
Zanzibar Protectorate - - - - -	45,000	684,000	723,000	1,357,000	132,000	110,000	242,000	
Total Hindustani - - - - -	1,089,000	23,192,000	31,700,000	54,892,000	432,000	168,000	600,000	
Persian Gulf (f) - - - - -	2,704,000	914,000	842,000	1,756,000	1,916,000	1,657,000	3,573,000	
Kanarese (e) - - - - -	—	127,000	1,353,000	1,480,000	90,000	807,000	897,000	
Japanese : Japan, including Formosa, &c. - - - - -	— (g)	33,547,000	41,914,000	75,461,000	10,504,000	2,343,000	12,847,000	
Malay :								
Straits Settlements - - - - -	16,926,000	16,286,000	14,704,000	30,990,000	4,108,000	7,757,000	11,865,000	
Federated Malay States - - - - -	5,649,000	81,000	23,000	104,000	211,000	4,000	215,000	
Sarawak - - - - -	599,000	5,000	6,000	11,000	—	—	—	
British North Borneo - - - - -	293,000							
Labuan - - - - -	183,000							
Other Foreign Malay Countries - - - - -	(d) 5,336,000							
Dutch East Indies - - - - -	5,765,000	9,260,000	18,138,000	27,398,000	2,715,000	587,000	3,302,000	
Philippines - - - - -	36,000	4,308,000	5,212,000	9,520,000	1,157,000	1,583,000	2,740,000	
Total Malay - - - - -	34,787,000	29,940,000	38,083,000	68,023,000	8,191,000	9,931,000	18,122,000	

(a) Exclusive of Government Stores.

(b) Hindi is also spoken in Eastern Bengal and in the Native States of Central India, but trade returns for these districts are not available.

(c) Exclusive of the value of the imports (7346,937L.) into the British East Africa Protectorate on account of the East Africa and Uganda Administrations and for the Uganda Railway, and also of goods in transit. The countries whence imported are not stated.

(d) These figures represent the exports from Straits Settlements and Sarawak into the Native Malay States, there being no returns available of the imports into these States from "other Foreign Malay-speaking countries."

(e) Kanarese is also largely spoken in Mysore and Hyderabad, but trade returns for these districts are not available. The figures given represent the trade of the western districts of Madras and of the Portuguese Possessions in India.

(f) It is stated that "Hindustani" is spoken in the "ports of the Persian Gulf," but it is somewhat doubtful whether the whole of this trade should be allocated to "Hindustani." As a matter of fact, practically all this trade has already been credited to other languages (viz., Persian, Arabic, and Turkish), and for this reason the figures are given separately.

(g) Particulars as to the value of the trade between Japan and Formosa are not available.

Estimated Value of the Foreign Trade of Regions principally using the under-mentioned Eastern Languages—*continued.*TABLE II.—*continued.*

Language:	Trade between Countries speaking the same Language.	Trade with other Countries (except the United Kingdom) speaking different Languages.			Trade with United Kingdom.		
	Imports.	Imports.	Exports.	Total.	Imports.	Exports.	Total.
Marathi (a):	£	£	£	£	£	£	£
Bombay - - - - -	—	10,425,000	26,474,000	36,899,000	15,920,000	3,784,000	19,704,000
Central Provinces and Berar - - - - -	4,121,000	2,373,000	3,236,000	5,609,000	Cannot be given.		
Total Marathi (a) - - - - -	4,121,000	12,798,000	29,710,000	42,508,000	(b) 15,920,000	(b) 3,784,000	(b) 19,704,000
Panjabi: Panjab - - - - -	—	16,057,000	15,206,000	31,263,000	Cannot be given.		
Pashto:					} Cannot be given.		
Afghanistan - - - - -	(c) 697,000	(d) 335,000	(d) 369,000	(d) 704,000			
North-West Frontier Province - - - - -	186,000	568,000	735,000	1,303,000			
Total Pashto - - - - -	883,000	903,000	1,104,000	2,007,000			
Persian: Persia (e) - - - - -	—	5,094,000	4,194,000	9,288,000	1,033,000	352,000	1,385,000
Rumanian: Rumania - - - - -	—	14,378,000	17,552,000	31,930,000	2,507,000	2,102,000	4,609,000
Russian: Russia (excluding Russian "Armenia," Transcaспia, Central Asian, Khanates, &c.) (f)	—	50,360,000	73,940,000	124,300,000	10,082,000	25,705,000	35,787,000
Siamese: Siam - - - - -	—	3,817,000	7,130,000	10,947,000	698,000	98,000	796,000
Sinhalese: Ceylon - - - - -	—	5,546,000	3,750,000	9,296,000	1,972,000	3,564,000	5,536,000

E 68294	<b>Somali :</b>							
	British East Africa Protectorate (g) -	—	454,000	382,000	836,000	300,000	58,000	358,000
	Eritrea (Massowah) -	—	474,000	164,000	638,000	13,000	1,000	14,000
	French Somaliland -	—	498,000	811,000	1,309,000	61,000	—	61,000
	Italian Somaliland -	—	132,000	100,000	232,000	—	—	—
	Somaliland Protectorate -	3,000	275,000	208,000	483,000	—	—	—
							Cannot be given.	Cannot be given.
	<b>Total Somali -</b>	<b>3,000</b>	<b>1,833,000</b>	<b>1,665,000</b>	<b>3,498,000</b>	<b>374,000</b>	<b>59,000</b>	<b>433,000</b>
	<b>Swahili :</b>							
	British East Africa Protectorate (g) -	12,000	442,000	326,000	768,000	300,000	58,000	358,000
Congo State -	5,000	890,000	2,686,000	3,576,000	140,000	30,000	170,000	
German East Africa -	375,000	832,000	316,000	1,148,000	29,000	2,000	31,000	
Rhodesia -	16,000	174,000	76,000	250,000	376,000	90,000	466,000	
Northern Portuguese East Africa (h) -	Cannot be given	406,000	238,000	644,000	81,000	20,000	101,000	
Nyasaland Protectorate -	Cannot be given	51,000	39,000	90,000	197,000	33,000	230,000	
Uganda Protectorate -	3,000	174,000	116,000	290,000	107,000	—	107,000	
Zanzibar Protectorate -	118,000	639,000	597,000	1,236,000	132,000	110,000	242,000	
<b>Total Swahili -</b>	<b>529,000</b>	<b>3,608,000</b>	<b>4,394,000</b>	<b>8,002,000</b>	<b>1,362,000</b>	<b>343,000</b>	<b>1,705,000</b>	
<b>Tibetan -</b>	<b>—</b>	<b>227,000</b>	<b>195,000</b>	<b>422,000</b>	<b>—</b>	<b>—</b>	<b>—</b>	
						Cannot be given.		
<b>Tamil (i) -</b>	<b>—</b>	<b>2,019,000</b>	<b>5,992,000</b>	<b>8,011,000</b>	<b>4,186,000</b>	<b>2,671,000</b>	<b>6,857,000</b>	
<b>Telugu (j) -</b>	<b>—</b>	<b>57,000</b>	<b>1,257,000</b>	<b>1,314,000</b>	<b>65,000</b>	<b>438,000</b>	<b>503,000</b>	

(a) Marathi is also largely spoken in Hyderabad, but trade returns are not available.

(b) Trade of the Bombay Presidency with the United Kingdom; the trade of the Marathi-speaking countries with the United Kingdom not being available.

(c) Trade with India only.

(d) Trade with Persia and Russia only.

(e) Excluding the value of the trade of "North Western Persia," viz., the provinces of Azerbaijan and Ghilan (Resht), where the Turkish language is said to predominate.

(f) As to the value of the foreign trade of Russian Armenia, see under "Armenian," and for that of Transcaaspia and the Central Asian Khanates (i.e., Bokhara, Samarkand, &c.) see under Turkish.

(g) Exclusive of the value of the imports (346,937L ?) into the British East Africa Protectorate on account of the East Africa and Uganda Administrations and for the Uganda Railway, and also of goods in transit. The countries whence imported are not stated.

(h) Trade of Beira, Chinde, Quillimane, and Mozambique.

(i) Tamil is also spoken in the northern part of Ceylon, but trade returns are not available for that part of the Colony. The figures given represent the trade of the south-eastern ports of Madras, and of the French Possessions in India.

(j) Telugu is also spoken in Hyderabad and Mysore, but trade returns for these districts are not available. The figures given represent the trade of the north-eastern ports of Madras.

Estimated Value of the Foreign Trade of Regions principally using the under-mentioned Eastern Languages—*continued*.

TABLE II.—*continued*.

Language.	Trade between Countries speaking the same Language.	Trade with other Countries (except the United Kingdom) speaking different Languages.			Trade with United Kingdom.		
	Imports.	Imports.	Exports.	Total.	Imports.	Exports.	Total.
Turkish :	£	£	£	£	£	£	£
Turkey in Europe - - - - -	201,000	14,125,000	6,123,000	20,248,000	3,725,000	4,363,000	8,088,000
Turkey in Asia (except Syria and Mesopotamia)	2,000	2,584,000	2,303,000	4,887,000	312,000	139,000	451,000
North-Western Persia, viz., Azerbaijan [or Azarbāyjānī] and Ghilan.	—	1,624,000	1,412,000	3,036,000	Cannot be given.		
Transcaспia and Central Asian Khanates, &c. -							
Total Turkish - - - - -	203,000	18,333,000	9,838,000	28,171,000	4,337,000	4,502,000	8,539,000
Yoruba : Nigeria - - - - -	3,000	691,000	1,268,000	1,959,000	2,153,000	1,677,000	3,830,000
Luganda :							
Uganda Protectorate - - - - -	3,000	174,000	116,000	290,000	107,000	Cannot be given.	107,000
German East Africa - - - - -	375,000	832,000	316,000	1,148,000	29,000	2,000	31,000
Total Luganda - - - - -	378,000	1,006,000	432,000	1,438,000	136,000	2,000	138,000
Zulu :							
Natal - - - - -	(a) 13,000	(a) 4,026,000	902,000	4,928,000	(a) 4,831,000	445,000	5,276,000
Transvaal (via Delagoa Bay) - - - - -	18,000	1,929,000	6,000	1,935,000	2,194,000	140,000	2,334,000
Rhodesia (via Beira) - - - - -	16,000	174,000	76,000	250,000	376,000	90,000	466,000
Nyasaland Protectorate - - - - -	3,000	57,000	39,000	96,000	197,000	33,000	230,000
Southern Portuguese East Africa (b) (Lourenço Marques).	179,000	427,000	5,000	432,000	(c) 356,000	2,000	358,000
Total Zulu (d) - - - - -	229,000	6,613,000	1,028,000	7,641,000	7,954,000	710,000	8,664,000

(a) Inclusive of goods in transit for the interior (*i.e.*, Transvaal, &c.).

(b) Trade of Lourenço Marques, exclusive of merchandise in-transit to or from the Transvaal and Rhodesia. The value of this transit trade is shown separately. See under "Transvaal" and "Rhodesia."

(c) Includes some trade with British Possessions.

(d) Exclusive of the trade of eastern ports of Cape Colony for which the requisite details are not available. The total trade of those ports with *all* countries was 14,595,000*l.*

## APPENDIX XII.

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## Extract from Regulations relating to the Study of Foreign Languages issued by the War Office.

(Issued with Army Orders dated June 1st, 1907.)

[NOTE.—Only such portions of the Regulations have been reprinted here as appeared necessary in order to make intelligible references thereto in the Report and in the other Appendices. Omissions have been indicated by asterisks.]

## PART II.—STUDY OF ORIENTAL AND AFRICAN LANGUAGES.

## ARABIC, TURKISH, PERSIAN, AND AMHARIC (ABYSSINIAN).

\* \* \* \* \*

21. An officer who has made  $\frac{1}{4}$  of the marks at an interpretership examination in one of these languages may be granted six months' leave to proceed to a country where the language is spoken, with a view to qualifying himself as an interpreter. Pay during leave under this paragraph will, in all cases, be subject to the ordinary limitations of the Pay Warrant.

22. The grant for qualifying as an interpreter in Arabic, Turkish, Persian, or Amharic will be £25 $\frac{1}{2}$ . To become eligible for this grant, an officer will be required to have resided, on leave or duty, in a country where the language is spoken, for a sufficient time to qualify himself to act as a practical interpreter.

23. Local examinations in Arabic will be held twice annually in Egypt, in the months of June and December.

At these examinations eight awards, each of 20 $\frac{1}{2}$ l., will be offered annually for competition among the officers, warrant and non-commissioned officers, and men of the British troops quartered in Egypt.

\* \* \* \* \*

The Board of Examination will be composed of three members, viz., two British officers who are either serving with the British troops or are attached to the Egyptian Army, and one native officer of the Egyptian Army.

\* \* \* \* \*

For the colloquial test, the candidate will be required to converse, in the presence of the Board, either with a native soldier or with a native.

## PART III.—SPECIAL REGULATIONS AS TO THE STUDY OF RUSSIAN, CHINESE, JAPANESE, AND CANTONESE.

## RUSSIAN.

28. Four officers, not above the regimental rank of captain, may be selected annually for a one-year's course of study and residence in Russia, under the conditions stated below.

29. The names of applicants must reach the War Office, through the usual channels, by the 1st July in each year. Any special qualifications, such as an aptitude for learning languages or for general staff duties, should be stated in the application. To be eligible for selection, officers must be fully qualified for

promotion, and have obtained at least  $\frac{1}{4}$  of the marks at an "Interpretership" examination in Russian held by the Civil Service Commissioners.

30. Officers selected will be sent out at the beginning of October.

One complete year will be passed in Russia, exclusive of the time occupied by the journey out and home.

31. Officers, on their return from Russia, will present themselves at the first available examination held by the Civil Service Commissioners in Russian (see paras. 10 and 11).\*

32. Officers sent to Russia under these Regulations will be seconded from the date of embarkation and, in addition to the ordinary pay of their rank, will receive a consolidated allowance at the rate of 80 $\frac{1}{2}$ l. per annum, payable quarterly in arrear, while in Russia. They will also receive a reward of 80 $\frac{1}{2}$ l. on passing and obtaining  $\frac{1}{8}$  of the total marks for the Russian Interpretership Examination held by the Civil Service Commissioners.

33. Travelling expenses to and from Russia under the provisions of the Allowance Regulations will be allowed for officers selected; but travelling expenses for the return journey will not be granted in case of failure in the final examination.

## CHINESE AND JAPANESE.

34. Three officers, not above the age of 32 at the time of selection, may be selected annually for a two-years' course of study and residence in China, under the conditions stated below. Similarly, four officers will be selected annually for a two-years' course in Japan.

35. The names of applicants must reach the War Office, through the usual channels, by the 1st February each year. Any special qualification, such as an aptitude for learning languages or for general staff duties, should be stated in the application.

36. To be eligible for selection, an officer must be fully qualified for promotion, and must obtain  $\frac{1}{5}$  of the marks at a preliminary examination held by the Civil Service Commissioners,† the syllabus of which will be found in Appendix II.\* Preference will be given to unmarried officers.

The preliminary examination will be held in the months of April and October, at the same time as the interpretership examination (see para. 10).\* Applications should reach the War Office in accordance with the instructions contained in para. 11.\*

Officers serving in England will be examined in London, and will undergo an oral and a written test. Officers serving abroad will be examined in the written part only, at any convenient station, the examination being conducted by one officer who must be senior to the candidates, but who need not have a knowledge of the language.

\* [The reference is to a portion of the Regulations not reprinted here.]  
† The first preliminary examination will be held in October 1907. Any officers recommended may apply, as heretofore, to be sent out to China or Japan in March 1908, but preference will be given to those who have passed the preliminary examination or the Chinese Regiment Test Examination.

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The preliminary examination abroad will be held at the same time as the October interpretership examination. Applications for permission to attend should reach the War Office at least three calendar months before the date of the examination.

37. On being informed of their selection, officers should at once communicate in writing with the Secretary, War Office.\*

38. Officers selected will be sent out in March. Two complete years will be passed in China or Japan, exclusive of the time occupied by the passage out and home.

39. An examination will be held at the end of 12 months' residence in the country. An officer failing to pass this examination will be required to rejoin his unit at once.

The syllabus of this examination will be found in Appendix III, A and B.†

5 of the marks allotted to each separate subject of the examination must be obtained to pass.

75 in the aggregate must be gained to obtain "Special Mention."

40. During their period of residence in China or Japan, officers will be under the orders of the Military Attachés at Peking and Tokio respectively. They will keep a diary, showing how they have been employed and the places they have visited or resided in, &c., and they will send their diaries periodically to the Military Attaché, who will forward them to the War Office. At the end of each year's study the Military Attaché will report confidentially on each officer, especially with regard to his progress and his capabilities as an Intelligence officer.

41. During their last month in the country, officers will present themselves for a final examination.

The syllabus will be found in Appendix III, C and D.†

5 of the marks allotted to each subject must be obtained for an officer to pass, and 75 must be gained in the aggregate to obtain "Special Mention." An officer failing to pass will be entitled to any reward which he may have gained on account of his examination at the end of the first year, but he will be required to pay for his own return passage. An officer must obtain "Special Mention" in the examinations at the end of both the first and second years to be noted in the Army List as "Proficient."

42. Officers sent to China or Japan under these Regulations will be seconded from date of embarkation and, in addition to the ordinary pay of their rank, will receive a consolidated allowance at the rate of 150*l.* per annum, payable quarterly in arrear, while in the country. They will also receive a reward of 100*l.* on passing and obtaining 75 of the total marks for the examination held at the end of 12 months' residence in the country, and a further reward of 75*l.* on passing and obtaining 75 of the total marks in the final examination.

Passages to and from China and Japan will be provided for the officers selected, except for the return

journey in the case of failure in the final examination under para. 41.\*

Officers who are recalled owing to an unfavourable report by the Military Attaché may also be required to defray the cost of their return journey.

43. The name of an officer who subsequently passes the examination held by the Civil Service Commissioners in London (see Appendix I-C),\* and obtains 8 of the marks, will be published in Army Orders and recorded in the Quarterly Army List as an interpreter, and will receive 25*l.* in addition.

## CANTONESE.

44. Officers who pass the prescribed colloquial test in Cantonese at Hong Kong and the Straits Settlements will receive 50*l.*

## PART IV.—GENERAL INSTRUCTIONS.

45. In every case, before any grant of money can be obtained as an interpreter, an officer must show that he has resided in a country where the language in question is spoken for a sufficiently long time to acquire some knowledge of the ways of the country as well as of the language.

46. It may be necessary to modify the scale of the various grants from time to time in accordance with the supply of interpreters in any particular language, or in order to keep the sums disbursed within the limits of the available funds. Any such change will be announced in Army Orders at least six months before it is carried into effect.

47. An officer who has already earned a reward for any language, either from the War Office or from the Indian or Egyptian Governments, will, on earning a grant of money under these Regulations, only receive the difference between the two amounts.

48. The travelling expenses of officers attending language examinations will be governed by para. 308, Allowance Regulations. Except those specially mentioned in these Regulations, no other travelling expenses can be claimed.

49. No officer will be entitled to a grant under these Regulations if he is over 40 years of age at the date of the examination.

50. Officers who qualify as interpreters in Russian, Japanese, or Chinese, without going through the prescribed course in the country, may, at the discretion of the Chief of the General Staff, and provided that they can show that they have spent sufficient time in the country to render themselves practical interpreters, receive a grant not exceeding that which they could have earned during the prescribed course.

51. The Chief of the General Staff may, if he considers necessary, sanction the issue of a grant to an officer who has made special study which does not come within the scope of these regulations of a foreign language.

\* \* \* \*

\* It is desirable that officers who have been selected, before starting, should, if they are within reach of London, call personally at the Far Eastern Sub-Section of the Military Operations Division at the War Office for instructions and information. No travelling expenses can, however, be claimed for this purpose.

† [The reference is to a portion of the Regulations not reprinted here.]

° [The reference is to a portion of the Regulations not reprinted here.]

## APPENDIX XIII.

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## Schedules relating to various Oriental and African Languages.\*

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\* See also, with regard to African Languages, a letter from Sir Harry H. Johnston, Appendix III (e), p. 51, above; and, with regard to Melanesian and Polynesian Languages, a letter from the Rev. Prebendary R. H. Codrington, Appendix IV (b), p. 59, above.

## Prefatory Note.

The following Schedules were drawn up in order to enable the Committee to arrive at a decision as to the languages which should be taught in the first instance in the proposed School (*see* Report, § 33, p. 24 above). It is to be borne in mind that the information contained therein is given in order to enable a rough estimate of the importance of the various languages to be formed and not for accurate statistical purposes. The figures given under the heading "Particulars of British Officials and natives of Great Britain other than Officials in the regions in which the language is spoken" are in many cases necessarily imperfect, either owing to the fact that language divisions do not correspond to political divisions, or because census figures are not available.

Under the heading "Works of Reference, &c." are quoted only such works as have been actually made use of in drawing up the Schedule, or those to which special reference has been made by the authority consulted with regard to the language in question.

## (i) Amharic.

## Family—Semitic.

## NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Amharic has diverged from the ancient type of the language of the Semitic family; and it is scarcely going too far to say that a person who had learnt no Semitic tongue would have less difficulty in mastering it than one to whom Semitic syntax is familiar.

2. *Relation of Standard Language to important Dialects.*—

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Abyssinia. Amharic is spoken from the left bank of the Takkaze into regions far south.

4. *Total Population by which the Language is used.*—With the exception of Arabic, no Semitic tongue is spoken by so large a number of people. Abyssinia touches the Somaliland protectorate on one side, and the Sudan on the other. The population is

estimated at 3 to 4 millions of Abyssinians. Besides Tigré and Amharic, other languages are spoken, which are akin to Amharic.

5. *Literature and Civilisation.*—Amharic is the principal language of Abyssinia, and has been the court language since the 13th century. A literary language has been formed since the 17th century, but there does not appear to be any important literature. The ecclesiastical language of Abyssinia is Ge'ez, a dead language. Tigré is spoken in the northern parts. Gala is much spoken in the centre and south-west.

6. *Special Considerations.*—

## IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials employed in the Regions in which the Language is spoken.*—Great Britain has a Minister, Secretary, and Consul at Adis Ababa, the capital, a Vice-Consul at Harrar and a Consular Agent at Diré Dawa.

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8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—41,000*l.*

9. *Special Considerations.*—It seems from the above that intrinsically its importance is not great. Such special importance as it may have to this country is due entirely to political considerations.

Arabic—Egyptian and Hejjazi—is widely understood throughout Abyssinia. In the coast district of Eritrea, Arabic, Hindustani, and Italian are all useful.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Lan-*

*guage is demanded, Government Rewards for a Knowledge of the Language, &c.*—For rewards offered (1) by the Foreign Office, see Appendix II (a), pp. 40-41, above; (2) by the War Office, see Appendix XII, p. 99, below.

Rewards are offered to officers in the Indian Army (see Appendix VIII, (a) and (b), pp. 88-89, above).

11. *Authority consulted.*—Sir Harry H. Johnston, G.C.M.G., K.C.B.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 93, above; Foreign Office List, 1908.

## (ii) Arabic.

### Family—Semitic.

#### NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Guttural; difficult, if not impossible, for a European to pronounce with perfect correctness. There are other features, such as the superabundance of its vocabulary, that make a good acquaintance with the language require arduous study. It is not possible with only a slight knowledge of Arabic to read an ordinary document in Arabic written in the proper script; and this fact, which is due to peculiarities of the writing, is important to remember.

2. *Relation of Standard Language to important Dialects.*—The following passage occurs in the *Encyclopædia Britannica*, 9th edit., XXI, 653, in an article written by Professor Theodor Nöldeke:—

“A person who in Arabia or elsewhere should trust to his knowledge of classical Arabic only would resemble those travellers from the north who endeavour to make themselves understood by Italian waiters through the medium of a kind of Latin . . . . In general the Arabic dialects still resemble one another more than we might expect when we take into consideration the great extent of country over which they are spoken and the very considerable geographical obstacles that stand in the way of communication. But we must not suppose that people, for instance, from Mosul, Morocco, San'a, and the interior of Arabia would be able to understand one another without difficulty. It is a total error to regard the difference between the Arabic dialects and the ancient language as a trifling one, or to represent the development of these dialects as something wholly unlike the development of the Romance languages. No living Arabic dialect diverges from classical Arabic so much as French or Rouman from Latin; but, on the other hand, no Arabic dialect resembles the classical language so closely as the Lugodoric dialect, which is still spoken in Sardinia, resembles its parent speech.”

The reputation of the writer of these words may be taken as a guarantee of their accuracy. There is, however, a common means of communication between the various Arab peoples. Although the spoken language differs very much in places, the literary language of ordinary use, not the classical language, is used in substantially the same form everywhere; and those who are educated can speak in this medium, which thus affords a means of communication between different parts, and also should serve as the basis, in its written form, for the European learner to found his studies upon. From it he will be able to pass on to any dialect without difficulty, but to begin by learning a dialect would circumscribe him practically

to the place where the dialect is actually spoken, and would give but little material for making himself acquainted with the dialect of some other locality.

#### INTRINSIC IMPORTANCE.

3. *Countries in which spoken* extend from beyond the Tigris to the Atlantic, including Mesopotamia, Syria, Arabia, Egypt (with most of the Sudan), Tripoli, Tunis, Algiers, Morocco.

4. *Total Population by which the Language is used.*—Impossible to estimate exactly. At least 35,000,000.

5 and 6. *Literature and Civilisation. Special Considerations.*—The importance of Arabic is not to be measured merely by the number of persons by whom it is spoken. It is a language that must be classed as one of the principal languages of the world. The religion of Mahomed is at present professed by 150 to 200 million people, spread over great parts of Asia, including the Indian Archipelago, Africa and Southern Europe—over Asia Minor, Armenia, Syria, Palestine, Arabia, Mesopotamia, the Caucasus, Persia, all upper Asia, including Siberia, the steppes of southern Russia, Afghanistan, Baluchistan, Tibet, China, Japan, India, the Malay Peninsula, Sumatra, Java, Borneo, Egypt, the Sudan as far as the Equatorial Lakes, the whole north coast of Africa, and thence deep into the interior, the east coast of Africa, down to Zanzibar and beyond, European Turkey, Bulgaria and Herzegovina. In most of these regions Muslims live side by side with men of other confessions. Wherever the Mahomedan religion is professed, the Arabic language is cultivated to some extent, for some knowledge of it is indispensable for the performance of religious rites. The Qur'an, for instance, is not read in any other language, though literal translations interlined with the text are used to explain the meaning to the to whom Arabic is a foreign tongue. Similarly the traditions, and all the fundamentals of Mahomedan belief and practice, require a knowledge of Arabic for their study, and of Mahomedan law, which differs from the law that is familiar to us in that it is as much exercised in defining a man's way of conduct as in determining his rights in regard to others. A knowledge of Arabic is a sure road to the respect of any good Mahomedan, when it is joined with an acquaintance with his religion, which need not be deep, but must be of that special kind that is not to be obtained otherwise than by dealing with its originals. To understand Arabic is essential in order to enter into the spirit of Islam; and the more deeply imbued with that spirit is any people, the more necessary is it to study Islam in order to

comprehend them. Also, several important languages, Persian and Turkish, Urdu, Pashto, &c., have such a large proportion of Arabic words in their vocabulary that Arabic stands in the same sort of relation to them that Latin does to English. And it would not be possible to have complete mastery over either without having given Arabic some attention. There are other languages that have borrowed from Arabic—Hindustani may serve as an example—where the connection is not so close. Arabic has a vast and valuable literature, the treasures of which are but slowly being made available to modern readers. Egypt and Syria at the present day display considerable literary activity.

IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. Particulars of British Officials employed in the Regions in which the Language is spoken.

Morocco.

- 1 Envoy Extraordinary Minister Plenipotentiary and Consul-General.
- 3 Consuls.
- 8 Vice-Consuls.
- 3 Consular Agents.
- 4 Other officers.

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Tunis.

- 1 Consul-General.
- 5 Vice-Consuls.
- 4 Cons. Agents.
- 2 Pro-Consuls.

12

Tripoli.

- 1 Consul-General.
- 3 Vice-Consuls.
- 1 Consul.

5

Algiers.

- 1 Consul-General.
- 5 Vice-Consuls.
- 2 Pro-Consuls.

8

(See also the 114 officials in Turkey.)

8. Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.—32,922,000l.

9. Special Considerations.

10. Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.—Arabic is provided for by the Foreign Office in the case of Student Interpreters, who take it as one of four\* languages which they study in a course of two years at the University.

It is a subject that may be taken by candidates for the Indian Civil Service at the competitive examination, and is optional, if not taken at the competitive examination, at the examination that is passed after their probation. It appears that the existing conditions make the study of the language impossible in practice for the candidates. (See Report, pp. 6-8, above.)

It is provided by the Egyptian Government. Candidates selected for the Civil Services of the Egyptian and Sudan Government spend one year (actually, excluding vacations, only seven or eight months) at Oxford or Cambridge in a very thorough Arabic course. They begin in October, and are subjected to a very searching examination, conducted by the two professors of Arabic and two Egyptian Shaykhs lent to the two Universities by the Egyptian Government, in the following June. The standing and seniority of the probationers is determined by their position in this Arabic examination.

For rewards offered (1) to Federated Malay States Cadets, see Appendix IX (i) (a), pp. 89-90, above; (2) to Somaliland civil officers, see Appendix IX (1) (c), p. 90, above.

For rewards offered (1) by the Foreign Office, see Appendix II (a), pp. 40-41, above; (2) by the Admiralty, see Appendix II (b), pp. 41-42, above; (3) by the War Office, see Appendix XII, p. 99, below.

Rewards and allowances are offered to civil and military officers serving in India under conditions which vary to some extent with the particular service in which they are employed. (See Appendix VIII (b), p. 88, above.)

11. Authority consulted.—Professor E. G. Browne, F.B.A.

12. Works of Reference, &c.—Board of Trade Tables, pp. 92 and 93, above, and the Foreign Office List, 1908.

\* Three compulsory (Arabic, Persian, and Turkish), and one optional (Russian).

(iii) Armenian.

Family—An offshoot of the Iranian Branch of the Indo-European Family.

NATURE OF LANGUAGE.

1. Peculiar Characteristics, &c.—Not very easy to acquire owing to profound dialectic differences, peculiar alphabets and grammatical structure. The colloquial is much easier and simpler than the literary. There is a great intermixture of Turkish and Persian words in Armenian.

Armenian is one of the most curious and remarkable languages, and its affinities to the Iranian, and other ancient stocks of languages in Western Asia have not yet been definitely cleared up. From an ethnological point of view the Armenians present the

same difficult problems as their language, and the study of Armenian well deserves to find a place in an institution devoted to the study of Eastern languages.

2. Relation of Standard Language to important Dialects.—

INTRINSIC IMPORTANCE.

3. Countries in which spoken.—The country of Armenia is divided between Turkey, Russia, and Persia. Armenian is spoken also in Rumania, Bukovina, and among the numerous colonies throughout the Turkish Empire and in Egypt.

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4. *Total Population by which the Language is used.*—The Turkish portion of Armenia has a population of about 2,500,000, and at least as many are in Russia and scattered throughout the Levant.

5. *Literature and Civilisation.*—Armenian has a large and ancient literature, which has acquired a fresh development in modern times, owing largely to the activity of the University of St. Lazare (near Venice) and the Mechitarist monks in Vienna. Also numerous schools have been established by wealthy Armenians in Turkey, &c.

6. *Special Considerations.*—Next to Greeks and Jews, the Armenians are the chief traders in the East. There are certain branches, notably dry-goods, &c. (Manchester goods, &c.), which are almost exclusively in the hands of Armenians in the interior of Turkey. They are the bankers, and many of them hold high and important political positions in Turkey, in Russia and elsewhere.

IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials employed in the Regions in which the Language is spoken.*—There is a British Consul at Erzeroom and three Vice-Consuls, viz., one each at Bitlis, Diarbekr, and Van.

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—1,178,000*l.*

9. *Special Considerations.*—

10. *Particulars with regards to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—

11. *Authority consulted.*—The Rev. Dr. M. Gaster.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 93, above; Foreign Office List, 1903.

(iv) Assamese.

Family—Indo-European.

NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Assamese is not an easy language to acquire. It is full of idiom, and the pronunciation is by no means easy.

2. *Relation of Standard Language to important Dialects.*—Assamese has a close affinity to Bengali, which was for some time (1843 to 1873) the court and official language of the province.

INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Assamese is spoken in the Assam Valley, by 1,350,000 speakers.

4. *Total Population by which the Language is used.*—Assam contains about 2½ million inhabitants.

5. *Literature and Civilisation.*—Assamese has a fairly large literature, of an importance greater than its extent, and which has been little explored. It is remarkable as possessing a large number of original historical works, corresponding to the old English chronicles. These are well worthy of close investigation.

6. *Special Considerations.*—The historical works claim special consideration for Assamese. No other language of India has anything of the kind.

IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials employed in the Regions in which the Language is spoken.*—

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—2,268,000*l.* The importance of Assam consists in its tea trade.

9. *Special Considerations.*—Assamese has to be acquired by tea-planters as well as officials. The importance of the tea industry alone makes it necessary that facilities should be afforded in this country for acquiring the language.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—

Rewards and allowances are offered to civil and military officers serving in India under conditions which vary to some extent with the particular service in which they are employed; see Appendix VIII (b), p. 88, above.

11. *Authority consulted.*—Dr. G. A. Grierson.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 93, above.

(v) Bengali.

Family—Indo-European.

NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Bengali is a language of which a smattering (with a vile pronunciation) can be acquired with some ease; but to know the language properly is a most difficult task. Few Englishmen speak it well. Its principal difficulty is that the spelling does not represent the

pronunciation. Another difficulty is that the modern literary language is quite different from that ordinarily spoken.

2. *Relation of Standard Language to important Dialects.*—The language belongs to the Eastern group of Indo-Aryan languages, and is most nearly related to Oriya, Assamese, and Bihari.

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—The Gangetic Delta and the country immediately to the north and west.

4. *Total Population by which the Language is used.*—Bengali is spoken by over 44,500,000 people.

5. *Literature and Civilisation.*—Bengali has a literature and the modern literary language is remarkable in its divergence from the colloquial.

“In no other speech of India is the literary tongue so widely divorced from that of ordinary conversation as in Bengali. Bengali has a genuine popular literature extending from at least the 15th century to the end of the 18th century.”

Bengali literature is hardly known to Europeans, and is of considerable importance. By “literature” is meant here the “classical” literature which preceded the invention of modern literary Bengali in the early years of the 19th century. Classical Bengali literature dates from the 15th century A.D.

6. *Special Considerations.*—It is most important that officials and missionaries should have some acquaintance with this classical literature, as most educated and many uneducated natives are familiar with it. (See also No. 9.)

## IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials employed in the Regions in which the Language is spoken.*—

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—37,243,000l.

9. *Special Considerations.*—There are numerous merchants, missionaries, and officials who cannot do their work properly without a thorough knowledge of the language. The present political condition of Bengal is well known. At the present day it is of the utmost importance that Europeans should gain the confidence of the masses. For this purpose a thorough knowledge of the language and of its classical literature is all-important.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—For particulars with regard to Bengali at the examination of Indian Civil Service probationers, see Report, pp. 6–8, above.

Rewards and allowances are offered to civil and military officers serving in India under conditions varying to some extent with the particular service in which they are employed; see Appendix VIII (b), p. 88, above.

11. *Authority consulted.*—Dr. G. A. Grierson.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 94, above.

(vi) Burmese.Family—Tibeto-Burman.

## NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Burmese has affinities with Tibetan and Chinese.

It is a language of monosyllabic character which is somewhat modified in pronunciation. It is polytonic, forming a branch of the Tibeto-Burman sub-division of the family. It is not easy to acquire: its alphabet and method of writing has been borrowed from the ancient Nāgarī through the medium of Māghadī or Pālī, the language in which the Buddhist Scriptures introduced into Burma from Ceylon were written.

The written characters are nearly all composed of circles or segments of circles; they are written from left to right; there are no spaces between the words, and very few stops to mark separate sentences; certain affixes take their place where stops are not used.

2. *Relation of Standard Language to important Dialects.*—There are other dialects such as Pwō-Karen, Sgau-Karen, and Chin in several forms, and several corrupted forms of Burmese locally used, which are of little or no account for commercial purposes. They are referred to in the Burma Census Report for 1901.

As Sir George Scott states, there are two languages really in use, i.e., the Pālī for religious work, and the more modern vernacular Burmese for ordinary use.

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Throughout upper and lower Burma. It is not the ordinary language of the Chin Hills or the Shan States.

4. *Total Population by which the Language is used.*—The population of Burma amounts to over

10,490,000, of whom about 75 per cent. speak Burmese.

On the 1st March 1901, Burmese was the language spoken by 7,006,495 persons in Burma.

The population given above, i.e., 10,490,624, includes that of the Chin Hills and Shan States.

5. *Literature and Civilisation.*—Burmese has a literature. There is a very extensive literature in the Burmese language which, especially the sacred writings, is based on Pālī literature. A great deal of the religious literature is entirely written in Pālī. It consists of the Buddhist Scriptures—devout, mystic and serious, drama and opera-bouffe, histories of “Nats” or mythological beings, legendary lives of the Buddha in previous states of existence.

Religious romances.—There is the Mahā-Yāzawin or Royal Chronicle, comprising histories and chronicles of various cities and temples. These are about the only formal national works of the country. They go back to the early centuries of the Christian Era; but their historic value may be of a dubious kind. There are certain legal precedents known as the decisions of the Princess Thudamma-sari written in the popular language without much admixture of Pālī, and the Laws of Manu reduced to Burmese from the Pālī text. There are also books on magic and astrology, and collections of proverbs.

A dictionary of Burmese and English was published by Dr. Judson in 1852, very ably revised and brought up to date about 15 years ago, by the late Mr. R. C. Stevenson, but this, of course, is not of indigenous production.

6. *Special Considerations.*—With reference to “special considerations” it may be stated that, as Sir George Scott has remarked, it is extremely probable that changes in Burmese literature are likely to occur before any very great length of time, due probably to

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the spread of education according to Western methods, fostered by the British Government, through the Education Department, and by the Mission Schools. There are several vernacular papers, and a novel on Western lines was published for the first time a few years ago, written by a Burman. It is entitled "Maung Yin Maung and Ma Me Ma," and was printed at a local press, illustrated with photographs. As recently as 1906, a Dictionary, called "The Students' English-Burmese Dictionary," was brought out by a Burman named Maung Tun Nyein. It is unique as being the only complete English-Burmese Dictionary now available, though one was brought out many years ago by the late Rev. G. H. Hough, and long since out of print. There appears to be no other except one in small pocket dictionary form.

#### IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials employed in the Regions in which the Language is spoken.*—About 500 names of British Officials serving in Burma are given in the India Office List for 1908.

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—5,245,000l.

9. *Special Considerations.*—The figures relating to the trade of "subordinate ports," in Burma—i.e., those other than Rangoon—with the United Kingdom alone are not distinguished in the Official Trade Report relating to Burma from the trade of such ports with foreign ports.

The trade from RANGOON only with places within the British Empire, including the United Kingdom in 1906-07, was—

Exports	-	-	52,941,476	rupees.
Imports	-	-	65,515,018	"

The out-ports of Burma (those other than Rangoon) absorbed about one-fourth of the total shipments of rice from Burma, the bulk of which went to the Continent, practically nothing being shipped to the United Kingdom.

The trade is principally rice and teak timber. By far the greater part is rice. Other products, catch, raw cotton, raw hides, raw caoutchouc, rice, bran, jade, stone, &c.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—For particulars with regard to Burmese at the examination of Indian Civil Service probationers, see Report, pp. 6-8, above. Burmese is one of the vernaculars required for officers of the Burma Commission and all non-Burman officers in nearly all Departments of Government. They must appear for examination every six months until they pass. The tests are laid down by rule. There are three tests for compulsory examinations, called respectively the Elementary, the Lower, and the Higher Standard.

In the Elementary Standard test, the examinee is required to read aloud, and translate with a fair degree of accuracy, within a limited time, an easy and plainly written manuscript or passage from a printed book in the Burmese language; also, to converse with an intelligent educated native of Burma upon simple and ordinary topics, in which he must satisfy the committee of examiners that he is able to understand, and to make himself understood by the same. In the Lower Standard test, the examinee is required, within a limited time, to read an easy manuscript written in Burmese, and to give an intelligible translation in English, or (if he is a native of India unacquainted with English) in Hindustani. He is also

tested in conversation with natives of Burma, and must show that he is able to understand Burmans, and make himself understood by them both in ordinary conversation and in the usual course of office business. In the Higher Standard test the examinee is required, within a limited time, to read a manuscript written in Burmese, and to give an intelligibly written translation thereof. He is also required to translate an English judgment or other official paper, which is dictated by the examinee in Burmese in the presence and hearing of the examiners. As regards conversation, the test is similar in its nature to that for the Lower Standard, but more difficult in degree. The examinee must show that he is able to explain himself to Burmans in the vernacular on any topics in which he is likely to be required to communicate with them.

In order to pass, an examinee must obtain 7/12ths of the aggregate number of marks allotted, and in each separate subject at least one-half of the aggregate allotted to each subject. There are time limits prescribed within which an officer must pass, and which vary according to the Department in which he is employed. The penalties for failure are generally stoppage of promotion, and even liability to forfeiture of appointment.

It depends upon the Department in which an officer is serving to which of the three tests of examination he is submitted. The tests are very thorough. No rewards are paid by Government for passing any compulsory examination, and none are given to sub-officials. Certain non-Burman subordinate officers, however, in the Police, Excise and Medical Departments are given small rewards for passing in Burmese. Rewards are paid by Government to certain officers in its employ, for passing the High Proficiency and Degree of Honour Examination, Rs. 2,000 in the first case and Rs. 1,000 in the second. They are open only to officers in the Commission, the Police, the Education and the Forest Departments.

Rewards are offered under certain conditions to military officers serving in Burma.

Only officers in Government employ are allowed to go up for these Departmental Examinations, which are held by Government.

The Educational Syndicate of Burma, conducts examinations in the Burmese language twice a year, which are open to anyone. They are practically the same in nature and test as the Government examinations. They are as follows:—

1. Elementary, Lower and Higher Standards, similar to the Government Departmental Examinations.
2. Special (Commercial) Lower and Higher Standards.
3. A special (Law) Higher Standard.
4. A colloquial test.

The marks allotted are precisely the same as those allotted in the Government Examinations; the rules are practically the same in every respect. It may be added, that an examinee may pass any examination "with credit" or "with great credit," according to the number of marks he obtains beyond the minimum required for the ordinary pass. This rule applies to both the Government Departmental and to the Educational Syndicate examinations.

For rewards offered by the Foreign Office, see Appendix II (a), pp. 39 and 40, above.

11. *Authority consulted.*—Mr. A. L. Hough.

12. *Works of Reference, &c.*—Encyclopedia Britannica; Sir George Scott's Handbook of Burma, 1906; Burma Trade Report 1906-7; Burma Census Report, 1901; Burma Examination, Manual and Rules, 1904; and the Board of Trade Tables, pp. 92 and 94, above.

## (vii) Chinese.

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*Family*—This language stands by itself.

## NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Chinese is a monosyllabic language, uninflected and difficult to acquire. The writing is ideographic, a separate character being in use for every word or idea. There are some 40,000 characters in K'ang Hsi's Dictionary. For the ordinary business of life a knowledge of from 3,000 to 5,000 characters is required. The difficulty of mastering such a writing is obvious.

2. *Relation of Standard Language to important Dialects.*—See para. 3, below.

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—The dialects in various provinces are practically different languages, and the natives of one province are unintelligible to those of another; but the Mandarin language is spoken by officials all over China.

The above remarks apply to the spoken language only; the written character is in general use all over the Chinese Empire, and in Japan.

4. *Total Population by which the Language is used.*—One or other of the Chinese dialects is said to be spoken by 400,000,000 people.

5. *Literature and Civilisation.*—In China there is a large literature, of great antiquity and greatly venerated by the people. Beside the standard classic works of Confucius and the Sages, there are many works of interest, historical and social. There are some novels of considerable merit and repute.

6. *Special Considerations.*—There is no doubt that to the foreign merchant, a good knowledge of colloquial Chinese, and of the written language within commercial limitations, which are not extensive, would be most valuable, and well worth the difficulties involved. While there have been some notable instances of British merchants acting on this principle with success, it is more often met with among Germans who have by their thorough knowledge of Chinese, established direct and profitable relations with Chinese officials and traders, dispensing with the middleman. Much is done by the German Government to facilitate the study of Chinese.

## IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken:—*

*British Officials in China.*

- 1 Envoy Extraordinary and Minister Plenipotentiary.
- 1 Councillor.
- 1 Judge of the Supreme Court.
- 16 other officials.
- 7 Consuls-General.
- 18 Consuls.
- 7 Vice-Consuls.
- 26 Consular Assistants.
- 19 Student Interpreters.
- 2 Consular Agents.
- 13 Constables.
- 3 Pro-Consuls.

British missionaries are scattered far and wide throughout China, carrying on the most devoted and self-sacrificing work. Three of them have taken advantage of the Chinese course at King's College during the summer term and expressed their appreciation of the course of study.

Several hundred British subjects are employed in the various departments of the Chinese Customs and Postal Services.

There are also about 150 European civilian officials in Hong Kong.

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—15,148,000*l.*

9. *Special Considerations.*—

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—Substantial aid is given to the study of Chinese by the War Office. Three officers may be annually selected for such study. After passing a preliminary examination in London or abroad, they go for two years to China. While there they receive 150*l.* per annum besides ordinary pay, and also, under certain conditions, rewards amounting to 175*l.*

Total cost of War Office scheme:—

	£
Two years' pay, say	300
Allowance	300
Rewards	175
Per officer	£775
	+ cost of passage.

For fuller details with regard to War Office Regulations, see Appendix XII, pp. 99–100, above.

For rewards offered (1) by the Foreign Office, see Appendix II (a), pp. 39–40, above; (2) by the Admiralty, II (b), pp. 40–41, above.

Hong Kong cadets are required to pass in Chinese.

Chinese, with special reference to Cantonese, is one of a group of three languages of which a Federated Malay States' cadet is appointed to study one on his arrival in the Colony. A similar regulation applies to Straits Settlements cadets. A bonus of 750 dollars is granted to Federated Malay States cadets who pass in Chinese (any dialect) as a second language; see Appendix IX (i) (a), pp. 89–90, above.

Rewards and allowances are offered to civil and military officers serving in India under conditions which vary to some extent with the particular service in which they are employed; see Appendix VIII (b), p. 88, above.

11. *Authority consulted.*—Mr. H. M. Hillier.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92–94, above; Foreign Office List, 1908; Colonial Office List, 1908.

## (viii) Greek, Modern.

## Family—Indo-European.

## NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—The most important peculiarity of Modern Greek is the difference between the written and the spoken forms of the language. The written is based on the literary tradition, and approaches the ancient language, whilst the spoken varies between the local dialects on the one hand, and the archaizing purified language, the *καθαρεύουσα*, on the other. The literary and the purified spoken are easy for a classical scholar, who also has a great advantage in learning the vulgar vernacular, which oscillates between the two extreme forms of the language. It may be said that the main difficulty of learning Modern Greek thoroughly is the variation and unsettled state of the language.

2. *Relation of Standard Language to important Dialects.*—What has been said above will show that there is no really standard language. The "purified" language as taught in schools is hardly spoken, except by a few people or to foreigners. The local dialects are all strictly local, and all men, and most women, speak also the common vernacular, at least wherever this differs to any marked degree from the local dialect. It is this common vernacular that it is so important to learn. It is based chiefly on the common peasant Greek of the Peloponnese, with the strongest localisms removed. It is understood wherever there are Greeks, although hardly any two people speak it exactly alike. The learned mix it with archaisms from the written language, the educated the same but to a less degree, and the unlettered with forms and words from the local dialect. It is in this variety, which touches construction, inflexion, and vocabulary, that the difficulty of the language consists; and it is the increasing influx of learned archaisms into the vernacular that makes a preliminary knowledge of Ancient Greek so valuable. This value is felt not so much in the earliest stages, but increasingly as more progress is made.

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—(1) The Kingdom of Greece. (2) Many parts of Turkey, notably the Aegean islands, Constantinople, and Smyrna. (3) By the numerous Greek traders in Syria, Egypt, and the Levant generally. (4) Crete, Cyprus, Samos.

4. *Total Population by which the Language is used.*—Greece has a population of over 2,433,000.

5. *Literature and Civilisation.*—The modern literature, apart from archeological publications, is mostly written in the archaistic purified written language, and is not of much value. There is now a school who write the popular language (the so-called *μαλασοί*), and their novels and poems have merit. The most valuable productions are, however, the popular ballads, large numbers of which have been collected. Probably, no body of popular poetry in the world approaches them in merit.

6. *Special Considerations.*—From the point of view of historical philology, the study of Modern Greek is of great value. The language is still highly inflected, and we thus have a continuous view of the history of an inflected language from the time of Homer to the present day. Naturally it is the popular dialects, which show the natural development of the language, that alone are of value in this respect;

The added interest to the study of Hellenistic and New Testament Greek given by the recent discoveries of Papyri lends additional importance to the Modern language, as fixing the later stages of developments that were already beginning in Hellenistic times. It may almost be said that no full knowledge will be got of Hellenistic and Early Christian Greek until scholars have studied the modern dialects, and materials for this study are now accumulating.

## IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*—Besides the Envoy Extraordinary and Minister Plenipotentiary at Athens there are 23 British Officials, viz:—

2 Secretaries	-	-	} Attached to the Envoy's staff.
1 Naval Attaché	-	-	
1 Military Attaché	-	-	
1 Chaplain	-	-	
1 Clerk and Translator	-	-	
5 Consuls.			
8 Vice-Consuls.			
4 Consular Agents.			

The British School of Archaeology, receiving a grant from the British Government, maintains a Library, a Director, and a Librarian, and give quarters to properly prepared students of Archaeology and of the Art, History, and Language of Greece.

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—£,028,000l.

9. *Special Considerations.*—

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—

For rewards offered by the Admiralty, see Appendix II (b), pp. 40-41, above.

A grant of 30l. is paid by the War Office, under certain conditions, to officers who pass in Modern Greek.

11. *Authority consulted.*—Mr. R. M. Dawkins.

12. *Works of Reference, &c.*—The Board of Trade Tables, pp. 92 and 94, above; Foreign Office List, 1908; Regulations relating to the Study of Foreign Languages, issued with Army Orders, dated 1st June 1907.

- (1) Hatzidakis: *Einleitung in die Neugriechische Grammatik.*
- (2) Thumb: *Handbuch der Neugriechischen Volkssprache.*
- (3) Hatzidakis: *Νεοελληνικά και Μεσαιωνικά; Περὶ τοῦ Γλωσσικοῦ Ζητήματος, etc.*
- (4) Psichari's writings.
- (5) Krumbacher's writings.
- (6) Collections of Modern Greek Folksongs and Tales, e.g., Pio, *Contes Populaires*; Kretschmer. "Neugriechische Mundart des Lesbos"; Passow's *Popularia Carmina.*
- (7) In general, the books in Gustav Meyer's *Bibliography of Works on Modern Greek* published in his *Neugriechische Studien.*

## (ix) Gujarati.

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*Family—Indo-European.*

## NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Gujarati is not a difficult language to acquire; to anyone acquainted with Hindi it is quite easy, but nevertheless it requires study to know it well.

2. *Relation of Standard Language to important Dialects.*—Gujarati is more nearly related to the Rajasthani language, which many people look upon as a form of Hindi, than to any other Indian language.

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Gujarat is the northern sea-board of the province of Bombay, and gives its name to the vernacular of the northern part of that province.

4. *Total Population by which the Language is used.*—The number of speakers is estimated at about 10,000,000.

5. *Literature and Civilisation.*—Gujarati literature is small in extent, but to students of languages and of Indian religions it is of importance. Gujarati happens to be the only Indian language of which the entire development, step by step, can be traced from the earliest Vedic times (say 1500 B.C.) down to the present day. This is due to the survival of its older literature.

6. *Special Considerations.*—This language is of importance as a commercial language beyond what the number to whom it is the vernacular would suggest.

## IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials employed in the Regions in which the Language is spoken.*—

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—12,279,000*l.*

9. *Special Considerations.*—The fact that Gujarati is extensively employed as a mercantile language shows the importance to merchants of an adequate conversational knowledge of it.

A knowledge of it is also required, as a matter of course, from missionaries and Government officials. India is still profoundly influenced by the results of the great religious reformation of the fourteenth and fifteenth centuries. A great part of the literature of this reformation is in Gujarati.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—Rewards and allowances are offered to civil and military officers serving in India under conditions which vary to some extent with the particular service in which they are employed; see Appendix VIII (b), p. 88, above.

11. *Authority consulted.*—Dr. G. A. Grierson.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 94, above.

## (x) Hausa.

*Family—Libyo-Sudanian.*

## NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Hausa ranks as one of the richest and most cultivated languages in Africa. But it is not an easy language to speak grammatically; it is easy (Italian-like) to pronounce, in that respect resembling the Bantu.

2. *Relation of Standard Language to important Dialects.*—There is a good deal of difference in vocabulary between the rather bastard Hausa spoken behind the Gold Coast and Dahome and the dialect of Kano; but not enough to prevent elementary conversation.

The Hausa taught at Tripoli in North Africa does not differ very markedly from the Hausa in use at Lokoja.

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Hausa is not only the dominant vernacular through a large part of the Central Sudan, but serves as a means of communication throughout the region to the south and west of the Lower Niger. From north of the Gold Coast, Lagos, Badagry and Porto Novo and upwards to the Niger and Lake Chad, wherever Mahomedans are found, Hausa is spoken by them.

4. *Total Population by which the Language is used.*—Probably 15 to 20 millions.

5. *Literature and Civilisation.*—The civilisation is both Arab and Berber. The literature (much influenced by Arabic and Koranic ideas) is of some importance in connection with Sudan history and folklore.

6. *Special Considerations.*—It is the language of British Nigeria from Lokoja to the vicinity of Lake Chad, and is also the trade language of the Northern Gold Coast territories.

## IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*—

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—8,920,000*l.*

9. *Special Considerations.*—In Nigeria the Hausas form a great part of the native troops.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language*



App. XIII. *is demanded, Government Rewards for a Knowledge of the Language, &c.*—A knowledge of Hausa is encouraged by the War Office. Officers who obtain 5 of the aggregate marks at an examination conducted by the Civil Service Commissioners are noted in their record of service as "passed" in the language, and those who obtain 8 are noted as "Interpreters."

The names of officers who have qualified or re-qualified as Interpreters are published in Army Orders and recorded in the Quarterly Army List, together with the date of qualification, or last re-qualification.

An officer may re-qualify after five years by passing the oral part of the examination, together with the extempore translation from and into the language. Although such re-qualification is not

compulsory, it must be understood that the value of an officer's certificate depends to a great extent on its date.

Rewards are offered to officers on the Gold Coast, in Southern Nigeria, and Northern Nigeria for passing in Hausa (Lower and Higher Standard); see Appendix IX (i), p. 90, above.

The study of Hausa is aided by the Colonial Office by a grant of 100*l.* per annum to King's College.

11. *Authority consulted.*—Sir Harry H. Johnston, G.C.M.G., K.C.B.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 94, above; Regulations relating to the Study of Foreign Languages, issued with Army Orders, dated 1st June, 1907.

## (xi) Hindi.

### *Family*—Indo-European.

#### NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—The language requires study.

2. *Relation of Standard Language to important Dialects.*—Taking Hindi as defined under paragraph 3, below, it may be safely said that it is the most important language of India. It is nearly related to Panjabi and Gujarati.

#### INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Hindi is spoken over the central part of Northern India. Monier Williams puts the number of speakers at about 100,000,000 in Hindustan proper, including the High Hindi (which is what is here called Hindi), the Mahomedan form of it (mixed with Persian and Arabic) called Hindustani; and various dialects such as Braj, Kanauji, Marwari, Awadhii, Bhojपुरi, &c.

4. *Total Population by which the Language is used.*—Hindi is spoken by more than 60,000,000 people over the central part of Northern India.

5. *Literature and Civilisation.*—Hindi has a very large literature, much of it of great beauty. It took its rise in the religious reformation of Northern India of the 15th century; although isolated books had been written during the preceding 200 years, and have still survived. Owing to the circumstance of its origin the literature of the 15th and 16th centuries is as much a part of the people's everyday life as the Bible or Shakespeare is a part of the everyday life of an Englishman. Every ploughman knows verses of his favourite author, and can quote them. Even the language of household talk is supplied with metaphors and idioms derived from this literature, which are so interwoven with the everyday language that their origin is forgotten. Without a knowledge of at least the greatest writers it is impossible to understand the thoughts and ideals of the natives of Upper India, while a very moderate acquaintance with them is an immediate passport to their love and confidence. The few Europeans who have studied Hindi literature have had an influence over natives which has astonished their acquaintances. Unfortunately this literature is not fashionable, either in this country or (amongst Europeans) in India. It is overshadowed by Sanskrit. Its great extent

demands the combined efforts of several scholars to make its masterpieces known to the European world.

6. *Special Considerations.*—The only language of Upper India which has received any attention is Hindustani. It is quite right that it should receive that attention for its own sake, but it is emphatically the language of Muslims. Hindi, on the other hand, is the language of Hindus. Out of every 10 natives of India seven are Hindus, few of whom know literary Hindustani, and two are Muslims. In the area in which Hindi is a vernacular, the disproportion is even greater. While not degrading the value of Hindustani, it is at least equally important that Government officials should be familiar with the literature of Hindus.

#### IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*—According to the last census there were over 27,000 Europeans in the United Provinces alone.

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—These figures cannot be given. They are the figures of the trade of practically the whole of North India.

9. *Special Considerations.*—A knowledge of Hindi is of importance for mercantile purposes. Although Hindustani is a *lingua franca* in the large towns, it does not carry one into the villages. Moreover most Indian merchants are Hindus, and even if such a merchant does know Hindustani, the use of his proper language breeds a confidence which may often be most valuable.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—Rewards and allowances are offered to civil and military officers serving in India under conditions which vary to some extent with the particular service in which they are employed; see Appendix VIII (b), p. 88, above.

11. *Authority consulted.*—Dr. G. A. Grierson.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 95, above.

## (xii) Hindustani.

*Family*—Indo-European.

## NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—It is easy to acquire a smattering of Hindustani.

2. *Relation of Standard Language to important Dialects.*—Hindustani is a dialect of Hindi. Hindi vocabulary is quite different from that of literary Hindustani. But Hindustani has many forms. The literary Hindustani is full of Arabic and Persian, while the colloquial *lingua franca* has less, and more nearly approaches Hindi. Hindi and Hindustani possess a common vocabulary up to a certain limit. After that Hindustani adds Persian and Arabic to fill up deficiencies or to give elegance. Hindi, instead of borrowing from Persian or Arabic, uses indigenous terms (mostly borrowed from Sanskrit) for the same purposes. The Nagari character is used in Hindi, whereas Hindustani employs the Arabic.

Besides being a *lingua franca*, Hindustani is the literary language of the Muslims and of Hindus educated on Muslim lines. One of the best writers of modern Hindustani is a Hindu of Lucknow.

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Hindustani is spoken over an area coextensive with that of Hindi. It is also extensively used, though in a somewhat different phase, in the Deccan, and is, moreover, the *lingua franca* of most parts of India.

4. *Total Population by which the Language is used.*—(See 3 above.)

5. *Literature and Civilisation.*—Hindustani has an extensive literature, but not so extensive as that of Hindi. Its classical literature is nearly all in poetry, and this poetry is written on Persian, not Indian, models. Metre, language, metaphor, are all Persian.

6. *Special Considerations.*—Hindustani is of importance for two reasons:—First, because it is the *lingua franca* of India. Second, because it is

(broadly speaking) the literary language of all Muslims. Out of every ten natives of India, two are Muslims. Even in parts of India where the native language of the population is not Hindustani, every Muslim is taught it and speaks it.

## IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*—

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—Including the Persian Gulf, 4,173,000.

9. *Special Considerations.*—No one could get on at all in India unless he was familiar with the *lingua franca*. English is to a certain extent known in the great cities, but a knowledge of Hindustani is, nevertheless, absolutely necessary.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded; Government Rewards for a Knowledge of the Language, &c.*—For particulars with regard to Hindustani at the examination of Indian Civil Service probationers, see Report, pp. 6-8, above.

For rewards offered (1) by the Foreign Office, see Appendix II (a), pp. 39-40, above; (2) by the Admiralty, see Appendix II (b), pp. 41-42, above; (3) to Federated Malay States cadets, see Appendix IX (1) (a), pp. 89-90, above.

Rewards and allowances are offered to civil and military officers serving in India under conditions which vary to some extent with the particular service in which they are employed; see Appendix VIII (b), p. 88, above.

11. *Authority consulted.*—Dr. G. A. Grierson.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 95, above.

## (xiii) Japanese.

*Family*—This language stands by itself.

## NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—The difficulties of acquiring the Japanese language are chiefly:—

(a) *Formal.*

The impersonality of verb forms.

The comparative absence of pronouns and plurals of nouns.

The shades of meaning and courtesy implied by the "polite" endings of verbs and the "honorific" prefixes.

## (b):

The greatest difficulty of all is the complicated *written language*. The characters are the Chinese ideographs; with these ideographs there is a sprinkling of Syllabic characters of Japanese invention indicating the inflexions and to help the unlearned to read unusual Chinese characters.

2. *Relation of Standard Language to important Dialects.*—The provincial dialects present little difficulty—far less than in Italy or many European countries. The language of the Liuksiu Islands is a more distinct dialect.

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Japan.

4. *Total Population by which the Language is used.*—The population of Japan is over 47,000,000.

5. *Literature and Civilisation.*—There is a large literature dating from the eighth century, chiefly history, poetry and novels. The Chinese Classics are largely read, also works on Buddhism.

6. *Special Considerations.*

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## IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials employed in the Regions in which the Language is spoken.*—

1	Ambassador Extraordinary and Plenipotentiary.
1	Councillor.
12	Other officials.
1	Consul-General.
5	Consuls.
4	Vice-Consuls.
10	Consular Assistants.
7	Student Interpreters.
1	Pro-Consul.

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8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—The import and export trade of Japan with the United Kingdom amounted in 1906 to 12,847,000*l.*

9. *Special Considerations.*—

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—Substantial aid is given to the study of Japanese by the War Office. Four

officers may be annually selected for such study. After passing a preliminary examination in London or abroad, they go for two years to Japan. While there they receive 150*l.* per annum besides ordinary pay, and also, under certain conditions, rewards amounting to 175*l.* The conditions are similar to those relating to Chinese.

Total cost of War Office scheme :—	£
Two years' pay, say	300
Allowance	300
Rewards	175
Per officer	£775

+ cost of passage.

For fuller details with regard to War Office Regulations, see Appendix XII, pp. 99-100, below.

Rewards are offered to officers of the Indian Army (100*l.* on passing the intermediate examination, and 100*l.* on qualifying as an Interpreter).

For rewards offered (1) by the Foreign Office, see Appendix II (a), pp. 40-41, above; (2) by the Admiralty, see Appendix II (b), p. 40, above.

11. *Authority consulted.*—Dr. E. R. Edwards.

12. *Works of Reference, &c.*—The Board of Trade Tables, pp. 92 and 95, above; Foreign Office List, 1908.

## (xiv) Kanarese.

## Family—Dravidian.

## NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Since the 16th century the vocabulary has been extensively mixed with Sanskrit; it contains also Urdu, Marathi and Telugu words.

2. *Relation of Standard Language to important Dialects.*—It is closely connected with Tamil and Telugu.

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Kanarese is spoken in the south of the province of Bombay, on the Carnatic coast, in Mysore, and in parts of the Nizam's territories.

4. *Total population by which the Language is used.*—Kanarese is spoken by rather more than 10,300,000 people.

5. *Literature and Civilisation.*—Kanarese has an extensive literature, which has existed for at least a thousand years. It is mostly religious, and a study of some of the works will throw considerable light on the religious history of Southern India. Very little is at present known about it.

6. *Special Considerations.*

## IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*—

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—897,000*l.*

9. *Special Considerations.*—Officials in the Kanarese country must, of course, know the language. The interests of Great Britain in the Mysore gold mines are very important.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—Kanarese is not a required vernacular.

Rewards and allowances are offered to civil and military officers serving in India under conditions which vary to some extent with the particular service in which they are employed; see Appendix VIII (b), p. 88, above.

11. *Authority consulted.*—Dr. G. A. Grierson.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 95, above.

(xv) **Luganda.**

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*Family*—Bantu.

## NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—A Bantu language of archaic type, not quite so easy to pronounce as Swahili, because of the great length of some of the words, and decidedly more difficult than Swahili. A highly developed language of great beauty and singular scope of expression.

2. *Relation of Standard Language to important Dialects.*—There are practically no dialects of Luganda proper. But the speech of *Busoga* (a province to the east of Buganda) is so near that it is almost a dialect.

Luganda is rather closely related to the Unyoro group of Bantu languages, and to all the speech of the peoples round the Victoria Nyanza and thence to Tanganyika. It is not far removed from Swahili.

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Kingdom of Buganda and Sese islands, and over much of Busoga and Kavirondo, and south-west coasts of Victoria Nyanza.

4. *Total Population by which the Language is used.*—About 1,200,000.

5. *Literature and Civilisation.*—The Baganda are very civilised. There is only an "oral" literature so far. Folk-lore and legends.

6. *Special Considerations.*—As the language of the civilised and Christian kingdom of Buganda, the Luganda language has a certain importance for British officials and merchants in the Uganda protec-

torate. But its interest for Great Britain must be mainly one of pure science. Philologically it is of the greatest importance, but practically it is expected to give way to Swahili.

## IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*—About 30 British officials and the same number of merchants, and some 50 missionaries, come into close contact with Luganda. Only about two British officials can really speak Luganda. It is spoken by about 50 missionaries. It is not known if there is any merchant or planter who can speak this language. Almost all the Europeans in Uganda speak Swahili, except about ten of the British officers or officials, a few of whom only use Arabic with the (Sudanese) troops, or can only speak English.

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—138,000l.

9. *Special Considerations.*—

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—

11. *Authority consulted.*—Sir Harry H. Johnston, G.C.M.G., K.C.B.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 98, above.

(xvi) **Malay.***Family*—Malay-Polynesian.

## NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—The language is dissyllabic, simple in its phonetic elements. It is easy to acquire a very elementary knowledge of Malay, but very difficult to become really proficient in it, as the language is extremely idiomatic. The written character is Arabic with six added letters.

2. *Relation of Standard Language to important Dialects.*—The Arabic character is used for writing, and a great many Arabic words are in common use. Many Sanskrit, Hindustani, and Tamil words are also used.

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Malay Peninsula, Java, Sumatra, Borneo, and the whole Malay Archipelago. In general use from Sumatra to the Philippines and Sulu.

4. *Total Population by which the Language is used.*—Malay is generally understood by a population of 40 to 50 millions, of whom there are about 32,000,000 in Java alone.

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5. *Literature and Civilisation.*—There is a very limited Malay literature; most of the best books are only to be found in MS. A good deal has been borrowed from Indian sources. The people of the Malay Archipelago invented nine different written characters before their general conversion to Mahomedanism. In many of the arts Malays reached a high level of excellence. In the Dutch colonies, and to some extent in British Malaya, the Roman character Malay is taught. In Java and Sumatra natives often use the Roman character for writing Malay, but it is questionable whether it is a plan to be encouraged.

6. *Special Considerations.*—Having regard to British interests in Malaya the study of the Malay language is of decided importance and that importance is increasing.

## IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in*

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*the Regions in which the Language is spoken.*—About 500 British officials are employed in the Federated Malay States, and about 200 in the Straits Settlements. There are about 200–300 British non-officials in the Federated Malay States, and perhaps 1,500–2,000 (exclusive of military) in the Straits.

The above estimates of numbers are only roughly approximate.

There are others in Borneo, Sarawak, Java, Sumatra, and elsewhere.

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—18,122,000*l.*

9. *Special Considerations.*—In the Straits Settlements and Malay States there are about half a million Chinese and a number of Indians and others with whom Malay is the common means of inter-communication.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—Malay is one of a group of three languages of which a Federated Malay States cadet is appointed to study one, on his arrival in the Colony. A similar regulation applies to Straits Settlements cadets. A bonus of 750 dollars is granted to Federated Malay States cadets who pass in Malay as a second language; see Appendix IX (i) (a), pp. 89–90, above.

For rewards offered by the Foreign Office, see Appendix II (a), pp. 39–40, above.

11. *Authority consulted.*—Sir Frank A. Swettenham, K.C.M.G.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 95, above.

## (xvii) Marathi.

*Family*—Indo-European.

### NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Marathi is a copious, flexible, and sonorous tongue.

2. *Relation of Standard Language to important Dialects.*—Marathi has been described as a dialect of Sanskrit; but Marathi is hardly a “dialect” of Sanskrit; it is an Indo-Aryan language, and like other Indo-Aryan languages, is descended from an ancient Indian dialect closely allied to Classical Sanskrit.

### INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—The Maratha country extends from the Arabian Sea to the Satpura mountains. It is one of the principal languages of the Province of Bombay, and is also spoken over portions of the Nizam’s territories, over Berar, and over a large part of the Central Provinces.

4. *Total Population by which the Language is used.*—Marathi is spoken by over 18,200,000 people.

5. *Literature and Civilisation.*—Marathi literature is copious, and, after Hindi and excluding the Dravidian literatures, is probably the most important literature of India. It dates from the 13th Century, A.D., and though none of its writers were great poets, like the writers of Hindi, many of them have exercised the greatest influence on the people, and their poems are household ones. I do not think that anyone can understand the Maratha character or Maratha history without a knowledge of Marathi poetry.

6. *Special Considerations.*—The present political situation in the Maratha country is well known. It

is such that it is all-important to gain the sympathies of the population, and to understand their ideals. This can only be done by one who is familiar with their literature. The remarks made in regard to Bengali apply here also.

### IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*—

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—19,704,000*l.*

9. *Special Considerations.*—See No. 6, above.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—For particulars with regard to Marathi at the examination for Indian Civil Service probationers, see Report, pp. 6–8, above.

Rewards and allowances are offered to civil and military officers serving in India under conditions which vary to some extent with the particular service in which they are employed; see Appendix VIII (b), p. 88, above.

11. *Authority consulted.*—Dr. G. A. Grierson.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 96, above.

## (xviii) Melanesian Languages.

### NATURE OF LANGUAGES.

1. *Peculiar Characteristics, &c.*—The Melanesian languages are, generally speaking, not very difficult to acquire. There are no native written characters and the languages, where reduced to a written form, are spelled phonetically. Sometimes the characters

of the Roman alphabet are used arbitrarily, e.g., in Fiji. Some languages are more difficult than others.

2. *Relation of Standard Language to important Dialects.*—There are no standard languages, but certain languages have become important in some parts of the region, either for political reasons or through the requirements of the missions.

Of these, the most important are those of *Fiji* (used in the Fiji group), *Motu* (used by the Melanesian Mission at its various stations in the Northern New Hebrides and Solomon Islands) and *Motu* (used in the territory of Papua). In the New Hebrides there is no language widely understood, and some of those in the South are difficult to acquire.

The languages mentioned above (*Motu*, *Fiji*, and *Motu*), as well as numerous dialects in the New Hebrides, Solomons, and Papua are related languages, members of the same family. They are distantly related to the languages of Indonesia (Malay, &c.), and more closely to the Polynesian.

In the Territory of Papua there are also languages *not related to the Melanesian* which are very difficult of acquirement, and of great scientific interest.

#### INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Melanesian languages are spoken in:—

Fiji Islands and Rotuma.  
Territory of Papua.  
British Solomon Islands.  
The New Hebrides.

4. *Total Population by which the Language is used.*—Approximate numbers of the native populations using these languages—

Fiji Islands and Rotuma	-	96,000
Territory of Papua	-	350,000
British Solomon Islands	-	150,000
New Hebrides	-	70,000 (estimated).

5. *Literature and Civilisation.*—The published literature of these languages consists only of mission books and Scripture translations.

Native folklore has been collected in the New Hebrides and Fiji, and exists in MSS. only.

Except in Fiji, where Melanesians have been in contact with Europeans for many years, the natives of Melanesia are only just-emerging from barbarism into civilisation.

6. *Special Considerations.*—The study of the Melanesian languages is of intrinsic importance from the following considerations:—

1. They are of great scientific value on account of the social condition of the people using them.
2. Their great variety and wide distribution afford opportunities for the examination and investigation of many obscure linguistic phenomena.
3. The study of Melanesian forms a necessary corollary to the study of the Malayan and Indonesian languages, which are a recognised branch of Oriental study.
4. Their connection with Oriental studies is recognised elsewhere, e.g., in Germany the languages of the Northern Pacific (Micronesian) and the German Possessions in Oceania are dealt with by the Seminar for Oriental Languages.

5. There is danger of much valuable linguistic material being lost to science on account of the slight recognition at present given to Oceanic studies. A very large amount of material exists only in MSS.

#### IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*—Throughout the region where Melanesian languages are spoken, British officials come into direct communication with natives, for the purposes of effecting control, administering justice, and generally improving the social conditions (civilising) the natives.

Trade, and in some regions mining, are causing the influx of an increasing number of Europeans and others into the Melanesian regions.

Mission work is almost entirely in the hands of British subjects and is rapidly extending.

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—The trade of the lands where Melanesian languages are spoken, with British Possessions in 1906, was as follows:—

	Imports.	Exports.
	£	£
Fiji and Rotuma	568,077	587,842
Territory of Papua	79,671	80,290
British Solomon Islands		
(1904-5)	33,658	47,405
New Hebrides (estimated)	52,943	43,046
(partly with New Caledonia).		

9. *Special Considerations.*—In those territories where the natives have been brought under control, a knowledge of the languages is necessary to officials for the purposes of promulgating regulations, and administering justice (e.g., in Papua and Fiji).

In other places the codification of existing knowledge of the languages is of importance to officials when dealing with new tribes, or in settling disputes (e.g., in the Solomons and New Hebrides). Mission work is facilitated by the missionary gaining a preliminary knowledge of the structure of the languages before proceeding to the Mission field.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—At present there are no Government examinations at which a knowledge of the languages is demanded.

Officials, until they have acquired a knowledge of the language, have to depend on interpreters.

No Government rewards are attached to proficiency in the languages.

11. *Authority consulted.*—Mr. S. H. Ray, M.A.

12. *Works of Reference, &c.*—Statistics as to population and trade are taken from the British Statesman's Year Book (Macmillan & Co.) for 1908.

[See also Memorandum by Mr. S. H. Ray Appendix IV (h), p. 63, above].

### (xix) Pali.

Family—Indo-European.

1. *Peculiar Characteristics.*—In syntax and construction, Pali may be compared to Latin. It is about as easy or as difficult as Latin.

2. *Relation of Pali to important Dialects.*—Pali was the Hindustani of the Ganges Valley from the

6th century onwards. It was the literary form of the dialect of the great kingdom of Kosala, including what are now the United Provinces and the southern half of Nepal. That dialect was derived from the Vedic; and Pali is to Vedic what Italian is to Latin.

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The modern dialects of the Ganges Valley and of Ceylon are to Pali what the Romance languages of Europe are to Latin. The languages of Ceylon, Burma, and Siam have borrowed largely from Pali. Of modern Indian languages, Marathi comes the nearest to Pali.

3. *Literature and Civilisation.*—Pali was for many centuries one of the two literary languages of India. Books are still extant that were written in Pali in the extreme North-West, in the Ganges Valley, in Ujjeni, and as far south as Kancipura, the modern Conjeveram. For 1,500 years it has been the literary language of Ceylon, and for nearly a thousand years that of Burma and Siam. It is still used in those three countries. The Pali books afford invaluable evidence of the religious, philosophic, economic, and political history of all the above regions during the centuries in which it was in use. The sacred books of the early Buddhists were written in Pali. The Buddha and his disciples spoke Pali; the Buddha having been a Kosalan by birth.

4. *Importance to British Officials.*—Pali is, in the view of Prof. Rhys Davids, of great importance

for English officials in India and the adjacent territories—Ceylon, Burma, and Siam. [See the Schedule for Burmese, para. 2, p. 105, above.]

5. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—By a decision of May, 1908, all officers of the Burma Commission are "eligible for the grant of rewards for passing examinations in the Pali language by the Higher, High-Proficiency, and Degree of Honour Standards" on the scale admissible to officers passing by those standards in Sanskrit, viz., Rs. 800 for the Higher Standard, Rs. 2,000 for the High Proficiency, and Rs. 5,000 for the Degree of Honour Examination. [Information communicated by the India Office, in a letter dated January 27th, 1909.]

6. *Authority consulted.*—Professor T. W. Rhys Davids, LL.D., Ph.D.

7. *Works of Reference, &c.*—Otto Franke: Pali und Sanskrit; Rhys Davids: Buddhist India, Chaps. ix., x., on Language and Literature; R. C. Childers: Pali Dictionary, Introduction; Ernst Kuhn: Beiträge zur Pali Grammatik.

## (xx) Panjabi.

Family—Indo-European.

### NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Panjabi may be called the "Lowland Scotch of India." It is not difficult of acquirement by any one who knows Hindi, but is full of idiom. It has a charming rustic flavour which is wanting in that more polished language.

2. *Relation of Standard Language to important Dialects.*—It is a close relative of Hindi.

### INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—The Panjab is the most northern province of India. The Panjab proper lies between the Indus to the north-west and the Ghaggar to the south-east.

Panjabi is the language of the Central Panjab. In the Eastern Panjab the language is Hindi, and in the Western Panjab we find Lahnda and Pashto.

4. *Total Population by which the Language is used.*—Panjabi is spoken by over 17,000,000 persons.

5. *Literature and Civilisation.*—Panjabi has little or no regular literature, but abounds in ballad poetry.

6. *Special Considerations.*

### IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in*

*the Regions in which the Language is spoken.*—Besides officials and officers in Sikh regiments, employés in tea gardens must know Panjabi.

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—These figures cannot be given.

9. *Special Considerations.*—Panjabi is of special importance as being the language of our Sikh soldiers.

It is of the greatest importance that the officers in Sikh regiments should be able to converse freely in Panjabi. Too many of them employ Hindustani.

There is a great deal of tea grown in the Northern Panjab. The European employed there must be able to speak Panjabi.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—Rewards are offered (1) to officers in the Indian Army (see Appendix VIII (a) and (b), pp. 88-89, above; (2) to Federated Malay States cadets; see Appendix IX (i)-(a), pp. 89-90, above.

11. *Authority consulted.*—Dr. G. A. Grierson.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 96, above.

## (xxi) Pashto.

Family—Indo-European.

### NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Pashto is not an easy language to acquire. It belongs to the Iranian sub-family, and is a cousin of Persian; see also the Schedule on Persian, para. 2, p. 117, below.

2. *Relation of Standard Language to important Dialects.*—

### INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Pashto is the main language not only of Independent Afghanistan

but also of British Afghanistan—the country between the Indus and the "Durand Line." In Independent Afghanistan, Persian is the principal vernacular of the non-Afghan people, and is familiar to all well-educated Afghans.

4. *Total Population by which the Language is used.*—The population of Independent Afghanistan is estimated at 5,000,000.

Pashto is spoken by over 1,200,000 people in India.

It is also the *lingua franca* of the entire North-West Frontier. It is much studied on the Continent of Europe. French and German scholars have written at length about it, and have published texts in it. The first Pashto grammar was written by a Russian. To the credit of the English are a few elementary grammars, dictionaries, and reading books.

5. *Literature and Civilisation.*—Pashto literature is richest in poetry. The oldest work dates from the 15th century.

It has a fair literature, mostly of the border-ballad type.

6. *Special Considerations.*—Pashto is all important as the *lingua franca* on the Indian North-West Frontier. If there is any trouble there, a knowledge of Pashto is indispensable. Its political importance can be gauged from the fact that it is studied in both German and Russian Universities.

It is also the language of our Pathan troops

IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in*

*the Regions in which the Language is spoken.*—It does not appear that there are any European officials in Independent Afghanistan.

All the Indian Frontier Officers and Missionaries on the frontier must know Pashto. These are many in number. At present they have to learn the language on the spot, and some who are good linguists know a good deal about it, but once they leave their duty their accumulated knowledge is lost. The arrangements for teaching on the frontier are necessarily imperfect.

8. *Trade of the United Kingdom (Exports and Imports) in with the Countries which the Language is used.*—These figures cannot be given.

9. *Special Considerations.*—The political importance of Pashto has been dealt with under No. 6, above.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—Rewards are offered to officers in the Indian Army; see Appendix VIII, (a) and (b), pp. 88-89, above.

11. *Authority consulted.*—Dr. G. A. Grierson.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 96, above.

(xxii) Persian.

Family—Indo-European (Iranian Group).

NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Persian is a particularly graceful language, and easy to acquire. A considerable part of its vocabulary of the present day consists of Arabic words; perhaps every fourth or fifth word in use comes from the Arabic language.

2. *Relation of Standard Language to important Dialects.*—

Sister Languages:

OLD PERSIAN. (Cuneiform inscriptions of Achaemenian Kings, B.C. 550-330).	AVESTIC. (so-called Zend); The language of the Zoroastrian scriptures.	SANSKRIT.
PAHLAVI, (or PEHLVI), (the official language of the Sassanian Empire. A.D. 226-640, and of the later Zoroastrian literature.		PRAKRIT.
"Modern," i.e. post-Mahomedan Persian (A.D. 850-1908: during this millennium the language has scarcely changed in essentials).	Certain Persian Dialects, and ? the AFGHAN or PASHTO language (according to James Darmesteter's theory, developed in his <i>Chansons populaires des Afghans</i> ).	BENGALI. GUJARATI and other Indian vernaculars.

INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—It has already been noted (in Pashto) that Persian is the vernacular

in part of Afghanistan. It may be added that to learn Persian forms part of the education of any Turk or Indian Muslim of the better class.

It is also much used by the townsmen of Central Asia (Bokhara, Samarkand, &c.).

4. *Total Population by which the Language is used.*—The population of Persia is estimated at 10,000,000.

5. *Literature and Civilisation.*—The literature of Persia, especially its poetry, is too well known by repute to require more than an allusion.

This literature covers a period of more than 1,000 years, and the earliest post-Mahomedan writings (such as those of *Rudagi*, circ. A.D. 900) are easily intelligible to a Persian of to-day.

6. *Special Considerations.*—The importance of Persian is considerable, chiefly on account of the political position of the country, and especially having regard to the currency of the language in Afghanistan and to a considerable extent also in India and Turkey one may give it a place in the first class.

IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials employed in the Regions in which the Language is spoken.*—

- 1 Envoy Extraordinary, Minister Plenipotentiary, and Consul-General.
- 1 Councillor.
- 4 Consuls-General.
- 7 Consuls.
- 12 Vice-Consuls.
- 2 Consular Assistants.
- 1 Consular Agent.
- 6 Other Officials.



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8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—1,385,000*l.*

9. *Special Considerations.*

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—Persian is provided for by the Foreign Office in the two years' course at a University taken by student Interpreters for the Levant Consular Service, in which Persian is included. Generally about two out of five Student Interpreters are assigned to Persian.

For particulars with regard to Persian at the examination of Indian Civil Service probationers, see Report, pp. 6-8, above.

For rewards offered (1) by the Foreign Office, see Appendix II (a), pp. 39-40, above; (2) by the Admiralty, see Appendix II (b), pp. 41-42, above; (3) by the War Office, see Appendix XII, p. 99, below.

Rewards and allowances are offered to civil and military officers serving in India under conditions which vary to some extent with the particular service in which they are employed; see Appendix VIII (b), p. 88, above.

11. *Authority consulted.*—Professor E. G. Browne, F.B.A.

12. *Works of Reference, &c.*—The Board of Trade Tables, see pp. 92 and 96, above; Foreign Office List, 1908.

### (xxiii) Polynesian Languages.

*Family*—The Polynesian languages are closely allied to the Melanesian, and much that is entered in the Melanesian Schedule applies also to Polynesian.

#### NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Easy to acquire.

2. *Relation of Standard Language to important Dialects.*—Related to the Melanesian, but simpler and easier to acquire.

The language of the Gilbert Islands (Micronesia) is also allied.

#### INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—

Islands of:

Tonga.

Rarotonga and other Islands in Pacific annexed to New Zealand.

New Zealand. Maori.

Gilbert Islands (Micronesia).

4. *Total Population by which the Language is used.*—

Tonga, 21,661.

Rarotonga, &c., 13,318.

New Zealand (Native population), 47,731.

Gilbert Islands, 30,000.

5. *Literature and Civilisation.*—Instruction as the result of the missions is very general. There is a large and increasing native literature in most of the islands.

Civilisation has progressed much further among the Polynesians than among the Melanesians.

6. *Special Considerations.*—

1. The Polynesian languages are important from their connection with Melanesian, and from the abundance of the native records which have been preserved.

2. See Schedule on Melanesian languages, para. 6, p. 115, above.

#### IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*—See Schedule on Melanesian languages, para. 7, p. 115, above.

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—

	Imports.	Exports.
	£	£
Tonga - - -	79,363	137,583
Rarotonga (only) - -	35,452	63,477
New Zealand (as this is not mainly native, no statistics are here given).		
Gilbert Islands - -	20,360	21,580

9. *Special Considerations.*—See Schedule on Melanesian Languages, para. 9, p. 115, above.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—See Schedule on Melanesian Languages, para. 10, p. 115, above.

11. *Authority consulted.*—Mr. S. H. Ray, M.A.

12. *Works of Reference, &c.*—Statements as to population, trade, &c. are taken from the British Statesman's Year Book (Macmillan & Co.) for 1908.

[See also Memorandum by Mr. S. H. Ray, Appendix IV (h), p. 63, above.]

### (xxiv) Rumanian.

*Family*—Indo-European.

#### NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—

2. *Relation of Standard Language to important Dialects.*—Rumanian is a distinct Romance language, and stands in the same relation to Latin as, e.g.,

Italian, Spanish or Portuguese. It has, however, some distinguishing features common to the languages of the Balkan peoples, and also traces of ancient Oriental (Turkic, &c.) influences. From the point of view of comparative philology, Rumanian is one of the most interesting languages, owing to the

mixed racial origins of the people by whom it is spoken and the composite character of its grammar and dictionary.

#### INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Rumania. Rumanian is also spoken by 2-3 millions of inhabitants in Transylvania (Austro-Hungary), and at least one million of the inhabitants of Bes-arabia (Russia), and besides by a considerable proportion of the inhabitants of Macedonia; known as Kutzo-Vlachs, in the Pindus.

4. *Total Population by which the Language is used.*—The population of the kingdom of Rumania proper is 6,150,000 (see also No. 3, above). It is spoken by at least 8-9 millions.

5. *Literature and Civilisation.*—Rich in all branches, and fully developed from the end of the XVIIth century. High standard of modern civilisation, and very progressive.

#### 6. *Special Considerations.*

#### IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*—There are a large number of Englishmen residing in Rumania, and carrying on various trades, notably the sale of Manchester goods, agricultural implements, &c. Englishmen are also employed (and directly interested) in the exploitation of the Petroleum fields.

#### Officials.

- 1 Envoy Extraordinary and Minister Plenipotentiary.
- 1 First Secretary.
- 1 Military Attaché.
- 1 Danube Commissioner.
- 1 Consul.
- 5 Vice-Consuls.
- 2 Pro-Consuls.

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8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—1,609,000l.

9. *Special Considerations.*—The problem of the Near East and the political and economic developments of a new country recommend that special consideration should be given to the claim of Rumanian being included in the scheme of tuition at the School of Oriental Languages. In Paris, Rumanian is taught at the School of Living Oriental Languages.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—A grant of 30l. is paid by the War Office, under certain conditions, to officers who qualify in Rumanian.

11. *Authority consulted.*—The Rev. Dr. M. Gaster.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 96, above; Foreign Office List, 1903; Regulations relating to the Study of Foreign Languages, issued with Army Orders, dated 1st June 1907.

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## (xxv) Sanskrit.

### Family—Indo-European.

1. *Literature and Civilisation.*—The following passage from "Hinduism" by Monier Williams (p. 13) gives the view of that well-known writer on the relation of the Sanskrit language and the literature of Sanskrit to the people of India:—

"India . . . has only one sacred language and only one sacred literature, accepted and revered by all adherents of Hinduism alike, however diverse in race, dialect, rank, and creed. That language is Sanskrit, and that literature is Sanskrit literature—the only repository of the Veda or 'knowledge' in its widest sense; the only vehicle of Hindu theology, philosophy, law and mythology; the only mirror in which all the creeds, opinions, customs and usages of the Hindus are reflected; and . . . the only quarry whence the requisite knowledge may be obtained for improving the vernaculars or for expressing important religious and scientific ideas. . . . To know the Hindus, to understand their past and present condition, to reach their very heart, we must study Sanskrit literature."

2. *Special Considerations.*—In Dr. Grierson's opinion it would be useful if every educated European

official and missionary in India had a smattering of Sanskrit much as an English gentleman has a smattering of Latin. Even a slight knowledge of the language would help greatly to an understanding of the people, and to the acquirement of the modern vernaculars.

All the vernacular literature (except that of Hindustani) is based on Sanskrit literature.

#### IMPORTANCE IN RELATION TO BRITISH INTERESTS.

3. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—For particulars with regard to Sanskrit at the open competition for the Indian Civil Service, and at the Examination of I.C.S. probationers, see Report, pp. 6-8, above.

Rewards and allowances are offered to civil officers serving in India under conditions which vary to some extent with the particular service in which they are employed; see Appendix VIII (b), p. 88, above.

4. *Authority consulted.*—Dr. G. A. Grierson.

**(xxvi) Sinhalese.***Family—Indo-European.*

## NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Sinhalese is about as easy to learn as French or German. There are no tones. The accentuation is as in English. Almost every word is related to a word in one or other of the European Aryan tongues.

2. *Relation of Standard Language to important Dialects.*—Sinhalese is an Aryan dialect, very much older than any of those dialects which are called Prakrits in India. It is not derived from Pali, but from the Vedic dialect. The geographical origin of the Aryans who settled in Ceylon, and whose language developed into Sinhalese, is not exactly known, but it was somewhere on the coast of India, and probably on the Madras side. The date of the settlement was approximately in the 5th century B.C. In Sinhalese as now spoken there are two main dialects—low-country Sinhalese, spoken on the West Coast over the districts formerly in Portuguese and Dutch occupation; and Kandian, spoken in the tea planting districts on the hills. There are also local peculiarities. Some of the old inscriptions, and most of the epic and lyric poetry, are written in a special old dialect called Elu, bearing the same relation to spoken Sinhalese as the Prakrits bear to modern Indian vernaculars.

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Ceylon.

4. *Total Population by which the Language is used.*—The population of the south part of Ceylon, about two-thirds of the whole population, are Sinhalese.

The number of Sinhalese in Ceylon was (1901) 2,330,000.

5. *Literature and Civilisation.*—There is a Sinhalese literature including poems of merit and interesting chronicles. The most valuable literature is written in Pali.

The Sinhalese literature spreads over a period from before the Christian era down to to-day. The oldest records are the inscriptions, which in the

early period are scanty. All the early books are lost. The Pali works based upon them are sufficient to show that certainly as early as the third and fourth centuries after Christ there was a rich literature in existence. Of the extant works, none are older than the 10th century. From the 12th century down to recent times many works were written on philosophy, ethics, folk-lore, history, medicine, law, and grammar, besides the poetry and chronicles mentioned above. The Sinhalese Literature is beyond any comparison more important than that of any other nation in India. No other—apart, of course, from Sanskrit and Pali—has lasted so long, has had so varied an output, or is of equal historical value, especially for the history of ideas and of institutions.

6. *Special Considerations.*

## IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—5,536,000*l.*

9. *Special Considerations.*

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—Ceylon cadets are required to pass in Sinhalese; see Report, p. 11, above.

11. *Authority consulted.*—Professor T. W. Rhys Davids.

12. *Books of Reference, &c.*—Board of Trade Tables, pp. 92 and 96, above; Wilhelm Geiger: *Literatur und Sprache der Singalesen*, Strassburg, 1900; M. de Z. Wickremasinghe: *Cat. of Sinhalese MSS. in the British Museum*, London, 1900.

**(xxvii) Somali.***Family—Hamitic.*

## NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—The structure and syntax of Somali, as of Gala (a kindred speech), are slightly reminiscent of the Semitic languages and still more so of the Libyan. The language of the Somalis is, however, very difficult to acquire and rather difficult to pronounce.

2. *Relation of Standard Language to important Dialects, if any.*—There are important dialectal differences in the various forms of Somali—almost as much as between Dutch, Platt-Deutsch, Frisian, and High German. The Ogadein Somalis of the south can scarcely understand the Isa and Gadabursi of the north. Westwards the standard Somali speech grades into Gala, northwards into the speech of the Danakil and this again is connected with the Hamitic languages of the Suakin coast and the Blue Nile

region. The Gala dialects are somewhat easier in grammar and more harmonious and "Italian" in pronunciation than Somali, but Somali is much better illustrated at present by grammars and dictionaries.

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Somali is spoken over a wide tract, being the eastern part of Africa, between Tajura and the Juba River on the line, and inland almost to the shores of Lake Rudolph.

4. *Total Population by which the Language is used.*—Whitaker's Almanack for 1909 gives the following round figures: British Somaliland, 300,000; French Somaliland, 208,000; Italian Somaliland, 300,000.

5. *Literature and Civilisation.*—The Somalis are nomads. They are not in any sense savages, but

their way of life is naturally opposed to any of the arts of civilisation and it is not to be wondered at that there is no written standard literature. It is noticed that the Somali language appears to be remarkably uniform over the whole of British Somaliland.

6. *Special Considerations.*—All along the coast regions of Somaliland Arabic is spoken. On the Juba river and southwards Swahili is understood. Some authorities do not consider that a knowledge of Somali is required by administrative or commercial residents in Somaliland, provided they know Arabic or Swahili. Swahili is only of use in the South and extreme south-west of the Somali speech area, which extends to near the east shores of Lake Rudolph. Arabic is the *lingua franca* of northern, eastern, and north-western Somaliland. The Somalis are wonderful linguists and acquire English and French (besides Arabic, Hindustani, and Swahili) with amazing rapidity and correctness.

IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials employed in the Regions in which the Language is spoken.*—

- 8 Officers on Civil Establishment.
- 6 Assistant Political Officers.
- 3 Treasury Department.
- 2 Medical Department.
- 3 Customs, Postal and Public Works Departments.
- 4 Officers in Military Department [in addition to military officers not mentioned by name in the Colonial Office List].

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8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—£33,000l.

9. *Special Considerations.*—Somali, Danakil, Hadendowa, Gala, and the other groups of Hamitic languages and dialects are philologically of the profoundest interest and an elaborate study of them would throw a wonderful light on the past history of the relations between the Caucasian and the Negro in North-East Africa. Sir H. H. Johnston expresses the wish that there should be a chair for the study of the Hamitic languages in England (apart from Ancient Egyptian) as there is in France. But in practical importance these languages are rapidly giving way to Arabic and Amharic, Arabic most of all.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—For regulations with regard to civil and military officers in Somaliland, see Appendix IX (i) (c), p. 90, above.

Rewards are offered to officers in the Indian Army; see Appendix VIII (a) and (b), pp. 88-89, above.

11. *Authority consulted.*—Sir Harry H. Johnston, G.C.M.G., K.C.B.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 97, above; Colonial Office List, 1908; Whitaker's Almanack, 1909; various reports and books published on the Somali dialects by Captain J. W. C. Kirk.

## (xxviii) Swahili.

### Family—Bantu.

#### NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—It belongs to that great family of Negro languages which carries on the work of grammatical inflexion by means of changes at the beginning of the word, similar to that by which in Kafir, *umuntu*, a man, becomes in the plural *abantu*.

It is an easy language to learn, as far as a language can be easy. It contains no sounds that are difficult to a European.

2. *Relation of Standard Language to important Dialects.*—There are two main dialects of Swahili (apart from the kindred languages to the south): that of Zanzibar, and the dialect of Mombasa. They do not differ very materially, and the Zanzibar dialect is the better understood of the two over a large area.

Swahili is a Bantu language of the East African coast region, possibly of the mainland opposite Zanzibar, which was taken up by the Arabs and Persians of East Africa (Lamu, Mombasa, Zanzibar, Kilwa, &c.), from about 1000 A.D. (or earlier) to the present time, and is full of Arabic terms, roots for non-African concepts mostly. The Arabic in Swahili is very much softened by the intercalation of broad vowels between the consonants. The grammar of the language remains absolutely Bantu (and easy), the vocabulary contains about 20 per

cent. of Arabic words—more in the Court and Mahomedan speech of Zanzibar, less on the mainland.

#### INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Swahili is spoken by that mixed race of Arabs and Negroes who inhabit the East Coast of Africa, especially in that part which lies between Lamu and the neighbouring towns on the North and Cape Delgado on the South. During his journey from the Indian Ocean to the Atlantic, Commander Cameron found that a knowledge of this language enabled him everywhere to dispense with an interpreter, as it was understood by one or more persons in all the tribes along the route (Encyclopædia Britannica, 9th edit., XXII.). It is almost universally understood over the Congo basin and over the Southern half of the Uganda Protectorate, and throughout Nyasaland.

4. *Total Population by which the Language is used.*—In all, about 29,000,000 of Africans understand, and can generally speak Swahili.

In the British East Africa Protectorate and Zanzibar Protectorate together there appear to be between 4,000,000 and 5,000,000 inhabitants, besides half a million at least who understand it in Nyasaland. Throughout German East Africa and

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Portuguese East Africa down to the Zambesi it is the important language of inter-communication.

5. *Literature and Civilisation.*—There is practically no Swahili literature. The civilisation is distinctly Arab and higher than that of the interior pagan tribes.

6. *Special Considerations.*—Besides its being familiar to about 29,000,000 of Central and East African negroes from the Congo mouth to Zanzibar, and the Albert Nyanza to the Zambesi, Swahili is much akin to the other Bantu languages over that vast area, and any one mastering Swahili can readily acquire the other Central African Bantu languages.

#### IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*—The officials who require to use Swahili are all those of British East Africa, Uganda, Zanzibar, and Pemba, Nyasaland and North-East Rhodesia; the consular officials in the Congo State, Portuguese East Africa and German East Africa.

124	British officials in	Nyasaland.
143	" "	" Uganda.
109	" "	" British East Africa.
8	" "	" Zanzibar.
15	" "	" North-East Rhodesia.
3	" "	" Congoland.
6	" "	" Portuguese East Africa.
1	" "	" German East Africa.

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8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—The imports and exports of British East Africa and of the Zanzibar Sultanate do not comprise all the British trade affected by the use of the Swahili language. There is the commerce of Nyasaland, North-East Rhodesia, German East Africa, Northern Portuguese East Africa, the Congo State, and Uganda.

In the opinion of Sir H. H. Johnston, a trade of about 5,000,000*l.* between the United Kingdom and Central and East Africa is affected by the Swahili language; the Board of Trade figure is 1,705,000*l.*

9. *Special Considerations.*—Bisliop Steere, a master in Swahili, remarks in his handbook (1890) that it is "of the greatest importance to our Central African Mission that Swahili should be thoroughly examined and well learnt. For, if the members of the Mission can go forth from Zanzibar or, still better, can leave England already well acquainted with this language."

Swahili is a *lingua franca* over an area of at least 1,640,000 square miles of Central and East Africa (Congo State, Uganda, British East Africa, Zanzibar, German East Africa, Portuguese East Africa, North-East Rhodesia, and Nyasaland), and a medium of communication with at least 29,000,000 of Africans. In Sir H. H. Johnston's opinion it scarcely ranks second in importance to Arabic as a necessity for all British officials and others engaged in African work. So far as the British Empire is concerned, Arabic is perhaps more important than any other African language, though within the scope of the Empire (Egypt, Sudan, Nigeria, Sierra Leone, Northern Uganda and Northern East Africa, &c.) only some 17,000,000 understand it. Swahili (29,000,000) comes at least second, Hausa (say 15,000,000 of people) third, Zulu (say 5,000,000) fourth. The other languages are mostly philological luxuries.

This is an important language for Great Britain.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—The War Office class officers as "passed" or as "interpreters" in Swahili, on the results of examinations held quarterly, under the same conditions as examinations held in Hausa; see Schedule on Hausa, para. 10, p. 110, above.

Swahili is one of a group of languages of which officers in the East Africa and Uganda Protectorates must learn one. A bonus of 50*l.* is given to civil officers who pass the Higher Standard; see Appendix IX (i) (c), p. 90, above.

For rewards offered by the Admiralty, see Appendix II (b), pp. 41-42, above.

11. *Authority consulted.*—Sir Harry H. Johnston, G.C.M.G., K.C.B.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 97, above; Colonial Office List, 1903.

## (xxix) Tamil (or Arava).

### Family—Dravidian.

#### NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Tamil is the oldest, richest, and most highly organised of the family. It is a complex language.

2. *Relation of Standard Language to important Dialects.*—There are two forms of Tamil, the Shen (or perfect) and Kodum or Codoon (rude); the first is the literary language, the Kodum, the colloquial for ordinary purposes of life.

#### INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Tamil is spoken from a few miles north of Madras to the extreme south of the east side of India and in the north part of Ceylon.

4. *Total Population by which the Language is used.*—The total number of persons who speak Tamil is estimated at rather more than 16,500,000.

5. *Literature and Civilisation.*—Tamil has a great and valuable literature, quite overshadowing those of the other Dravidian languages, although these have also literatures of considerable importance. Tamil literature dates from at least the eighth century A.D.

6. *Special Considerations.*—The Tamil literature well deserves study. It is a key to the knowledge of the people who speak it, are proud of it, and love it. It contains much fine poetry.

#### IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*—A knowledge of Tamil is essential for business men, missionaries, and officials in Southern India. It is

the key to the acquirement of the other South-Dravidian languages.

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—6,857,000l.

9. *Special Considerations.*—Tamil labourers are employed to a large extent in the tea industry in Ceylon.

Tamil labourers also migrate in large numbers to Burma and the Straits Settlements, and to South Africa and the West Indies.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—For particulars with regard to Tamil at the examination of Indian Civil Service Probationers, see Report, pp. 6-8, above.

Ceylon cadets are required to pass in Tamil; see Report, p. 11, above. Tamil is one of a group of three languages of which a Federated Malay States cadet is appointed to study one on his arrival in the colony. A similar regulation applies to Straits Settlements cadets. A bonus of 750 dollars is granted to Federated Malay States cadets who pass in Tamil as a second language; see Appendix IX (i) (c), pp. 89-90, above.

Rewards and allowances are offered to civil and military officers serving in India under conditions which vary to some extent with the particular service in which they are employed; see Appendix VIII (b), p. 88, above.

11. *Authority consulted.*—Dr. G. A. Grierson.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 97, above.

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### (xxx) Telugu (or Telinga).

Family—Dravidian.

#### NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—

2. *Relation of Standard Language to important Dialects.*—There are no proper dialects, but certain tribal corruptions of the standard language (e.g., Komtau, Yanadi and Chentzu). Members of Gipsy tribes such as the Kaikadis and the Waddars use a deformed kind of Telugu.

Telugu, as compared with Tamil, belongs to the Andhra branch of the Dravidian languages, while Tamil belongs to the Dravida branch. The two may be taken as the typical languages of each branch.

#### INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Telugu is spoken in the southern part of India, on the east side of the peninsula to the north of the region of Tamil.

4. *Total population by which the Language is used.*—Telugu is the language of about 20,700,000 people.

5. *Literature and Civilisation.*—Telugu has a large literature, which is important from the fact that it is popular. Even the uneducated are familiar with its poetry, which has influenced the colloquial language to a considerable extent.

6. *Special Considerations.*—A knowledge of the classical Telugu literature is hence essential for a knowledge of the people and of their ideals.

#### IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*—

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—503,000l.

9. *Special Considerations.*—In the Telugu tract, which is a very large one, a knowledge of the language is essential for business men, missionaries, and officials.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—For particulars with regard to Telugu at the examination of Indian Civil Service probationers, see Report, pp. 6-8, above.

Rewards and allowances are offered to civil and military officers serving in India under conditions which vary to some extent with the particular service in which they are employed; see Appendix VIII (b), p. 88, above, and also Appendix VIII (c), p. 89, above.

11. *Authority consulted.*—Dr. G. A. Grierson.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 97, above.

### (xxxi) Tibetan.

Family—Of the Tibeto-Burman family, ultimately related to the Indo-Chinese and Chinese groups.

#### NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—The language is monosyllabic with (weak) tones; the grammar simple, the verb being little developed, and impersonal passive constructions being preferred; declension by means of postpositions; compounds not infrequent; the sense often obscure owing to insufficiency of syntactical indications; the spelling

widely divergent from the several modern pronunciations.

2. *Relation of Standard Language to important Dialects.*—The Standard dialect, that of Lhasa and Central and Southern Tibet (Dbus and Gtsung) is generally current as the medium of literature and polite conversation. The western dialect of Ladak, &c., and the north-eastern, spoken in Kham,

## App. XIII.

have a more archaic pronunciation, preserving many sounds lost in the standard speech. The local dialects are very numerous, including some (*e.g.*, those of Sikkim, the Chumbi valley, and Bhutan) spoken outside the geographical limits of Tibet and Ladak.

The language of the Buddhist canonical and other books translated from the Sanskrit is, owing to the excessive literalness of the renderings, often unintelligible (even, as we are told, to Jamas) without a knowledge of the originals. There are some indications that Sanskrit is in modern times very little known to the Tibetans.

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Tibet (including Ladak), Sikkim, the Chumbi valley, and Bhutan. Tibetan is studied in the Mongolian University at Urga, and the lamasarais in Peking. According to Sarat Chandra Das' *Tibetan-English Dictionary* (p. ix.), the language has become the *lingua franca* of Higher Asia.

4. *Total Population by which the Language is used.*—The *Encyclopædia Britannica* (1902) gives 3,000,000 as an outside estimate. A recent calculation goes as high as 4 to 6 millions.

5. *Literature and Civilisation.*—There is a literature of very considerable extent. Buddhism is represented by two immense collections, the *Kagyur* (*Bhah-hgyur*), or Canon, and the *Tanjur* (*Bstai-hgyur*), or Doctrinal and Scientific literature, while at least one sect (the *Rñin-ma* sect) has a special body of authoritative books. The indigenous Bon religion is known by a few works. There are numerous memoirs and biographies, also not a few works of a geographical, chronological, or historical character; works treating of grammar, lexicography, medicine, astrology, and other forms of quasi-secular literature, are also current.

6. *Special Considerations.*—The importance of the Buddhist literature of Tibet is due to two circumstances: (1) it preserves many writings by the chief early exponents of Buddhism, which in their original tongues have been lost; (2) the Tibetan hierarchy is revered by the whole Buddhist world in central and northern Asia, as well as by the Tartar Kalmucks of European Russia, and the *Kagyur* exists in both Mongolian and Kalmuck versions; many Tibetan books are printed by the lamasarais in Peking.

## IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*—There are trade marts at Gyantse, Gartok, and Yalung with British Agents, and perhaps military

escorts, at the two former. A military escort, if kept up, no doubt implies also a medical officer.

The Tibetan-speaking districts of Lahul and Spiti in British India are under the Assistant Commissioner of Kulu, and they include the Moravian Mission Station at Kyelang.

Ladak (capital, Leh), which is subject to the Maharaja of Kashmir, is quite accessible to Europeans. Its capital is a station of the Moravian mission.

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—The total trade (between India and Tibet) in 1907-8 was about 335,500*l.* (Imports from Tibet 206,500*l.*, exports to Tibet 129,000*l.*)

9. *Special Considerations.*—See under (6), whence it will appear that an intimacy with the religion and language of Tibet may have a bearing upon political relations with the Russian and Chinese Empires. This has been already experienced. In a certain measure the position of Lhasa is analogous to that of Mecca.

To Buddhists in British Dominions also, and in Japan, which is in alliance with Great Britain, Tibet may be expected to have from the religious point of view a growing interest. This applies not only to Mahayanist countries, but also to those such as Burma and Ceylon which follow the Hinayana or Little Vehicle.

It has also been stated that there are many practicable passes leading into Tibet which may in the future become avenues of trade.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—The Governments of Bengal and of Eastern Bengal and Assam have a "preliminary" examination of a fairly advanced character in Tibetan and Bhutanese, and a second examination, considerably more severe, in Tibetan, and Civil Servants are encouraged by the offer of rewards (Rs. 500 in the former case and Rs. 1,000 in the latter) to pass these examinations.

Rewards and allowances are offered to civil and military officers serving in India under conditions which vary to some extent with the particular service in which they are employed; see Appendix VIII (b), p. 88, above.

11. *Authority consulted.*—Mr. F. W. Thomas, M.A.

12. *Works of Reference, &c.*—(1) Articles on Tibet in the *Encyclopædia Britannica*, Vols. XXIII and XXXIII; (2) Waddell, "The Buddhism of Tibet," especially pp. 41-7; (3) the Introductions to the Dictionaries of Jaeschke and Sarat Chandra Das; (4) various grammars, *e.g.*, those of Csoma Körösi, Jaeschke, Henderson, Sandberg, Bell, Francke (Western Tibetan), dictionaries, and vocabularies.

## (xxxii) Turkish.

## Family—Ural-Altaic.

## NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—The feature of this language is its regularity and the transparency of its grammatical structure, yet it must, probably, be classed as one of those which by reason of the great difference from languages familiar to a European is difficult for him to acquire. Dr. Charles Wells

in his *Turkish Grammar* goes so far as to say that Turkish is probably the most difficult language in the world except Chinese, but this statement requires consideration.

2. *Relation of Standard Language to important Dialects.*—The great dialectical variations are accounted for by the want of a common Turkish

literary language understood everywhere. The Osmanli is the language of which we usually speak as Turkish.

The Turkish dialects, which extend from the frontiers of the Ottoman Empire on the West to N.W. Persia, both sides of the Caspian Sea, through Trans-Caspia up to Chinese Tartary and onwards to the territories occupied in N.E. Asia by heathen Yakuts and other tribes of Turkish origin, form a very well-defined and closely connected family group. Of the members of this group Ottoman Turkish, the official and living language of the Turkish Empire, is the most polished, the richest in literature, but the most artificial. There has been a recent tendency amongst Crimean Turkish writers to assimilate their dialect to Ottoman Turkish. The *Azərbayjani* Turkish spoken in the N.W. of Persia, eastwards as far as Qazwin, is near enough to Ottoman Turkish to render communication between Turkish-speaking Persians and Ottoman Turks easy. The *Azərbayjani* Turkish and kindred dialects are also widely used amongst the Turkish nomadic tribes of Persia, and also in Court circles. The Turkish of Bokhara, Samarkand, &c. is another important literary dialect, in which Babar, the founder of the so-called "Moghul" Empire in India, wrote his memoirs, and in which Mir 'Ali Shír "Newâ'i" and other poets and writers composed works of importance about A.D. 1500. The old Uyghur language, of which the *Kudatku Bilik*—a poem on ethics and politics composed about A.D. 1000; and written in a special character derived from the Syriac—is the oldest literary monument, is another important member of the Turkic group of languages.

#### INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Most of the Ottoman Empire except Arabia and Syria, and by Ottoman officials throughout the Empire. N.W. Persia (*Azərbayjani*); Transcaspia (Bokhara, Samarkand, Merv, &c.); Central Asia and Chinese Tartary; onwards to N.E. Asia amongst tribes of Turkish origin.

4. *Total Population by which the Language is used.*—Turkey in Europe has a population of 6,000,000, of whom only 700,000 are Turks. Asia Minor has a population of 9,400,000.

Turkish is thus spoken by about 15,400,000 in these countries. It is also the official language throughout the Ottoman Empire, in the rest of which the vernacular is Arabic.

The range of the Turkish-speaking peoples is very wide, reaching from the centre of Asia to the Volga.

5. *Literature and Civilisation.*—Osmanli is rich in literary monuments since the 13th century.

It has admitted too many Arabic and Persian words, grammatical forms, and even whole sentences to produce a popular literature.

This is only true of the old-fashioned Ottoman Turkish. The new style, inaugurated in the latter part of the last century by Ziyâ Pasha, Shintsi Efendi, Kemâl Bey, and now universal in the Press and Literature, is genuinely Turkish, and is easily understood by all persons of any education.

6. *Special Considerations.*—The Ottoman Empire, as the greatest and most powerful independent Muslim State at the present time, enjoys a special prestige in the eyes of all Muslims. The courage, discipline, and other good qualities of the Turks make it probable that, under the present enlightened régime, Turkey may yet play an important part in world-politics.

#### IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*—

##### Officials.

1	British Ambassador.
1	Councillor.
6	Consuls-General.
11	Consuls.
43	Vice-Consuls.
9	Assistants.
6	Consular Agents.
7	Pro-Consuls.
30	Other Officials.

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There are numerous English merchants and business men, especially at Constantinople and Smyrna. The commercial ascendancy obtained by Germany in recent years has undoubtedly been helped by the greater attention paid to the Turkish language in that country.

8. *Trade of the United Kingdom (Imports and Exports) with the Countries in which the Language is used.*—8,539,000l.

9. *Special Considerations.*

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—Turkish is one of the languages provided for by the Foreign Office in the two years' course at a University, that is taken by Student Interpreters for the Levant Consular Service.

For rewards offered (1) by the Foreign Office, see Appendix II (a), pp. 39-40, above; (2) by the Admiralty, see Appendix II (b), p. 40 above; (3) by the War Office, see Appendix XII, pp. 99-100, above.

11. *Authority consulted.*—Professor E. G. Browne, F.B.A.

12. *Works of Reference, &c.*—Encyclopædia Britannica, XXIII, XXIV.

Dr. Charles Wells's works,

Foreign Office List, 1908.

Board of Trade Tables, pp. 92 and 93, above.

E. J. W. Gibb's "Hist. of Ottoman Poetry" (Vols. I-V), especially the introduction to Vol. I, should be consulted. Also Sir Charles Elliot's "Turkey in Europe" should be consulted.



**(xxxiii) Yoruba.***Family*—Negro.

## NATURE OF LANGUAGE:

1. *Peculiar Characteristics, &c.*—The most marked feature is a strong tendency towards monosyllabism which has given rise to the principle of intonation.

There are three-tones. The grammar is a little more difficult than in most Bantu tongues. The distinction between the tones is troublesome, and a decided bar to the widespread use of the language.

2. *Relation of Standard Language to important Dialects.*—Yoruba has various dialects.

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—The Yoruba country taken in its widest sense so as to include the whole domain of the Yoruba race and speech stretches from the Bight of Benin northwards in the direction of Borgu, and from the frontier of Dahome to the Niger and its Delta. The language has penetrated with the enterprising native traders as far East as Kano in the Hausa country beyond the Niger.

4. *Total Population by which the Language is used.*—It has a population roughly estimated at 2,000,000.

5. *Literature and Civilisation.*

6. *Special Considerations.*

## IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—3,830,000*l.*

9. *Special Considerations.*—This is probably (with Hausa which is not the language of the country; but of the troops) the most important language of South-western Nigeria.

The Yoruba language is only used as far north as Borgu. As a trade language, it is being somewhat restricted by the increasing spread of Hausa and English. English or broken English is becoming the trade language of the Niger Delta and the cross river country.

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded; Government Rewards for a Knowledge of the Language, &c.*—

Rewards, differing in value according to the Colony, are offered to officers in Lagos, Southern Nigeria, and Northern Nigeria for passing in Yoruba (Lower Standard and Higher Standard); see Appendix IX, p. 90, above.

11. *Authority consulted.*—Sir Harry H. Johnston, G.C.M.G., K.C.B.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 98, above.

**(xxxiv) Zend.***Family*—Indo-European.

1. *Peculiar Characteristics.*—Like all Aryan languages, Zend is easy enough to European students. But the extant literature is small; the readings are often uncertain; and students are divided as to the correct interpretation of rare words.

2. *Relation of Zend to important Dialects.*—Zend is used as the name for the most ancient Persian. The more correct name is Avesta, Zend being the traditional commentary in the Avesta. It is closely allied to the Vedic dialect—the Vedic *Soma* being *Haoma* in Zend, the Vedic *Deva* being *Daeva* in Zend, and so on. It is the language used in the oldest books of Zoroastrianism; and the religious ideas expressed in it are related throughout to those of the Aryans in India. A study of the two literatures is our only source of information as to the history of the ideas and institutions of the Indo-Persian Aryans when they formed one community before the Indian branch went on to India; and the study of Zend is the source of our information as to the Zoroastrian religion, and the early history of the Persians.

3. *Countries in which Zend is spoken.*—Zend was spoken in the 8th and 7th centuries B.C., in a district, as yet undetermined, of ancient Persia. Probability points to Baktria.

4. *Literature and Civilisation.*—The most important books are the Yasnas, the Yashts, and the Vendidad, the former containing the Gathas or verses, lyric poems ascribed to Zoroaster and his first disciples.

5. *Special Considerations.*—The Zend literature in explaining the Zoroastrian reform gives also important evidence as to previous beliefs and institutions derived either from Babylonian or Indo-Germanic or other sources. The language throws light on the language of the old Persian cuneiform inscriptions; and is the basis of modern Persian, and, in Darmesteter's opinion, of the modern dialects of Afghanistan. The religious movement, though stamped out in blood and fire at the time of the Moslem invasion, has left its traces in the Sufi movements, and even in modern Behaism.

6. *Authority consulted.*—Professor T. W. Rhys Davids, LL.D., Ph.D.

7. *Works of Reference, &c.*—“Grundriss der Iranischen Philologie,” herausgegeben von Geiger und Kuhn; Williams Jackson: Zoroaster; E. W. West and J. Darmesteter in “Sacred Books of the East”; J. Darmesteter: Chants des Afghans.

## (xxxv) Zulu.

Family—Bantu.

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## NATURE OF LANGUAGE.

1. *Peculiar Characteristics, &c.*—Distinctly difficult. The pronunciation rendered tiresome by clicks and other peculiarities not easily acquired, while the grammatical details (verbs principally) are much more complicated than in most other Bantu languages.

2. *Relation of Standard Language to important Dialects.*—Zulu, Xosa-Kafir, Isi-tebele are the principal types of the Zulu "species" of language, but the Tonga or Ronga language of Delagoa Bay and the lower Limpopo is closely akin, and a knowledge of Zulu helps here very greatly. The Chuana (Se-chuana, Se-Suto, Chi-venda, &c.) genus is akin to the Zulu group, but yet a very distinct type. Many of the Bechuana negroes (Basuto, Bechuana, Bavenda, &c.) understand some dialect of Kafir-Zulu.

## INTRINSIC IMPORTANCE.

3. *Countries in which spoken.*—Zulu is spoken as a native language throughout Zululand, Natal, Eastern Cape Colony, portions of Eastern Transvaal, Matabeleland, and parts of West Nyasaland, and Portuguese S.E. Africa.

4. *Total Population by which the Language is used.*—It is used as a native speech or an acquired language of inter communication by about 5,000,000 people.

5. *Literature and Civilisation.*

6. *Special Considerations.*—Difficult or not as it may be, it is the negro national language of South Africa, and its use is spreading.

## IMPORTANCE IN RELATION TO BRITISH INTERESTS.

7. *Particulars of British Officials and Natives of Great Britain other than Officials employed in the Regions in which the Language is spoken.*—Zulu in one dialect or another is used by about one hundred officials resident in South Africa and Nyasaland, and is employed by quite 30,000 Europeans (British and Afrikaner) in those regions. Knowledge of Zulu-Kafir should, in the opinion of Sir H. H. Johnston, be obligatory on the part of all the officials and servants of the British, the Colonial, or the Chartered Companies' employes through South and South Central Africa.

8. *Trade of the United Kingdom (Exports and Imports) with the Countries in which the Language is used.*—8,664,000l.

9. *Special Considerations.*

10. *Particulars with regard to Government Examinations at which a Knowledge of the Language is demanded, Government Rewards for a Knowledge of the Language, &c.*—Candidates for the Civil Service Examinations in Natal are encouraged to study Zulu; a prize, founded in memory of Sir Theophilus Shepstone, is awarded to the candidate for admission to the Civil Service who passes highest in Zulu at the first Civil Service Examination held in each financial year.

For the regulations relating to native languages in the South African Protectorate, see Appendix XV, p. 152, below.

11. *Authority consulted.*—Sir Harry H. Johnston, G.C.M.G., K.C.B.

12. *Works of Reference, &c.*—Board of Trade Tables, pp. 92 and 98, above.

## APPENDIX XIV.

## Foreign Schools of Oriental Languages.

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(ix) École Spéciale des Langues Orientales Vivantes . . . . .	133	(xxiii) University of Naples: Faculty of Philosophy and Letters . . . . .	146
(x) École Pratique des Hautes Études: Section des Sciences Historiques et Philologiques . . . . .	135	(xxiv) Royal Oriental Institute . . . . .	146
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## Prefatory Note.

In order to obtain information with regard to the teaching of Oriental languages in various Continental Institutions, copies of the *Questionnaire* of which the headings are printed below were supplied, through the good offices of the Secretary of State for Foreign Affairs, to the British Embassies in Paris, Berlin, St. Petersburg, Rome, Vienna, and the British Legation at the Hague, who obtained replies thereto and returned them to the Committee. The thanks of the Committee are due to the Foreign Office, to the various Embassies and the Legation concerned, and to the authorities of the foreign Institutions in question, for the information furnished.

The replies naturally varied considerably in respect of fulness of detail, and the information has been tabulated in the present Appendix in the form that appeared to be most convenient for the purpose of the Report. To have followed consistently in each case the precise lines indicated by the *Questionnaire* would have involved waste of space, since it was obvious that the queries could not with equal suitability apply to all the Institutions concerned.

In many cases the information was given only in skeleton in the reply to the *Questionnaire*, references being given to the accompanying documents. In certain cases it has been found necessary to supplement this information from *Minerva*† or other sources. The

\* For a conspectus of the lectures on Oriental subjects given in Paris, see Appendix III(C), by M. Sylvain Lévi, p. 53, above.

† Published annually by Karl J. Trübner, Strassburg. In certain cases it has been found advisable to quote from the issue of 1907-8 in preference to that of 1908-9.

information has been condensed as far as possible, and details of administration of Universities where the Oriental teaching only forms a small portion of the curriculum have been omitted.

Those Universities have been included which, like those of Berlin and St. Petersburg, possess a special Institution or Faculty for the teaching of Oriental languages, and also Universities in cities, e.g., Naples, which possess such special institutions apart from the Universities. It must be understood that a certain amount of teaching in Oriental languages is given in a number of Continental Universities and also of theological institutions not mentioned in this Appendix. The only theological institution included is the college of the Propaganda at Rome, to which reference was made in the evidence.

Courses on Rumanian and on Russian and other Slavonic Languages have only been mentioned in cases where the complete list of courses of an Institution has been given.

Titles in, and quotations from, foreign languages other than French have, as a rule, been translated.

In the *Questionnaire* the term "occasional student" has been used in contradistinction to "regular student." It is to be remembered, however, that the *hospitant* and the *auditeur libre*, although they have not all the privileges of "regular students," may be no less assiduous in attendance and work, and the term "occasional student" has therefore not been used in the descriptions of the Institutions.

The headings of the *Questionnaire* were as follows :—  
I.—*Name of Institution* providing teaching in Oriental Studies.

II.—*Official Documents*, including List of Courses given at the Institution, a history of its formation (if possible), the last Annual Report, and any other documents likely to be of service to the Committee.

III.—In cases where the information under the following headings is not explicitly supplied in the Official Documents enumerated under II above, it is requested that it may be procured by inquiry from the officials of the Institutions concerned :—

(i) *Government.*

(1) Is the Institution connected with any other educational Institution, or is it independent?

(2) Is the Institution affiliated to any Institution in the East from which it receives Students, and to which it sends its own Students?

(3) What person or body has, (a) the ultimate control, (b) the immediate management, of the Institution?

(ii) *Administration.*

(1) Who appoints (a) the teaching staff, (b) the administrative staff?

(2) How are the general aims of the Institution determined?

(3) Who regulates the details of the educational work?

(iii) *Accommodation.*

Short account of buildings, stating the number of rooms devoted to teaching of Oriental Subjects, the approximate number of Students for whom each room is designed, &c.

(iv) *Library.*

Accommodation, number of volumes, catalogue.

General Remarks.

(v) *Budget.*

(1) Salaries.\*  
(2) Expenses other than Salaries, e.g., expenditure on—

- (a) Publications.  
(b) Scholarships.  
(c) Purchase of Books for Library.  
(d) Administrative Expenses for Library.

(vi) *Fees.*

What fees, if any, are payable (1) by Regular Students, (2) by Occasional Students?

(vii) *Statistics.*

(a) Number of Students in each Class, divided under the headings "Regular Students" and "Occasional Students."

(b) Statistics of the Professions taken up by Students who have left the Institution during the past year [e.g., Teaching, Consular Service, Interpreters, Diplomatic Service, &c.].

(viii) *Qualifications and Privileges of Students.*

(1) What qualifications are necessary for admission to the Institution as a "Regular Student"?

(2) What Diplomas are issued by the School?

(3) What privileges are accorded to holders of those Diplomas, especially in relation to Government Appointments in Consular, Diplomatic, Colonial or other Administrative Services?

(4) Are there any appointments in the Government Service for which it is a condition that a candidate must have a certificate or Diploma of the Institution?

(ix) *Methods of Teaching and Curriculum.*

(1) What methods of teaching are adopted, especially with regard to colloquial training, and what Native Teachers are employed on the staff for that purpose?

(2) Do Sociology and the religion of Oriental countries form part of the curriculum as well as the History, Archaeology, Epigraphy, and economic resources of Oriental countries?

(x) *Research.*

Is research conducted by the personnel of the Institution, or is there a separate staff which undertakes the higher research and original work, such as explorations?

IV.—*General Observations.*

\* It is requested that the List of Salaries may be given in categories, not by persons, e.g. :—

Teaching Staff	{	12 Professors at a salary of	.
		2 Lecturers at a salary of	.
		Librarian at a salary of	.
Administrative officials	{	1 Director at a salary of	.
		1 Secretary at a salary of	.
		1 Librarian at a salary of	.

## AUSTRIA-HUNGARY.

### (i) University of Vienna: Philosophical Faculty.

The following teaching posts in the University of Vienna deal with Oriental subjects, 1908-9 :—

*Ordinary Professors.*

Oriental History and cognate studies ( <i>Hilfswissenschaften</i> )	Josef R. v. Karabacek.
Semitic Philology	David Heinrich Müller.
Ancient History and Epigraphy	Eugen Bormann.
Classical Indian Philology, &c.	Leopold v. Schroeder.
Oriental Philology	Maximilian Bittner.

*Extraordinary Professor.*

Arabic Philology and Literature	Rudolph Geyer.
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*Privat-Dozenten.*

Arabic Language and Literature	Prof. Adolf Wahrmund.
Comparative Philology of Indo-European Languages	Josef Sklenář.
Chinese	Franz Kühmert.
Semitic Languages	Friedrich Hrozny.
Egyptology and Coptic	Hermann Junker.

### (ii) Imperial and Royal Consular Academy, Vienna.

I. *Name of Institution.*—Kaiserliche und Königliche Konsular-Akademie (Imperial and Royal Consular Academy); founded in 1754, under the title K. K. Akademie der Orientalischen Sprachen. (The title K. K. Akademie d. Morgenländischen Sprachen was sometimes used.) By an Imperial decree of July 7th, 1898, the Institution was reorganised under its present title.

II. *Official Documents accompanying the Schedule :—*

1. Die K. u. K. Konsular-Akademie von 1754 bis 1904. Festschrift . . . herausgegeben

E 58294.

. . . von Agenor Graf Goluchowski von Goluchowo. Vienna, 1904. Verlag des K. u. K. Ministeriums und Königlichen Hauses und des Äusseren.

2. Uebersicht der Vorlesungen an der K. u. K. Konsular-Akademie im Winter Semeste. des Studienjahres [1907-8].  
3. Personalstand der K. u. K. Konsular-Akademie, Studienjahr 1906-7.  
4. Programm der K. u. K. Konsular-Akademie.

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III. *Government*.—The Academy is not connected with any other institution.

The Ministry for Foreign Affairs has the ultimate control, and the Director of the Academy has the immediate management, of the Academy.

IV. *Administration and Object*.—The Minister for Foreign Affairs appoints the teaching and administrative staff.

The present object of the Institution is to train candidates for the Imperial Consular Services, eastern and western. The central subject of the training is political economy and commerce (*Staatswirthschaftliche Disciplin*), to which the training in legal, historical and political subjects, and languages is subordinate.

More time is given to the study of languages by students in the Oriental than in the Western section.

The Director of the Academy regulates the details of the educational work.

V. *Accommodation*.—The Imperial Consular Academy (Waisenhausgasse, 14a) is a residential institution fitted up with every modern convenience, including seven lecture rooms for an audience of 12–15 persons each, a hall for receptions, the Director's room, an examination room, a fencing room, a gymnasium, a dining-room, a garden with a tennis court, a pantry, hot and cold baths, a kitchen, &c., and for each student a small apartment consisting of a hall, sitting-room, and bedroom. In addition the students have the use of a parlour for receiving visitors, a music room, and a general reading-room.

VI. *Library*.—The collection of books is divided into two categories: a collection of works of reference, and a School-Library or collection of books in constant use. Both libraries are accessible to Professors and students only, and the books may not be taken away. The Reference-Library possesses four catalogues, a programme showing the curriculum, an alphabetically arranged catalogue on the "numerus currens-system," &c. The School-Library, in which are kept the necessary text books, with many copies of each, is catalogued according to languages and methods.

The Reference-Library contains over 5,000 printed works in about 9,000 volumes, together with about 500 Arabic, Turkish, and Persian manuscripts.

The School-Library contains about 600 works in about ten times as many volumes.

VII. *Budget*.—The annual expenses amount to about 200,000 kronen (8,333*l.*).

The salary of the professors and lecturers varies from 200–500 kronen (8*l.* 7*s.* to 20*l.* 17*s.*) for the weekly lecture [? instruction].

About 1,000 kronen (41*l.* 13*s.*) are spent annually on new books.

VIII. *Fees*.—The fees payable by a student are 2,600 kronen (108*l.* 7*s.*) per annum, with an entrance-fee of 240 kronen (10*l.*). There are 10 scholarships on the foundation of 2,600 kronen (108*l.* 7*s.*) and 15 of 2,000 kronen (83*l.* 7*s.*).

IX. *Statistics*.—The number of students for the year 1907–08 was 39. The students are divided into classes according to the year in which they have joined.

X. *Qualifications and Privileges of Students*.—The qualifications for admission are:—

1. Austrian or Hungarian nationality.
2. The Zeugnis der Reife of an Austrian or Hungarian gymnasium.
3. A knowledge of the French and German languages.

In addition to this, Hungarian candidates must show a knowledge of the Hungarian language.

In the granting of the posts of Consular attachés, students of the Imperial Consular Academy who have successfully completed their studies have preference over any other candidates for entrance into the service.

XI. *Methods of Teaching and Curriculum*.—The teaching is given by means of lectures, Seminar work (on which great stress is laid), and visits to commercial and industrial establishments. There are special conversation classes for languages. There is a native teacher for Turkish.

The course of studies extends over five years.

XII. *Research*.—Research does not form one of the objects of the Institution.

XIII. *General Observations*.

XIV. *Staff for Oriental Subjects*:—

Director: Anton Edler von Winter.

Professors.

Arabic	-	-	-	Dr. Maximilian Bittner.
Turkish	-	-	-	Dr. Anton Bichler.

Dozenten.

Chinese	-	-	-	Dr. Franz Kühnert.
Turkish and Persian	-	-	-	Leopold Pekotsch.
Russian	-	-	-	Ludwig Barski.

Native Teacher.

Turkish and Arabic	-	-	-	Ahmed Saadeddin.
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### (iii) Imperial and Royal Public Institute for Oriental Languages, Vienna.

I. *Name of Institution*.—K. K. Öffentliche Lehranstalt für Orientalische Sprachen (Imperial and Royal Public Institute for the Teaching of Oriental Languages); founded under this title, April 3rd, 1873. The institution was developed from courses in Oriental languages attached first to the Vienna-K. K. Polytechnische Institut, and later to the Akademie der Orientalischen Sprachen. (See p. 129, above.)

II. *Official Documents accompanying the Schedule*:—

1. Jahresbericht der K. K. Öffentlichen Lehranstalt für Orientalische Sprachen, 1883. (Vienna: Verlag der Anstalt, 1884.) [Contains a history of the Institution.]
2. Schulbericht (No. 4) der K. K. Öffentlichen Lehranstalt für Orientalische Sprachen in Wien, 1898. (Vienna: Verlag der Anstalt, 1898.)

III. *Government*.—The Institute is not connected with any other institution. It is under the ultimate control of the Ministry of Worship and Education, and under the immediate management of the Head of the Institution.

IV. *Administration and Object*.—The Ministry and the Head of the Institution together appoint the teaching staff, and the Head of the Institution appoints the administrative staff.

The general aims of the Institute are to give theoretical instruction in Arabic, Persian, Turkish, Servian,

Russian, Modern Greek, and Albanian, with the practical application of these languages for purposes of reading, writing, and speaking.

V. *Accommodation*.—Three lecture rooms, one conversation room, one "manager's" room (also a lecture room).

VI. *Library*.—The library contains about 800 works in 1,150 volumes, and is in the "manager's" room. The books are carefully catalogued.

VII. *Budget*.—The salaries and expenses amount to 12,500 kronen (520*l.* 17*s.*).

The lecturers [together] receive an average salary of 200 kronen (8*l.* 7*s.*) for their weekly lectures.

VIII. *Fees*.—The fee for an annual course of lectures is 6 kronen (5*s.*).

IX. *Statistics*.—Number of students, 1906–1907:—

Arabic	-	-	-	42
Persian	-	-	-	22
Turkish	-	-	-	36
Servian	-	-	-	16
Russian	-	-	-	37
Modern Greek	-	-	-	17
Albanian	-	-	-	10

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X. *Qualifications and Privileges of Students* :—

- (a) *Qualifications for admission as a "Regular Student."*—The lectures are open to every one who possesses the requisite education.
- (b) *Diplomas issued by the School.*—At the end of the academic year an examination is held in each subject, and public Diplomas are issued.

Attendance at the Institution is of a "voluntary" character; and the Diplomas given in no way entitle the bearers to appointments in the Civil Service, although these Diplomas are recognised by the State.

XI. *Methods of Teaching and Curriculum* :—

- (1) The methods of theory and practice are adopted from the outset.
- Only one native teacher is at present employed on the staff for teaching colloquial Turkish and Oriental handwriting. The colloquial teacher in Arabic and Persian has lived for many years in the East. A teacher of Slovene nationality gives the lessons in Russian conversation.

- (2) The most important points in the Religion, History, Geography, &c., of the Oriental countries are touched on in the course of the lectures.

XII. *Research.*—Research is not an object of the Institution.

XIII. *General Observations.*

XIV. *Staff for Oriental Subjects* :—

*Director* : Leopold Pekotsch.

*Dozenten.*

Turkish and Persian	-	Leopold Pekotsch.
Arabic and Persian	-	Franz Bayer.
Servian	-	Dr. Milan R. von Rešetar.
Russian	-	Dr. Raiko Nachtigall.
Modern Greek	-	Dr. E. Zomarides.
Albanian	-	Pr. Georg Pekmezi.

*Teachers of Conversation Classes.*

Arabic and Persian	-	Jakob Obermeyer.
Russian	-	Dr. Raiko Nachtigall.
Turkish and Oriental Calligraphy	-	Ahmed Saadeddin.

(iv) **University of Budapest : Philosophical Faculty.**

The following teaching-posts in the University of Budapest deal with Oriental subjects :—

*Ordinary Professors, Emeriti.*

Semitic Philology	-	-	Péter Hatala.
Oriental Languages	-	-	Arminius Vámbéry.
Indo-European Languages	-	-	Aurél Mayr.

*Ordinary Professors.*

Ural-Altai Languages	-	-	József Szimanyi.
Semitic Philology	-	-	Ignác Goldziher.

*Titular Extraordinary Professors.*

Oriental History, &c., Egyptology and Assyriology.	Ede Mahler.
Persian Language and Literature	Sándor Kégl.

*Privat-Dozenten.*

Turkish Language and Literature	Ignác Kúnos.
Armenian Language and Literature	L. Patrúány.

(v) **Oriental Commercial Academy, Budapest.**

I. *Name of Institution.*—Keleti Kereskedelmi Akadémia (Oriental Commercial Academy) (V. Kalman utca 6). The Institution was developed from courses for the study of Oriental languages established at the Commercial Academy of Budapest. The courses were re-organised in 1891 on an independent basis, and in 1899 the Institution was again re-organised, and given its present title.

II. *Official Documents accompanying the Schedule*\* :—

1. The Organisation and Prospectus (Schedule of Lectures) of the Institute.
2. The (16th) Annual Report of the Institute (School Year 1906-1907).
3. List of Examinations held in 1906.
4. Education in Hungary.—Publications of the Royal Hungarian Ministry of Religion and Instruction. (Budapest; Victor Hornyánszky, 1908.)

III. *Government.*—The Academy is not connected with any other educational institution.

The Royal Hungarian Ministry of Public Instruction has the ultimate control of the Academy but the immediate management is in the hands of a Committee of Control consisting of seven members. [The book entitled "Education in Hungary" (see II, 4, above) gives in addition to seven officially appointed members of the Committee, six "chosen from among the most eminent members of the Hungarian commercial world." (*loc. cit.*, p. 87).]

IV. *Administration and Object.*—The Minister of Public Instruction appoints both the teaching and administrative staff.

\* Further information has been given by the Director, Dr. I. Kúnos, to whom the Committee desire to tender their thanks.

The general aim of the Institution is determined by the said Minister, and is to prepare young men for commercial enterprise in the East, and for official commercial posts in Consulates in the East.

The Director and the professorial staff regulate the details of the educational work.

V. *Accommodation.*—The building of the Institution contains eight class-rooms (lecture-rooms).

VI. *Library.*—There are 1,400 volumes relating to the Balkans and the Far East (for special research). There is only a MS. catalogue.

VII. *Budget* :—

(1) Official Director, K. 6,600	-	£	s.	d.
Teaching staff :—				
5 ordinary professors at K. 5,000				
= K. 25,000	-	1,041	10	0
14 lecturers at an aggregate salary of K. 17,700	-	737	10	0
1 lecturer, K. 2,000	-	83	10	0
Total	-	£2,137	10	0
(2) Allowance for Publications, Purchase of Books for Library, and Administrative expenses for Library, an aggregate of K. 17,300.	-	721	0	0
Studentships for 8-10 students make up an aggregate of K. 10,000	-	416	10	0
Travelling scholarships for 2 students at 2,000 = K. 4,000	-	166	10	0
Total	-	£1,304	0	0

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VIII. *Fees*.—K. 80 (3l. 7s.) per annum.IX. *Statistics* :—

There are two courses, the first year course and second year course, and the maximum number of students admitted to each course is 35.

In 1906-7, there were 63 students in all, 34 in their first year, and 29 in their second year.

X. *Qualifications and Privileges of Students* :—

(a) *Qualifications for Admission as a "Regular Student"*.—Matriculation (at least *bene matorus*); "this equals Higher Certificate (Oxford and Cambridge)."

(b) *Diplomas issued by the School*.—A Diploma qualifying for commercial service in the East.

Students holding these Diplomas obtain posts as commercial correspondents in the East, as commercial commissioners attached to consulates in the East, or in the employment of commercial representatives in the East.

XI. *Methods of Teaching and Curriculum*.—Languages are taught chiefly by the practical method.

There are three native teachers employed (1 Rumanian, 1 Greek, and 1 Turk).

The students are taken, at the end of the first year to Servia, Bulgaria, or Rumania, and, at the end of the second year, to Turkey, at the expense of the State.

The course of studies extends over two years.

XII. *Research*.—Not an object of the Institution.

XIII. *General Observations*.

XIV. *Subjects taught*.—The subjects taught are:—

(i) *Languages*: Rumanian, Servian, Bulgarian, Turkish, Greek (Modern), Russian, and Arabic (as well as English, French, German, Italian, and Spanish).

(ii) Geography and Ethnography of the East, Oriental History, Oriental Hygiene, and various subjects in the department of law, political economy, and commerce.

All students learn German, and at least one other Western language and one Oriental language (Rumanian, Servian, Turkish, or Greek). The study of Russian is intended for those who take Servian, and that of Arabic for those who take Turkish.

## FRANCE AND FRENCH COLONIES.

### (vi) University of Paris: Faculty of Laws.

The following teaching posts in the Faculty of Laws of the University of Paris deal with Oriental subjects:—

#### *Professors.*

Législation coloniale - - - M. Lescur.  
Législation et économie coloniales - M. Lescur.

#### "Cours libres."

Le droit musulman - - - Dr. Loufi.

### (vii) University of Paris: Faculty of Letters.

The following teaching posts in the Faculty of Letters of the University of Paris deal with Oriental subjects:—

#### *Professors.*

Géographie coloniale - - - M. Marcel Dubois.  
*Lecturers (Chargés de cours and Maîtres de conférences).*  
Histoire de la civilisation des peuples de l'Extrême-Orient - M. Reron.  
Histoire ancienne des peuples de l'Orient - - - M. Grébaud.  
Géographie et colonisation des peuples de l'Afrique du Nord - - - M. A. Bernard.  
Histoire coloniale - - - M. Cultra.

Grammaire comparée des langues indo-européennes - M. Vendryès.  
Langues et littératures de l'Inde - - - M. Foucher.  
Langue et littérature hébraïques - - - M. Lods.

#### "Cours libres."

L'Égypte et la Syrie au temps des Hycos et des Toutmès - M. Moret.  
Langue et littérature hébraïques - - - M. Nahum Slousch.

### (viii) Collège de France, Paris.

I. *Name of Institution*.—Collège de France; founded in 1530 by Francis I.

II. *Official Documents accompanying the Schedule*.—

1. Annuaire du Collège de France, 1907. (Paris: Ernest Leroux.)
2. Programme des Cours du Premier Semestre, 1907-1908. (Paris: Imprimerie Nationale.)

III. *Government*.—The Institution is not connected with any other institution and has direct relations with the Ministry of Public Instruction.

The Minister of Public Instruction has the ultimate control, and the *Administrateur* (who is chosen from the Assembly of Professors, and appointed by the Minister of Public Instruction from a list of three candidates presented by that Assembly) has the immediate management of the Institution. The Institution is administered under a Decree of February 1st, 1873.

IV. *Administration and Object*.—When a vacancy in a Professorship occurs the Assembly of Professors is invited by the Minister to make a statement of the

scientific grounds for the maintenance of the subject of the chair or for a change of subject. When the subject of the chair has been decided, two candidates in order of merit are selected by the Assembly of Professors, and the names of those candidates are submitted to the relevant section of the Institute of France, which also has the right to present two candidates in order of merit to the Minister. The final selection of the Professor, which must be made from the names submitted by the Collège de France and the Institute, is made by Presidential Decree.

"The sole object [of the Institution] is to contribute to the advancement of science and letters apart from any purely educational or professional interests" (*Annuaire*, p. 25).\*

V. *Accommodation*.—There are no rooms specially devoted to Oriental Studies.

VI. *Library*.—There is no special Oriental Library.

VII. *Budget*.—The present budget of the establishment, apart from laboratory expenses, amounts to 546,500 francs (21,860*l.*).

Each Professor receives a salary of 10,000 francs (400*l.*), and is required to give two lectures a week, and not less than 40 lectures in the year.

It is impossible clearly to separate the amount devoted to Oriental Studies from the general budget. eight chairs deal exclusively with Oriental subjects.

VIII. *Fees*.—The lectures are all open to the public, and no examinations are held in connection with them.

IX. *Statistics*.—It is impossible to ascertain the number of students engaged upon Oriental Studies.

X. *Qualifications and Privileges of Students*:—

(a) *Qualifications for Admission as a "Regular Student"*.—None.

(b) *Diplomas issued by the School*.—None, but "certificats d'assiduité" may be awarded to foreign students.

The majority of students attending the courses also attend lectures at other institutions at which Diplomas are issued.

XI. *Methods of Teaching and Curriculum*.—The teaching in Oriental subjects is given by means of lectures (*see under VII*, above).

There are no native teachers.

XII. *Research*.—The chief object of the Institution, *see IV*, above.

XIII. *General Observations*.

XIV. The following Chairs deal with Oriental subjects:—

Histoire des législations comparées	-	M. Jacques Flach.
Histoire des religions	-	M. Jean Réville.*
Sociologie et sociographie musulmanes		M. Alfred le Chatelier.
Épigraphie et antiquités sémitiques	-	M. Clermont-Ganneau.
Philologie et archéologie égyptiennes	-	M. Maspéro.
Philologie et archéologie assyriennes	-	M. Fossey.
Langues et littératures hébraïques, chaldaïques et syriaques	-	M. Philippe Berger.
Langue et littérature arabes	-	M. Barbier de Meynard.*
Langues et littératures chinoises et tartares-mandchoues	-	M. Chavannes.
Langue et littérature sanscrites	-	M. Sylvain Lévi.
Grammaire comparée	-	M. Meillet.

### (ix) École Spéciale des Langues Orientales Vivantes, Paris.†

I. *Name of Institution*.—École Spéciale des Langues Orientales Vivantes; founded in 1795.

II. *Official Documents accompanying the Schedule*:—

- (1) Documents relatifs à la constitution et à l'histoire de l'École Spéciale des Langues Orientales Vivantes. (Paris: Imprimerie Nationale, 1872.)
- (2) Notice Historique sur l'École Spéciale des Langues Orientales Vivantes. (Paris: Ernest Leroux, 1883.)
- (3) Time Table (*Affiche*) of the School for the Session 1907-08. (*See Appendix VI*, pp. 67-71, above.)
- (4) Simples Conseils aux Élèves au cours de Russe de l'École des Langues Orientales, par Paul Boyer. (Paris: Librairie Chériar-Marescq, 1898.)

III. *Government*.—The School is independent of any other institution, and is ultimately controlled by the French Ministry of Public Instruction.

It is under the immediate control of a Director (*Administrateur*), appointed by the Minister of Public Instruction.

The rules for the internal management of the School, programme and time table of lectures, and details of examinations and any other question specially submitted by the Director, are discussed by the Assembly of Professors, which includes the Secretary.

There is a *Conseil de perfectionnement* composed mainly of representatives of the various Ministries, the *Imprimerie nationale*, and other bodies. Its functions are very strictly limited. (*See Volume of Evidence*, 2461, pp. 96-97.)

IV. *Administration and Object*.—The members of the teaching staff are appointed by the Minister after report from—

- (1) the Assembly of Professors,
  - (2) the *Conseil de perfectionnement*, and
  - (3) the *Académie des inscriptions et belles-lettres*,
- each of which bodies proposes two candidates.

The Director is appointed for a period of five years by the Minister.

The aims of the School are determined by the decree of 10 Germinal, An III (30th March 1795), [*see Notice historique*, pp. 7 and 46], in which the School is defined as a "School devoted to the teaching of living Oriental Languages, recognised as of use in politics or commerce." M. Boyer defines as the present object of the School "to form young men who, after three years of regular study, shall be in a position to understand, to speak, and to write fluently the languages which they have studied" (*Volume of Evidence*, 2457, p. 63).

There is a special "Commercial Section," but most commercial students attend as *auditeurs libres*. (*See Volume of Evidence*, 2497, p. 99.)

*See also III*, above.

V. *Accommodation*.—The School occupies a special building, 2 rue de Lille. It contains—

1 room to accommodate	50 students.
1 " " "	40 "
3 smaller rooms for	15 "
1 reading-room for	39 "
1 study for the Professors.	
1 room for the Director.	
1 room for the Secretary.	
1 room for the Secretary's Staff.	
1 room for the Librarian.	

\* M. Barbier de Meynard and M. Jean Réville have died since the above list was drawn up. M. Réville has been succeeded by the Abbé Loisy.

† Further information with regard to this Institution is given in Appendices III (A) and VI, pp. 52 and 67, above, and in the *Evidence of M. Boyer* [now *Administrateur*], *Volume of Evidence*, pp. 93-102.

\* "Le Collège de France est par excellence un établissement de science pure, libre et désintéressée. Son but est uniquement de contribuer à l'avancement des sciences et des lettres, en dehors de toute préoccupation scolaire ou professionnelle."



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VI. *Library.*—Seven rooms contain the 50,000 volumes and the 10,000 pamphlets of the Library. There are analytical and alphabetical catalogues.

600–800 volumes are issued yearly for use outside the School.

60 volumes a day on the average are issued for use in the Reading Room.

VII. *Budget.*—Budget for 1907–08, 165,300 francs (6,612*l.*)\*

I. Salaries, 143,000 francs (5,720 <i>l.</i> )		Francs.	£
12 Professors at a salary of	7,500 (300 <i>l.</i> )		3,600
2 " "	5,000 (200 <i>l.</i> )		400
3 Lecturers (Chargés de cours)	4,000 (160 <i>l.</i> )		480
2 Lecturers (Chargés de cours)	3,000 (120 <i>l.</i> )		240
1 Lecturer (Chargé de cours)	2,000 (80 <i>l.</i> )		80
5 Instructors	2,500 (100 <i>l.</i> )		500
1 Instructor (provided for 1908)	4,000 (160 <i>l.</i> )		160
1 Instructor at a salary of	1,900 (76 <i>l.</i> )		76
The Secretary and Librarian at a salary of 3,000 francs, receives also as Lecturer 1,000 francs (40 <i>l.</i> )	4,000 (160 <i>l.</i> )		160
4 Attendants, etc.	1,200 (48 <i>l.</i> )		
	to to		1,600 (64 <i>l.</i> )

II. Expenses other than		Francs.	£
Salaries	22,300 (892 <i>l.</i> )		
Library	2,500 (100 <i>l.</i> )		
Publications of the School	6,000 (240 <i>l.</i> )		
Bursaries	4,000 (160 <i>l.</i> )		

The remainder for heating, lighting, repairs, etc.

VIII. *Fees.*—The fee for "regular students" (see X, below) is 100 francs (4*l.*) per annum; but the courses are free to other persons.

#### IX. *Statistics.*—

The average number of regular students varies from 250 to 300. There were in addition, in 1906–7, 170 *auditeurs libres*.

*Statistics of Attendance in 1906–7; and of Diplomas awarded, and Careers selected by Diploma Students, in 1904, 1905, and 1906.†*

*Colloquial Arabic.*—Attendance, 1906–7.

56 regular students. 38 *auditeurs libres*.  
 22 training as Interpreters.  
 3 " " teachers.  
 2 " " for Algeria and Tunis.  
 3 " " the Consular Service.  
 7 pupils of the École Coloniale.  
 2 engaged in banking.  
 2 foreigners.  
 15 undecided as to future.

<i>Diplomas awarded.</i>	<i>Careers.</i>
In 1904: 12.	3 Interpreters. 2 in Algeria and Tunis. 3 in Foreign Office. (1 foreign student.)
In 1905: 10.	3 Interpreters. 2 in Tunis. 1 in business in the East.

\* The Budget for 1908–9, identical in other respects with that for 1907–8, has been increased by 10,000 francs (400*l.*), to be devoted to salaries. Of this sum 5,000 francs are to be devoted to a chair of Eastern Arabic, 4,000 francs to native teaching of Moroccan and Eastern Arabic, and 1,000 francs to other purposes.

† The Committee are indebted for these statistics and other information to the courtesy of the Secretary of the School, M. A. Gandefroy Demombynes, to whom they desire to tender their thanks.

#### *Diplomas awarded.*

In 1906: 7.

*Careers.*  
 1 at Cairo (mission du Caire).  
 The others (in 1907) waiting for posts and continuing their studies.

*Classical Arabic.*—Attendance, 1906–7.

27 regular students.

The students generally take the preceding course and are included in the foregoing figures. They include 6 foreign students and 14 *auditeurs libres*.

#### *Diplomas awarded.*

In 1904: 4.  
 In 1905: 2.  
 In 1906: 3.

*Persian.*—Attendance, 1906–7.

16 regular students (admitted after one year of Arabic, and study for two years). 3 *auditeurs libres*.

12 training as Interpreters.  
 4 foreign students.

#### *Diplomas awarded.*

In 1904: 3.  
 In 1905: 7.  
 In 1906: 5.

*Turkish.*—Attendance, 1906–7.

15 regular students (included in the foregoing). 4 *auditeurs libres*.

12 training as Interpreters.  
 3 foreign students.

#### *Diplomas awarded.*

In 1904: 3.  
 In 1905: 6.  
 In 1906: 5.

*Chinese.*—Attendance, 1906–7.

22 regular students (training for the Consular Service, Interpretations, teaching, or commerce). 15 *auditeurs libres*.

#### *Diplomas awarded.*

In 1904: 6.

*Careers.*  
 2 Interpreters.  
 1 for the Consular Service.  
 2 in commerce.

In 1905: 6.

*Careers.*  
 3 Interpreters.  
 1 gone to the School of Hanoi.\*  
 2 commerce in the East.

In 1906: 8.

*Careers.*  
 3 Interpreters.  
 2 in commerce in China.  
 1 in the Consular Service.  
 2 officers.

*Annamite.*—Attendance, 1906–7.

30 regular students (all training for a career in Indo-China). 13 *auditeurs libres*.

12 pupils from the École Coloniale.  
 1 officer.  
 3 students taking other courses.  
 1 official.

#### *Diplomas awarded.*

In 1906: 6.

*Careers.*  
 1 official.  
 3 appointed to Indo-China.  
 1 appointed to the Central Administration.  
 1 still at the School.

*Japanese.*—Attendance, 1906–7.

9 regular students. 11 *auditeurs libres*.  
 2 foreign students.  
 4 students from the Chinese course.  
 1 officer.

#### *Diplomas awarded.*

In 1906: 1 (an officer).  
 (Course to be re-organised.)

\* For details of this School, see p. 140, below.

*Siamese.—Attendance, 1906-7.*

17 regular students (6 students from the courses in Chinese or Annamite); 3 *auditeurs libres*.

*Diplomas awarded:*  
In 1906: 6. 2 Interpreters in Siamese.

*Russian.—Attendance, 1906-7.*

11 regular students. 35 *auditeurs libres*.

*Diplomas awarded:*  
In 1906: 3. 1 in the Consular Service.  
1 translator to the Post Office Authorities.

In 1905: 5. *Careers.*  
1 American.  
1 officer.  
1 French lecturer at the University of Kharkoff.  
1 in Foreign Office.  
1 attached to the library of the School.

In 1904: 2. *Careers.*  
1 in the Consular Service.  
1 officer.

*Sudanese.—Attendance, 1906-7.*

12 regular students. 11 *auditeurs libres*.  
6 students from the École Coloniale.  
1 " " Arabic course.  
1 Doctor of Laws.

*Diplomas awarded:*  
In 1905: 3. 1 in the Colonial Government.

In 1906: 2.

*Modern Greek.—Attendance, 1906-7.*

13 regular students. 7 *auditeurs libres*.  
2 foreign students.  
1 licencié-ès-lettres.

*Diplomas awarded:*  
In 1905: 5.

*Rumanian.—Attendance, 1906-7.*

25 regular students. 5 *auditeurs libres*.

*Diplomas awarded:*  
In 1905: 10.

*Hindustani.—Attendance, 1906-7.*

18 regular students. 3 *auditeurs libres*.

*Diplomas awarded:*  
In 1905: 5.

*Tamil.—Attendance, 1906-7.*

19 regular students.

*Diplomas awarded:*  
In 1905: 4.

*Ambharic.—Attendance, 1906-7.*

17 regular students. 2 *auditeurs libres*.

*Diplomas awarded:*  
In 1905: 4.

*Malagasy.—Attendance, 1906-7.*

21 regular students. 4 *auditeurs libres*.

*Diplomas awarded:*  
In 1905: 6.

*Malay.—Attendance, 1906-7.*

24 regular students.

*Diplomas awarded:*  
In 1905: 3.

*Armenian.—Attendance, 1906-7.*

6 regular students.

*Diplomas awarded:*  
In 1905: 2.

X. *Qualifications and Privileges of Students:—*

(a) *Qualifications for Admission as a "Regular Student."*—French nationality, and, as a rule, the degree of Bachelor, or some equivalent. Students without these qualifications may be admitted as *auditeurs libres*. An *auditeur libre* may enrol himself in the "Commercial Section," and, if he passes his first examination satisfactorily, become a "regular student." In certain cases, students are exempted from the requirement to possess the Degree of Bachelor (see Volume of Evidence, 2497).

(b) *Diplomas issued by the School.*—A Diploma is issued to regular students who have pursued a three years' course of study and passed the necessary examinations in the language selected by them.

(c) *Privileges accorded to Holders of these Diplomas especially in relation to Government Appointments in Consular, Diplomatic, Colonial, or other Administrative Services.*—By a decree of September 18th, 1880 (see Volume of Evidence, 2471 and 2491), no one can be appointed as Interpreter or Dragoman in the Foreign Office Services in Oriental countries unless he has the Diploma of the School, but the Diploma does not confer the right to be appointed to such a post.

XI. *Methods of Teaching, and Curriculum.*—The teaching is given partly by French professors or lecturers, partly by native *répétiteurs* acting under the direction of the French teachers.

Besides the linguistic teaching, there are regular courses on the geography, history, and law of the Musulman and Far Eastern countries. Special short courses on historical and political topics, &c., relating to Eastern countries, are being delivered during the session 1908-09 by specialist lecturers.

In certain cases the native *répétiteur* deals with the geography, history, politics, &c., of the country of which he teaches the language (see Volume of Evidence, 2468).

The course extends over three years.

XII. *Research.*—The object of the School is mainly practical, but research is conducted by the members of the staff and also by senior students.

XIII. *General Observations.*

XIV. *Staff, and Subjects taught.*—See Time-table, printed as Appendix VI, p. 67, above.

## (X) École Pratique des Hautes Études : Section des Sciences Historiques et Philologiques, Paris.

I. *Name of Institution.*—École Pratique des Hautes Études. Section des Sciences Historiques et Philologiques; founded by a decree dated July 31st, 1868; opened, January, 1869.

II. *Official Documents accompanying the Schedule.*—Annuaire, 1908. (Paris: Imprimerie Nationale, 1907.)

III. *Government.*—The Institution is in direct relations with the Minister of Public Instruction. There is a *Commission permanente de patronage*, and a Council (*Conseil*) comprising all the members of the

teaching staff. The Council fixes the list of lectures, &c., for each Semester.

IV. *Administration and Object.*—The Minister of Public Instruction appoints the teaching staff.

The object of the Institution is defined as follows:—  
"La section d'histoire et de philologie de l'École pratique des hautes études a pour objet de diriger et de préparer les jeunes gens qui désirent se consacrer aux travaux d'érudition."  
See also III, above.

## App. XIV.

V. *Accommodation*.—The Section is housed in the Sorbonne. There is one room only devoted to Oriental Studies, but it is also used for other lectures.

VI. *Library*.—There is no special Oriental library. The general library, which is a branch of the University library, contains about 2,000 volumes.

VII. *Budget for 1907-08* :—

(1) Courses.	Teaching Staff.	Salaries.
		Francs.
Langue sanscrite	1 Directeur d'Études	- 2,000 (80L.)
	1 Directeur adjoint	- 2,000 (80L.)
Langues zende et pehlvie.	1 Directeur adjoint	- 2,000 (80L.)
Langues sémitiques	1 Directeur adjoint	- 2,500 (100L.)
Langue arabe	1 Directeur d'Études	- 2,000 (80L.)
Langues éthiopienne himyarite, &c.	1 Directeur d'Études	- 6,000 (240L.)
Philologie et antiquités assyriennes.	1 Directeur d'Études	- 3,000 (120L.)
Archéologie orientale.	1 Directeur d'Études	- 2,500 (100L.)
Histoire ancienne d'Orient.	1 Directeur adjoint	- 2,500 (100L.)
Philologie et antiquités égyptiennes.	1 Directeur d'Études	- 2,000 (80L.)
	2 Directeurs adjoints	- 2,500 (100L.)
(2) Publications	- - -	- 8,000 (320L.)
Scholarships (given by the City of Paris)	- - -	- 12,000 (480L.)
Books	- - -	- 2,000 (80L.)
Library (assistant)	- - -	- 1,800 (72L.)

The total annual expenditure thus amounts to 55,800 francs (2,232L.).

VIII. *Fees*.—None.

IX. *Statistics*.—There are 700 students on the rolls, but only about 300 attend the lectures.

There are about 40 students engaged in Oriental Studies. They mostly study also at the *École des Langues Orientales Vivantes*.

X. *Qualifications and Privileges of Students*.—

(a) *Qualifications for Admission as a "Regular Student"*.—No preliminary certificates or qualifications are required before entry to

the school. Before a student is admitted as a regular student (*élève titulaire*) he must undergo a probationership (*stage*). Other persons may be admitted as *auditeurs libres*.

(b) *Diplomas issued by the School*.—A student may, after not less than two years' work, submit a thesis on a historical or philological subject. If the thesis is accepted, the student receives, after its publication, the Diploma of the school, and is entitled *élève diplômé de la Section d'histoire et de philologie de l'École pratique des hautes études*.

XI. *Methods of Teaching and Curriculum*.—There are regular lectures, and the students are initiated into research work by means of "Seminar" classes, &c.

XII. *Research*.—One of the principal objects of the institution is the encouragement of research.

XIII. *General Observations*.—The professors generally also lecture at other institutions, such as, for instance, the Collège de France; and receive salaries as a rule inversely in proportion to the amount they obtain from other sources.

The students following a course in Oriental languages, &c., generally come to this school only for certain courses complementary to the lectures at other institutions which they attend.

XIV. *Details of Courses on Oriental Subjects given in 1907-8, extracted from the Annuaire, 1908* :—

Philologie byzantine et néo-grecque:	Directeur d'études, M. Jean Psichari.
Langue sanscrite:	Directeur d'études, M. Sylvain Lévi; Directeur adjoint, M. Louis Finot.
Langues zende et pehlvie:	Directeur adjoint, M. A. Meillet.
Langues sémitiques:	Directeur adjoint, M. Mayer Lambert.
Langue arabe:	Directeur d'études, M. Hartwig Derenbourg.
Langue éthiopienne-himyarite et langues touraniennes:	Directeur d'études, M. Halévy.
Philologie et antiquités assyriennes:	Directeur d'études, M. Scheil.
Archéologie orientale:	Directeur d'études, M. Clermont-Ganneau.
Histoire ancienne de l'Orient:	Directeur adjoint, M. Isidore Lévy.
Philologie et antiquités égyptiennes:	Directeur d'études, M. Maspéro; Directeur adjoint, M. Guieysse; Directeur adjoint, M. Moret.
Grammaire comparée:	Directeur d'études, M. Michel Bréal; Directeur adjoint, M. A. Meillet; Directeur adjoint, M. Gauthiot.

(xi) *École Pratique des Hautes Études: Section des Sciences Religieuses, Paris.*

I. *Name of Institution*.—École Pratique des Hautes Études, Section des Sciences Religieuses; founded in 1886.

II. *Official Documents accompanying the Schedule* :—Reports (*Rapports sommaires, &c.*) for 1903, 1904, 1906, and 1907 (Paris: Imprimerie Nationale).

III. *Government*.—Similar to that of the Section des Sciences Historiques. See p. 135, above.

IV. *Administration and Object*.—Similar to that of the Section des Sciences Historiques. See p. 135, above.

V. *Accommodation*.—The Section is housed in the Sorbonne. There are two lecture rooms, but neither is exclusively devoted to the teaching of Oriental subjects.

VI. *Library*.—The Section has no special library of its own, but makes use of the library of the University.

VII. *Budget*.—Budget for 1907-8 :—

Personnel	-	Frs. 46,300 (1,852L.)
Matériel	-	650 (26L.)
Library and publications	-	1,800 (72L.)

The total annual expenditure thus amounts to 48,750 francs (1,950L.).

The details of the salaries are not available.

VIII. *Fees*.—None.

IX. *Statistics*.—In 1906-7 there were 402 students, including regular pupils and *auditeurs libres* (304 of French and 98 of foreign nationality).

X. *Qualifications and Privileges of Students*. }XI. *Methods of Teaching and Curriculum*. }

The details are similar to corresponding details for the Section des Sciences Historiques. See p. 136, above.

XII. *Research*.—One of the principal objects of the Institution is the encouragement of research.

XIII. *General Observations*.

XIV. *Details of Courses on Oriental Subjects given in 1907-8, extracted from the "Rapport sommaire sur les Conférences, &c., 1907." (Paris: Imprimerie Nationale):—*

Religions des peuples non civilisées: Maître de conférences, M. Mauss.

Religions de l'Extrême-Orient et de l'Amérique indienne: Directeur d'études, M. Léon de Rosny.

Religions de l'ancien Mexique: Maître de conférences, M. G. Raynaud.

Religions de l'Inde: Directeur d'études, M. Sylvain

Lévi; Maître de conférences, M. A. Foucher; Chargé de la conférence, M. Finot.

Religions de l'Égypte: Directeur adjoint M. E. Amélineau.

Religion assyro-babylonienne: Maître de conférences, M. C. Fossey.

Religions d'Israël et des sémites occidentaux: Directeur d'études, M. Maurice Vernes.

Judaïsme talmudique et rabbinique: Maître de conférences, M. Israel Lévi.

Islamisme et religions de l'Arabie: Directeur d'études, M. Hartwig Derenbourg.

*Cours libre.*

Conférence de M. J. Deramey sur l'Histoire des anciennes églises du nord de l'Afrique.

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## (xii) École Libre des Sciences Politiques, Paris.

I. *Name of Institution*.—École Libre des Sciences Politiques; founded in 1871 by M. Emile Boutmy and Ernest Vinet, opened in January 1872.

II. *Official Documents accompanying the Schedule*:—

1. L'École Libre des Sciences Politiques, 1871-1897. (Paris: Typographie Chamerot et Renouard, 1897.)

2. L'École Libre des Sciences Politiques; Organisation et Programme des Cours, 1907-8 and 1908-9. (Paris: Librairie Générale de droit et de jurisprudence.)

III. *Government*.—The school is independent, and is under the ultimate control of the "Conseil d'Administration," appointed by the shareholders, and under the immediate management of the Director.

IV. *Administration and Object*.—The "Conseil d'Administration" appoints both the teaching and the administrative staff. The general aims and the details of the educational work are determined by the administrative staff and the "Conseil d'Administration."

The object of the school is to study "the branches of knowledge required by statesmen and by political thinkers and writers." Besides training its students generally for political, industrial, and commercial careers in France and abroad, it prepares candidates for the examinations for posts in various Government, diplomatic, consular, and administrative services, including the services in the East and Far East, and in Africa.

V. *Accommodation*.—There are no rooms specially devoted to Oriental studies.

VI. *Library*.—The library contains 25,000 volumes, but there is no special Oriental section.

VII. *Budget*.—There are only two Professors exclusively for Oriental studies—the one receives fr.2,600 (104l.) a year, the other fr.2,000 (80l.). It will, however, be seen that several of the courses treat indirectly of Oriental questions. Certain lecturers are paid at the rate of 100 francs (4l.) for each lecture.

The sums specially devoted to Oriental studies are not ascertainable.

VIII. *Fees*.—The fees for the complete course of studies amount to fr.350 (14l.) a year. The fee for one lecture a week is fr.70 (2l. 16s.); for two lectures a week, fr.140 (5l. 12s.).

IX. *Statistics*.—It is impossible to ascertain the exact number of students engaged upon Oriental studies. They are for the most part included among candidates for the diplomatic and consular services, of whom the total number was 184 in the year 1907-1908. They were all regular students.

In 1907, five students passed into the Eastern diplomatic and consular services, and two into the colonial service.

Two students passed into the Tunisian civil service in January 1908.

X. *Qualifications and Privileges of Students*.—

(a) *Qualifications for admission as a "Regular Student"*.—There is no entrance examination and no University degree is required for admission to the school; all that is

necessary is the sanction of the "Conseil d'Administration."

(b) *Diplomas issued by the School*.—The "Diplôme de l'École Libre des Sciences Politiques."

(c) *Privileges accorded to Holders of these Diplomas, especially in relation to Government Appointments in Consular, Diplomatic, Colonial or other Administrative Services*.—Holders of this Diploma may, if they also hold the University degree of Bachelor, compete for admission to the diplomatic, consular, colonial, and other Government services. Almost all the future members of the diplomatic and consular services pass through the School.

XI. *Methods of Teaching and Curriculum*.—The students are trained by means of lectures; and also by means of *conférences de revision et d'interrogation*, and in the case of advanced students who have taken the Diploma *conférences d'applications*. The students themselves take an active part in the *conférences*, details of which are given in the document quoted under II. (2) above.

The course of studies extends normally over two years, in certain cases over three years.

XII. *Research*.—Research is conducted by each Professor for the requirements of his lectures.

XIII. *General Observations*.

XIV. *Details of Courses dealing with Oriental Subjects given during the Sessions 1907-8 and 1908-9*:—

1907-8.

- (1) Colonisation comparée et étude des procédés des divers peuples colonisateurs, M. J. Chailley.
- (2) Questions politiques et économiques dans l'Asie Orientale, M. Silvestre.
- (3) Géographie des possessions françaises de l'Afrique et de l'Extrême-Orient, M. Paul Pelet.
- (4) Droit musulman, M. O. Houdas.
- (5) Questions d'Extrême-Orient, M. Christian Schefer.

1908-9.

- Courses (1) and (2) above repeated.
- (6) Matières administratives [including colonial and Algerian affairs], M. Tardieu.
- (7) La politique économique des principales puissances (moins la France) pendant les trente dernières années [including the Far East], M. Achille Viallate.
- (8) Histoire politique des principaux États de l'Europe pendant les vingt-cinq dernières années.—Les questions religieuses et la politique [including Islam, Brahmanism, and Buddhism], M. Anatole Leroy-Beaulieu.
- (9) Ethnographie de l'Europe centrale et orientale, M. René Henry.
- (10) Politique coloniale des États européens au dix-neuvième siècle, M. Christian Schefer.
- (11) Questions algériennes, M. de Peyerimhoff.
- (12) Questions tunisiennes, M. Paul Gauthier.
- (13) Questions politiques et économiques dans l'Asie orientale, M. Silvestre.

(xiii) *École Coloniale, Paris.*

I. *Name of Institution.*—*École Coloniale.* The School was originally created in the years 1885-6 for native youths, from Cambodia, under the title *École Cambodgienne*. In 1888 it took the title *École Coloniale*; under the terms of a decree of 23rd November, 1889, its object was extended to the training of French colonial officials, and the first French Section was opened on 1st January, 1890.

II. *Official Documents* :—

1. *Organisation et Fonctionnement de l'École Coloniale.* (Paris: Imprimerie de la Dépêche Coloniale, 1908.)
2. *Programme des Conditions d'Admission à l'École Coloniale.* (Paris: Vuibert et Nony.)
3. *L'École Coloniale* (Paris: J. Mersch, Imprimeur, 1906) contains a history of the School.
4. *École Coloniale. Année 1906-1907. Rapport sur le Fonctionnement de l'École.* (Paris: J. Mersch, Imprimeur, 1907.)

III. *Government.*—The Institution is independent of any other institution.

It is under the ultimate control of the Minister of the Colonies, and under the immediate management of the *Conseil d'administration*.

IV. *Administration and Object.*—

(1)—(a) The professors are appointed by the Minister, on the nomination of the *Conseil d'administration*, after report from the *Conseil de perfectionnement*, and the other members of the teaching staff by the *Conseil d'administration*, after report from the Director.

(b) The object of the School is to train—

- (i) Candidates for administrative posts in the French colonies and Ministry for the Colonies;
  - (ii) Candidates for judicial posts in the French colonies;
  - (iii) Commercial students desirous of preparing for work in Asia or Africa;
  - (iv) Native students from French colonies and protectorates.
- (c) The *Sous-Commission de l'Enseignement* of the *Conseil d'Administration* regulates the details of the educational work.

(2) The School contains the following Sections :—

1. Administrative Sections—
  - (a) for Indo-China;
  - (b) for Africa;
  - (c) penal administration (*administration pénitentiaire*).
2. Judicial Section (*Section spéciale de la magistrature coloniale*).
3. Commercial Section.
4. Preparatory Division.
5. Native Section (*Section indigène*).

V. *Accommodation.*—There are two lecture rooms, but neither is reserved exclusively for the teaching of Oriental subjects.

VI. *Library.*—The library contains about 12,000 works.

VII. *Budget.*—The figures are not available. It is understood that the Professors receive fr.40 for each lecture, but they are not exclusively engaged at the School, and lecture at other institutions.

VIII. *Fees.*—Fr.150 (6*l.*) a year both for regular students and occasional students (*auditeurs libres*).]

IX. *Statistics* :—

(a) *Statistics of the professions taken up by students who left the Institution during 1906-7.*

The careers, &c. of students who took the *brevet* of the *École Coloniale* (see under X (b), below) down

to the end of 1906-7 are shown in the following Table:—

<i>Commissariat*</i>	121
Indo-China	132
Africa	106
Various administrations	48
Students entitled to appointment after completion of their military service	3
Occupying no official post	3
Died before appointment to official post	1
Awaiting appointment	2
	416

(b) *Statistics of attendance for 1906-7.*

In the Administrative Sections there were 60 students, of whom 26 were in their second year. Of the latter 23 obtained the Diploma of the school, 7 in the Indo-Chinese Section, 15 in the African.

In the Judicial Section there were two students, both of whom obtained the Diploma.

In the Commercial Section there were two students of whom one obtained the Diploma.

In the Preparatory Division there were 85 students, of whom 39 were *auditeurs libres*.

In the Native Section there were 16 students.

X. *Qualifications and Privileges of Students* :—

(a) *Qualifications for Admission as a "Regular Student."*—Candidates for admission as "regular students" of the Administrative Sections must be of French nationality, between 18 and 23 years of age (subject to certain exemptions), possess one of a number of approved diplomas giving evidence of preliminary training, satisfy prescribed medical requirements, furnish a certificate of good conduct, &c. They are selected by means of a competitive examination. Candidates who possess certain higher diplomas, such as the University *licence*, or a diploma of one of the higher scientific or commercial schools conducted or recognised by the State (e.g., the *École centrale*, *École des hautes études commerciales*, &c.) are credited with an additional number of marks equal to one-sixth of the marks actually obtained by them at the examination. The number of candidates selected in each year is about one-third in excess of the estimated number of corresponding vacancies in the colonial services.

Occasional students (*auditeurs libres*) are also admitted to the School.

Candidates for the Judicial Section must, in addition to other qualifications, possess the *licence en droit*, be between 20 and 28 years of age, and must undergo a special examination.

(b) *Diplomas issued by the School.*—The School issues a *brevet* to regular students who at the end of the two years' course pass a special examination.

(c) *Privileges accorded to Holders of these Diplomas, especially in relation to Government Appointments in Consular, Diplomatic, Colonial, or other Administrative Services.*—A certain number of places are reserved annually in the various colonial services for those who possess the *brevet* of the School. (See under (a) above). (*Arrêté* of October 11, 1898.)

XI. *Methods of Teaching and Curriculum.*—There are no native lecturers, but some of the native students act as tutors.

The course of studies extends over two years.

\* The *Commissariat des Colonies* was the title of a body of military officers, now abolished, who performed certain civil, in addition to their military, duties.

XII. <i>Research.</i> —No research is conducted by the school.	Langue siamoise . . . . . M. Lorgeou.	App. XIV.
	Géographie de l'Afrique . . . . . M. Augustin Bernard.	
	Administration de l'Algérie . . . . . M. Joost Van Vollenhoven.	
XIII. <i>General Observations.</i>		
XIV. <i>Staff and Subjects taught (1908-9).</i> —	Législation et administration de la Tunisie . . . . . M. Camille Perreau.	
Director: M. Maurice Doubrère.	Législation et administration des établissements français de l'Afrique occidentale et centrale . . . . . M. Albert Duchêne.	
Professors and Chargés de cours.	Législation et administration de Madagascar . . . . . M. André You.	
Organisation des colonies . . . . . M. Maurice Méray.	Droit musulman . . . . . M. Morand.	
Droit administratif colonial . . . . . M. Robert de Moüy.	Langue arabe . . . . . M. Gaudefroy-Demombynes.	
Colonisation française, politique coloniale . . . . . M. Louis Vignon.	Langue malgache . . . . . M. Berthier.	
Colonisation française, régime économique . . . . . M. Jules Leveillé.	Histoire de la colonisation française jusqu'en 1815 . . . . . M. Xavier Treney.	
Colonisation étrangère, politique coloniale . . . . . M. Jean Louis Deloncle.	Histoire de la colonisation française depuis 1815 . . . . . M. Gourraigne.	
Colonisation étrangère, régime économique . . . . . M. Albert Métin.	Géographie . . . . . M. Frédéric Lemoine.	
Productions coloniales . . . . . M. Bois.		
Géographie, histoire et institutions de l'Indo-Chine, langue cambodgienne . . . . . M. Étienne Aymonier.	There are also courses on administrative and practical accounts, topography, military instruction, English, German, penal legislation, prison systems, hygiene and practical medicine, and civil engineering; instruction is also given in fencing and riding.	
Législation et administration de l'Indo-Chine . . . . . M. Morgat.		
Langue annamite, caractères chinois . . . . . M. Albert Lorin.		

#### (xiv) École du Louvre, Paris.

I. *Name of Institution.*—École du Louvre. It was founded by a decree dated January 24th, 1882.

The cost of heating, lighting &c. amounts to fr.1,000 (40l.) a year.

II. *Official Documents accompanying the Schedule:*—

VIII. *Fees.*—None.

1. Règlement de l'École du Louvre.
2. Time-table of courses for the year 1907-1908. (No annual report is issued.)

IX. *Statistics.*—The number of students is very variable, according to the courses. In general the courses on the History of Art are the most popular. The following are the approximate figures of attendance:—

History of Painting . . . . .	1,000.
History of Sculpture . . . . .	400.
History of Industrial Arts . . . . .	100.

III. *Government.*—The School is independent of any other institution.

The Director of the National Museums, who is at the same time Director of the "École du Louvre," manages the school. He is assisted by a secretary, who issues cards to the regular and occasional students and settles, subject to the control of the Director, all questions of administration and management.

Statistics of the professions taken up by regular students on leaving the school are not available. They mostly enter careers requiring a knowledge of archaeology.

IV. *Administration and Object.*—The Minister of Fine Arts appoints both the teaching and administrative staff.

X. *Qualifications and Privileges of Students.*—

The object of the School is defined as follows:—

"L'École a pour objet général de tirer des Collections, pour l'instruction du public, l'enseignement qu'elles renferment. Son but spécial est de former des élèves capables d'être employés, soit dans les Musées de Paris ou des départements, soit à des missions scientifiques ou à des fouilles pour l'enrichissement des Collections nationales."

(a) *Qualifications for Admission as a "Regular Student."*—None.

(b) *Diplomas issued by the School.*—The *Diplôme de l'École du Louvre*. The Diploma confers no privileges on the holder.

The Director and the Professors themselves regulate the details of the work.

XI. *Methods of Teaching and Curriculum.*—Each professor is free to choose his own subjects and methods.

XII. *Research.*—The School does not undertake research.

V. *Accommodation.*—The School is situated in the Louvre, but the accommodation is not extensive. There is a large lecture room and an examination hall, the whole covering about 225 square metres. There are no rooms specially devoted to Oriental studies.

XIII. *General Observations.*

XIV. The following chairs deal with Oriental subjects:—

VI. *Library.*—There is no library.

VII. *Budget.*—There are eight Professors at a salary of fr.3,000 (120l.) each, and two Professors at a salary of fr.2,000 (80l.) each. The latter are in charge of complementary courses on Coptic and Egyptian Law and Phœnician Epigraphy.

Archéologie orientale et céramique antique, M. Heuzey, M. E. Pottier (suppléant).  
Archéologie égyptienne, M. Pierret.  
Démotique, Copte, Droit égyptien, M. E. Revillout.  
Épigraphie orientale, M. Lédrain.  
Histoire des arts appliqués à l'industrie (les arts plastiques et industriels de la Chine et du Japon), M. Gaston Migéon.

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(xv) *École Supérieure de Droit, and École Supérieure des Lettres, Algiers.*†

I. *Name of Institutions.*—*École Supérieure de Droit* and *École Supérieure des Lettres.*

II. *Official Documents accompanying the Schedule* :—

1. Le Livret de l'Étudiant d'Algier, 1907-1908. (Algiers: Typographie Adolphe Jourdan, 1907.)
2. Rapports sur la Situation et les Travaux des Écoles Supérieures d'Algier, 1906-1907. (Algiers: Typographie Adolphe Jourdan, 1907.)

III. The following is a list of the courses given in 1907-8 at the *Écoles d'enseignement supérieur* at Algiers relating to Oriental subjects.

*École de Droit.*

Droit musulman et coutumes indigènes (Professeur, M. Morand).

*École des Lettres.*

Philosophie et histoire de la philosophie musulmanes (chargé du cours, M. L. Gauthier).

Histoire ancienne de l'Afrique (Professeur, M. Gsell),  
Histoire moderne de l'Afrique (Professeur, M. Yver),  
Géographie de l'Afrique (Professeur, M. E. Gautier),  
Langue arabe (Professeur, M. René Basset),  
Littérature arabe et littérature persane (chargé du cours, M. Fagnan).

Égyptologie (chargé du cours, M. Lefébure),  
Histoire de la civilisation musulmane et histoire des arabes (chargé du cours, M. Douitté).

Arabe vulgaire (chargés du cours, MM. Colin et Bencheneb).

Dialectes berbères (maître de conférences, M. René Basset; répétiteur, M. Saïd Boulifa).

(xvi) *École Française d'Extrême-Orient, Hanoi.*

I. *Name of Institution.*—*École Française d'Extrême-Orient*; founded by an *arrêté* of M. Doumer, Governor-General of Indo-China, dated December 15th, 1898; definitely constituted by Presidential decree of February 26th, 1901.

II. *Official Documents accompanying the Schedule*\* :—

1. Bulletin de l'École, January 1901. (Hanoi: E. H. Schneider, 1901.)
2. Bulletin de l'École, January-June 1907. (Hanoi and Haiphong: Imprimerie d'Extrême Orient; Paris: E. Leroux.)
3. École Française d'Extrême-Orient. Rapport à M. le Gouverneur-Général sur les Travaux de la Mission Archéologique d'Indo-Chine pendant l'année 1899, par Louis Finot. (No publisher mentioned.)
4. Rapport sur . . . l'École Française d'Extrême-Orient pour 1900, par L. Finot. (Saigon: Imprimerie L. Menard, 1901.)
5. Rapport, &c. (as above), . . . pour . . . 1901. par Alfred Foucher. (Hanoi: F. Schneider, 1902.)
6. Compte-Rendu sur l'état de l'École Française d'Extrême-Orient, par L. Finot (Extrait des Comptes Rendus de l'Académie des Inscriptions et Belles-Lettres, 1901, p. 284). (Paris: A. Picard et Fils.)
7. "L'Archéologie en Indo-Chine," par L. Finot (undated).
8. Decree of February 26th, 1901 (printed *in extenso*, page 141, below).

III. *Government.*—The School is under the authority of the Governor-General of Indo-China, and is subject to the scientific control of the "Académie des Inscriptions et Belles-Lettres de l'Institut de France."

The Director is appointed by the President of the Republic on the recommendation of the "Académie des Inscriptions et Belles-Lettres" and the Governor-General of Indo-China.

IV. *Administration and Object.*—The Governor-General of Indo-China appoints both the teaching and the administrative staff.

The general aim of the School, as defined in Art. 2 of the Decree of February 26th, 1901, by which the school was founded, is—

- (1) To carry out archaeological and philological investigation on the Indo-Chinese peninsula, and to promote (*favoriser*) in every possible way the knowledge of its history, monuments, and languages.

\* See also *Les Études Indo-Chinoises, Leçon d'ouverture du cours d'histoire et de philologie indo-chinoises, faite au Collège de France, le 16 mai, 1908, par M. Louis Finot; Extrait du Bulletin du Comité de l'Asie Française* [Paris: 19 rue Cassette, 1908].

- (2) To contribute to the learned study (*étude érudite*) of neighbouring regions and civilisations (India, China, Japan, Malaya, &c.).

The Director regulates the details of the educational work.

V. *Accommodation.*—There is one building for the Library, the Museum, and the Lecture Hall, with two other buildings for the Director and the *pensionnaires*.

VI. *Library.*—There are about 4,000 European books besides the Chinese and Japanese collections. The Chinese library forms one of the most complete collections of Chinese books.

VII. *Budget* :—

1 Director	-	-	-	Frs. 20,000
				(800L.)
4 Professors	-	-	-	Frs. 10,000
				(400L. each)
3 Pensionnaires	-	-	-	Frs. 6,000
				(240L. each)
Total Budget :—				
Personnel	-	-	-	Frs. 111,352
				(4,454L.)
Matériel	-	-	-	Frs. 53,525
				(2,141L.)
Total				
				Frs. 164,877
				(6,595L.)

(Included in the General Budget for Indo-China.)  
Further details are not available.

VIII. *Fees.*—None.

IX. *Statistics.*—There are three *pensionnaires* and a variable number of occasional students.

X. *Qualifications and Privileges of Students.*—

- (a) *Qualifications for admission as a "Regular Student."*—The *pensionnaires* are chosen by the *Académie des Inscriptions* from among the students at the great Schools [for Higher Education]. See also under IX, above.

- (b) *Diplomas issued by the School.*—None.

XI.—*Methods of Teaching and Curriculum.*—The lectures are given by a French Professor, and the students receive conversational instruction from a native teacher. The teaching deals with sociology, religions, &c. as well as languages.

† The information given is extracted from the Livret de l'Étudiant d'Algier. (Algiers: Typographie Adolphe Jourdan 1907.)

XII. *Research*.—Research is conducted by the staff of the school, and is the principal object of the Institution.

XIII. *General Observations*.—The establishment is primarily an institution for historical and archaeological research in which the Professors and students take part. The school is also entrusted with the conservation of the historical monuments of Indo-China.

XIV. *Staff and Subjects taught*.—The staff in 1907-8 is given as follows in *Minerva* for 1907-8:—

Directeur: A. Foucher (absent on leave).  
Représentant de l'École à Paris: L. Finot, ancien directeur.  
Savant attaché temporairement à l'École: Ed. Chavannes, Membre de l'Institut, Professeur au Collège de France.  
Professeur de Chinois: P. Pelliot (en mission dans l'Asie Centrale).  
Professeur de Japonais: Cl. E. Maître (directeur par interim).  
Chargé de cours de Chinois: Ed. Huber.  
Chef du Service Archéologique: H. Parmentier.  
Membres pensionnaires: J. Bloch; N. Péri.  
Stagiaires (en mission en Chine): M. Dufresne, E. Girard.  
Secrétaire: Tanquerey.  
14 membres correspondants.

XV. *A Decree issued by the President of the French Republic, dated February 26, 1901, in regard to the Organisation of the "École Française d'Extrême Orient."*

Article premier.—L'École française d'Extrême-Orient est placée sous l'autorité du Gouverneur général de l'Indo-Chine et sous le contrôle scientifique de l'Académie des Inscriptions et Belles-Lettres de l'Institut de France.

Art. 2.—Elle a pour objet:

1°. De travailler à l'exploration archéologique et philologique de la presqu'île indo-chinoise, de favoriser par tous les moyens la connaissance de son histoire, de ses monuments, de ses idiomes.

2°. De contribuer à l'étude érudite des régions et des civilisations voisines (Inde, Chine, Japon, Malaisie, &c.).

Art. 3.—L'École a pour chef un Directeur nommé par décret, sur la proposition du Gouverneur général de l'Indo-Chine et la présentation de l'Académie des Inscriptions.

Le Directeur est nommé pour six années; son mandat est renouvelable.

Il est chargé:

1°. De présider et de prendre part lui-même à l'enseignement, qui doit comprendre des cours de langues sanscrite et pâlie et d'archéologie pratique, de former les auditeurs européens ou indigènes aux bonnes méthodes de travail et les mettre en état de collaborer utilement à l'œuvre poursuivie.

2°. D'exercer sa direction et son contrôle sur les travaux des pensionnaires dont il sera question à l'article 4 du présent décret.

A cet effet, il doit, dans la mesure des ressources qui sont mises à sa disposition:

S'entourer des répétiteurs européens et orientaux dont le concours est reconnu utile;

Entretenir et développer la bibliothèque et le musée de l'École;

Fonder et diriger une publication où trouvent place, avec les travaux émanant directement de l'École, ceux qu'il peut recueillir ou provoquer en dehors, en guidant au besoin les auteurs de ses conseils et de son expérience.

Art. 4.—Il est attaché à l'École, sur la désignation de l'Académie des Inscriptions, des pensionnaires en nombre variable, suivant les circonstances et l'opportunité.

Peuvent être désignés: soit des jeunes gens se destinant à l'étude de l'Inde ou des pays d'Extrême-Orient, qui paraissent offrir des garanties sérieuses de préparation scientifique, soit des savants dont les recherches rendent désirables un séjour en Orient.

Ces pensionnaires ou savants en mission doivent, tout en poursuivant leurs travaux personnels, coopérer à l'objet spécial de l'École.

Ils sont défrayés par l'École et y demeurent attachés pendant un an au moins. Ce terme peut être prorogé d'année en année, sur la proposition du Directeur et l'avis de l'Académie.

Un fonds spécial est inscrit aux crédits annuels affectés à l'École pour leur être distribué en indemnités de séjour et de voyage, au moyen desquelles ils remplissent des missions d'étude, d'une durée proportionnée aux ressources disponibles, dans les pays d'Orient, Inde, Chine ou autres, selon l'objet particulier de leurs recherches.

Art. 5.—Chaque année, le Directeur doit adresser au Gouverneur général de l'Indo-Chine un rapport détaillé sur les travaux de l'École, ses publications en cours ou projetées, l'activité des pensionnaires et, généralement, sur tout ce qui intéresse les résultats et les progrès scientifiques de l'institution.

Ce rapport est communiqué à l'Académie des Inscriptions par l'intermédiaire des Ministres des colonies et de l'instruction publique.

L'Académie correspond directement avec le Directeur, toutes les fois qu'elle le juge opportun, pour tout ce qui concerne la marche des travaux de l'École.

Quant à la correspondance relative à l'organisation de l'école et à l'orientation générale des études, elle devra, comme le rapport annuel, être transmise par l'intermédiaire des Ministres des colonies et de l'instruction publique.

Art. 6.—Il peut être adjoint à l'enseignement scientifique de l'École un enseignement des langues, écritures, et littératures modernes de l'Extrême-Orient.

Art. 7.—Les dépenses de l'École française d'Extrême-Orient sont inscrites au budget général de l'Indo-Chine.

Art. 8.—Des arrêtés du Gouverneur général régleront les conditions d'application des présentes dispositions.

Art. 9.—Le Ministre des colonies et le Ministre de l'instruction publique et des beaux-arts sont chargés, chacun en ce qui le concerne, de l'exécution du présent décret.

## GERMANY.

### (xvii) University of Berlin: Philosophical Faculty.\*

Apart from the chairs in the Theological Faculty, the following teaching posts in the Philosophical Faculty of the University of Berlin deal specifically with Oriental subjects (1907-8):—

#### Ordinary Professors.

Semitic Languages - Professor Eberhard Schrader.  
Do. do. - Professor Karl Eduard Sachau.

\* The information given is extracted from the Verzeichnis der Vorlesungen an der . . . Universität zu Berlin im Sommer-Semester, 1908.

Indian Philology - Professor Richard Pischel.  
Egyptology - Professor Adolf Erman.  
Oriental Philology (especially Assyriology). - Professor Friedrich Delitzsch.  
Eastern European History. - Professor Theodor Schieffmann.

#### Extraordinary Professors.

Semitic Languages - Professor Jakob Barth.  
Do. Philology - Professor Hugo Winckler.  
Chinese and Manchurian Grammar, - Professor Wilhelm Grube.



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Privat-Dozenten.

Sanskrit	Professor a. D. Gustav Oppert.
Do.	Dr. Emil Sieg.
Semitic Philology	Dr. Joseph Horowitz.
Do. do.	Dr. Eugen Mittwoch.
Chinesé	Dr. Franke.

The following courses on Oriental subjects are also given:—

Ancient History	Professor Lehmann-Haupt.
Egyptology	Dr. Paul M. Meyer.
Ancient Oriental Geography	Professor Winokler.
African Ethnology	Professor von Luschan
Armenian Paleography	Dr. Finck.

(xviii) University of Berlin: Seminar for Oriental Languages.\*

I. *Name of Institution.*—Seminar für Orientalische Sprachen an der Königlichen Friedrich-Wilhelms Universität zu Berlin (Seminar for Oriental Languages, &c.), Berlin, N.W. 7, Dorotheenstrasse 6; founded in 1887.

II. *Official Documents accompanying the Schedule.*—

1. Bericht über die Eröffnung des Seminars für Orientalische Sprachen. . . Mitgeteilt von Prof. Dr. Ed. Sachau. Berlin, A. Asher, 1888.
2. Bericht über die Wirksamkeit des Seminars für Orientalische Sprachen . . . 1887-1892, von Prof. Dr. Ed. Sachau. Berlin. Gedruckt in der Reichsdruckerei, 1893.
3. Seminarechronik für die Zeit vom Oktober 1905 bis August 1906.
4. Verzeichnis der Vorlesungen und Uebungen Wintersemester, . . . 1907-1908, &c.
5. Amtliches Verzeichnis des Personals und der Studierenden des Seminars. . . Für die Zeit vom 15. Oktober 1907 bis 15. März 1908. Berlin, Gustav Schade (Otto Francke), 1907.

III. *Government.*—The Seminar for Oriental Languages is affiliated to the Berlin University. It is under the control of the Royal Prussian Minister of Religion, Education, and Medicine.

IV. *Administration and Object.*—The teaching and administrative staff are appointed by the Minister.

The general aims of the Institution are determined by the Ministerial Decree of August 5th, 1887. See Appendix VII (c), p. 87, above.

The Director of the Seminar regulates the details of the educational work.

V. *Accommodation.*—A three-storied building with 22 lecture rooms.

VI. *Library.*—There is a large reading-room with special library. The library contains about 20,000 volumes and pamphlets. An alphabetical and systematic catalogue is available. The library is a reference library.

VII. *Budget.*—

(a) Salaries of the Director, Teachers on the establishment (*die statmässigen Lehrer*), and Officials for the year: Total, 63,380 marks (3,169l.).

(b) Remuneration of the Readers for the year: total 72,000 marks (3,600l.).

Total budget of the Seminar for the year 1907-08, 188,530 marks (9,426l.).

VIII. *Fees.*—Attendance at the Seminar costs, per term:—

(a) for those members of the Seminar who study more than one Oriental language, 20 marks (1l.).

(b) for those members who only study one language, 10 marks (10s.).

(c) for those members who study more than one European language, 20 marks (1l.).

(d) for those members who attend lectures on *Realien*, 10 marks (10s.).

IX. *Statistics.*—

Classes.	Belonging to the Faculty of Law, Referendarats and Assessors:		Belonging to the Faculty of Philosophy: Teachers and Scholars.	Business Men, Private Persons, and Officials.	Belonging to the Government Postal Service.	Others.	Medical Practitioners.	Theologians.	Technologists.	Number of Students entered for the Single Classes.	Number of Students attending each Class.	Classes.	
	Candidates for Interpretships (Foreign Office) preparing for the Diploma.	Other Students.											
Winter Semester, 1907-8.													
Chinese	18	—	5	2	—	6	—	3	—	34	34	Chinese.	
Japanese	6	—	2	—	—	20	—	—	1	29	29	Japanese.	
Arabic	13	—	3	1	2	—	3	—	1	23	28	Arabic.	
Persian	9	—	—	—	—	2	—	—	—	11	11	Persian.	
Turkish	13	1	4	2	4	—	—	—	—	24	24	Turkish.	
Swahili	—	20	—	12	8	12	—	5	1	58	61	Swahili.	
Häusa	—	—	1	—	—	9	—	—	—	10	12	Häusa.	
Fulbe	—	—	—	—	—	1	—	—	—	1	5	Fulbe.	
Ewe	—	—	—	—	—	1[?]	—	2	—	2	3	Ewe.	
Nama	—	1	—	—	—	—	—	—	—	1	3	Nama.	
Herero	—	—	—	—	—	—	—	—	—	2	2	Herero.	
Phonetics of African languages.	—	—	—	—	—	—	—	—	—	—	2	2	Phonetics of African languages.
Different European languages:	—	9	4	4	1	1	—	2	—	21	—	Different European languages.	
English	—	7	3	—	—	2	—	1	1	14	139	English.	
French	—	5	7	—	2	4	—	—	—	25	69	French.	
Modern Greek	—	1	—	—	1	—	—	—	—	2	3	Modern Greek.	
Rumanian	—	—	3	—	—	—	—	—	—	3	3	Rumanian.	
Russian	—	5	2	6	10	—	—	—	—	23	—	Russian.	
Spanish	—	5	1	3	—	1	—	—	—	11	20	Spanish.	
Realien	—	2	—	1	2	—	—	—	1	6	215	Realien.	
	59	57	35	58	30	58	3	13	6	300	—		

\* Further information with regard to this institution is given in Appendices VII (a), (b), and (c), pp. 72-88 above, and in the evidence of the Director, Professor Sachau, Volume of Evidence, pp. 212-219.

Lectures on <i>Recht</i>	Students of the Seminar
Scientific Observations by Travellers	6
Tropical Hygiene	55
Tropical Economic Botany and its Applications.	41
Descriptive Geography ( <i>Landeskunde</i> ) of German East Africa.	34
Descriptive Geography of the Cameroons and Togoland.	9
German Colonies	47
Consular Law and Consular business	23

There are 20 occasional students (*Hospitanten* and *Hospitantinnen*).

Total number of Students—	
Regular students	300
Occasional students	20
	320

#### X. Qualifications and Privileges of Students:—

- (a) *Qualifications for Admission as a "Regular Student."*—The certificate entitling the possessor to take the one-year voluntary military service is the lowest qualification of intellectual ability accepted for attendance at the Seminar.
- (b) *Diplomas issued by the School.*—A Diploma is issued by the school. See Appendix VII.(a), p. 76, above.

- (c) *Privileges accorded to Holders of these Diplomas, especially in relation to Government Appointments in Consular, Diplomatic, Colonial, or other Administrative Services.*—After passing a Diploma Examination in an Oriental language at the Seminar and the first law examination of the State, the members of the Seminar may present themselves to the Imperial Chancellor as candidates for Interpretships in the Imperial Services in the East.

#### XI. Methods of Teaching and Curriculum:—

- (1) The German Teachers give theoretical instruction in the morning, the native Lectors give practical exercises in the evening. For the personnel, see Appendix VII (b) pp. 82-6, above.
- (2) The German Teachers also give Lectures on special days on the geography, economics, &c., and ethnology of the Eastern countries with which they deal.

The course of studies extends, as a rule, over two years, but may be longer or shorter. (Volume of Evidence, 5698-5701, p. 217).

XII. *Research.*—The research within the range of the teaching of the Seminar is conducted primarily by the teaching staff of the Institution, partly also by the former students.

The organ for the publishing of such work is the *Mitteilungen des Seminars für Orientalische Sprachen*, which appears yearly in three parts:—

1. East-Asiatic studies,
2. West-Asiatic studies, and
3. African studies.

#### XIII. General Observations.

XIV. *Staff and Subjects taught.*—See Time-table printed as Appendix VII (b), pp. 82-6, above.

## HOLLAND.

### (xix) University of Leiden.

[NOTE.—In lieu of categorical replies to the questionnaire, the statement printed under I. below was furnished by Professor Heeres, together with a number of statements by individual professors relating to their own subjects, which have been summarised under II. below.]

#### I.

#### REPORT FURNISHED BY PROFESSOR J. E. HEERES. (Received, May, 1908.)

Holland does not possess a special "Institution providing Teaching in Oriental Languages." According to the letter from the English Ambassador of August 1st, 1907, the Treasury Committee for the Organisation of Oriental Studies in London only ask information concerning the teaching in Oriental languages. These, both the extinct and the modern dialects, are among the branches included in the philological and theological faculties of the Universities; but also a few schools outside the University sphere supply means for the study of those languages. Consequently the questions put by the above-mentioned Treasury Committee do not correspond with the organisation of these studies in Holland. Hence this short explanation is added to supplement the various copies of the questionnaire, as they have been filled in by some of the professors and lecturers of the University of Leiden.

Those schools, above mentioned, where Oriental languages are taught outside the University, educate exclusively for practical purposes. The modern languages only can be studied there. For example, Malay and Javanese are the subjects at those institutes, which educate for a career in the Dutch East Indian Colonies.

In regard to University teaching of Oriental languages, Leiden ranks first amongst the Dutch Universities, affording means for the study of a much larger number of the languages referred to under heads I. and

IV. in the letter from the British Minister than the other Universities.

Besides Assyrian, Hebrew, Aramaic, Syriac, Arabic, Avesta, Sanskrit, Malay, which are also represented at one or more of the other Universities, a number of other Eastern languages are at the present time only attainable at Leiden University. (Cp. the enclosed "Series Lectionum," 1907-8, and the "Universiteits Gids," 1907-8.)

The study of some of these languages is especially required for certain examinations for the Faculties of Theology and Letters and for those of Letters and Law combined; they are equally indispensable for those students preparing for the Colonial Civil Service and for the post of "Councillor for Chinese Affairs" (Chinese Interpreter) in the colonies. But there is a quite different class of languages, the study of which is entirely voluntary, as a knowledge of them is not required at any examination. It goes without saying that lectures on those subjects which are necessary for certain degrees are attended sometimes purely out of interest by students who need not pass the examinations in question.

The following are the Oriental languages which are taught in Leiden at the present time, arranged according to heads I-VI of the above-mentioned letter from the British Ambassador:—

#### I. Semitic Languages.

- (a) Assyrian-Babylonian (Professor Dr. Eerdmans).
- (b) Hebrew (Professor Dr. Wildboer).
- (c) Syriac (Private Lecturer Dr. Marquart).
- (d) Aramaic (Professor Dr. Eerdmans).
- (e) Arabic (Professor Dr. Snouck Hurgronje).
- (f) Ethiopian (Dr. Marquart).

A knowledge of a portion of these subjects is required in order to obtain certain degrees. Students entering

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the Church, for example, must show a knowledge of Hebrew on passing their first examination (the so-called "propædeusis"). The examinations for the degree of "Candidate in Semitic Languages" include the grammatical treatment of certain Arabic, Hebrew, and Aramaic authors; that for the degree of "Doctorandus" requires a text-criticism of either Arabic, or Hebrew and Aramaic writings, at the choice of the candidates.

A knowledge of Arabic is also needed for the degree of "Candidate in Indonesian Language and Literature."

The teaching and the study of the remaining languages sub I. is entirely voluntary. For further particulars reference may be made to the answers of the Professors Eerdmans (I), Wildeboer (II), Marquart (III), Snouck Hurgronje (IV).

It may be worth while to mention that Coptic and Egyptian, though not really belonging under this head, are taught by Dr. Boeser (*Privat-dozent*). This study is quite voluntary.

II. *Languages of Eastern Europe*, especially Modern Greek, Turkish, Armenian and Russian.

- (a) Modern Greek (Extraordinary Professor Dr. Hesselning).
- (b) Turkish (Lecturer Dr. van Gelder).
- (c) Armenian.
- (d) Russian.
- (e) Old-Bulgarian.
- (f) Servian.

The study of none of these languages is especially required for any examination. During last term Dr. Marquart had no pupils for Armenian. Professor Dr. Uhlenbeck used to lecture on Russian (grammar, and especially reading), as well as on Old-Bulgarian and Servian. Last term, however, he did not do so.

III. *African Languages*.—Somali, Hausa, and Swahili.

None of the languages referred to under this head are taught at the University of Leiden.

IV. *Indian Languages*.

- (a) Sanskrit (Professor Dr. Speijer).
- (b) Pali (Professor Dr. Speijer).

Candidates for the degree of "Doctorandus of Dutch Letters" have to show a rudimentary knowledge of Sanskrit. The same is required of those students who want to take the degree of "Candidate in Indonesian Language and Literature."

The study of Pali is not obligatory for any examination.

Though under this head no mention is made of Avesta and Persian, it may be worth stating here that Professor Dr. Kristensen teaches Avesta (see Section VI on p. 145, below), and Lecturer Dr. van Gelder lectures on Persian. The study of neither of these languages is compulsory.

V. *Languages of Central Asia*.—None of these are taught in Leiden.

VI. *Languages of the Further East*.—Chinese, Japanese, &c.

- (a) Chinese (Professor Dr. de Groot).
- (b) General knowledge of the Indonesian languages (Professor van Ophuijsen).
- (c) Malay (Professor van Ophuijsen).
- (d) Javanese (Professor Dr. Vreede).
- (e) Old Javanese (*Privat-dozent* Dr. Juijnoll).
- (f) Sundanese (Lecturer, Dr. Grashuis).
- (g) Madurese (Professor Dr. Vreede).
- (h) Minangkabaush (Professor van Ophuijsen).
- (i) Batakese (Professor van Ophuijsen).

A knowledge of Chinese is required of candidates for the post of Councillor for Chinese Affairs (Chinese Interpreter) in the Dutch East Indian Colonies.

A certain number only of the languages of the East Indian Archipelago are required to be studied for examination purposes. For the Colonial Civil Service and the legal profession in the colonies a knowledge of Malay and Javanese (in certain cases only one of these) is required. Candidates for the latter profession have to pass a final examination before a combined board of the Faculties of Letters and Law, and Malay and Javanese are on the list of compulsory subjects.

Candidates for the Colonial Civil Service are examined by a special Government board, not by the University professors. For their first (preparatory) examination, a knowledge of Malay is required; for the second (final) examination a knowledge of Javanese is necessary for those candidates only who are destined for a post in Java or Madura. For the other parts of the colonies a knowledge of Malay is sufficient.

For the degree of "Doctorandus of Indonesian Language and Literature" a thorough study of Malay and Javanese, and a general knowledge of the other languages of the Archipelago are required.

The teaching of Javanese to candidates for the legal profession and the Colonial Civil Service is not restricted to the study of grammar only, but includes literature as well.

The study of none of the other above-mentioned languages of the Archipelago is required for any special examination. Dr. Juijnoll, who teaches Old Javanese (Kawi), lectures on both grammar and literature.

Professor Vreede teaches Madurese grammar with a view to a scientific study of the Indonesian languages. He also lectures on Madurese literature.

Minangkabauese and Batakese are taught by Professor van Ophuijsen.

(May, 1908.)

## II.

DETAILS OF VARIOUS LANGUAGES  
SUMMARISED FROM REPORTS OF  
PROFESSORS, &c. OF THE UNIVERSITY OF  
LEIDEN, FORWARDED WITH  
DOCUMENT I. ABOVE.

I. *Babylonian and Assyrian*.

The number of students attending the lectures on Babylonian and Assyrian is small, two or three every year. They are nearly all theological students. The number of students of Semitic languages is very small.

No knowledge of these languages, nor of the Mandæic language, is required for the degree of "Cand. Semit." or even for that of Doctor of Semitic Languages.

II. *Hebrew and Semitic Antiquities*.

Hebrew language and Israelitic antiquities are more specially studied by theological students. The professor of Hebrew languages, &c. examines in the Theological Faculty.

Among the subjects of examination for obtaining the degree of Candidate in Semitic Literature are also included Hebrew language, Israelitic antiquities, and Syriac literature. A candidate for the degree of Doctorandus of Semitic Literature may choose between Arabic and Hebrew-Syriac studies.

III. *Syriac, Ethiopic, and Armenian*.

Dr. T. Marquart is *Privat-dozent* for Armenian Syriac, and Ethiopic (Ge'oz) and the History of Western Asia at the University, Faculty of Letters.

The number of students of Syriac and Ethiopic varies from 1 to 3; there are none in Armenian.

IV. *Coptic and Egyptian*.

The courses in Coptic and Egyptian are divided into two classes—one for beginners, the other for more advanced students. In the case of the beginners, the same method is applied to both languages. After having studied the elements of grammar they translate easy texts; questions, chiefly about grammar, are asked. The more advanced students translate longer and more difficult texts, which give occasion for remarks on grammar, history, religion, &c. Stress is always laid upon the relation between Coptic and Egyptian.

The number of students varies from year to year. Last year there were five students for Coptic and five students for Egyptian.

V. *Sanskrit*.

Sanskrit is one of the subjects of examination for the degree of Doctorandus of Dutch Literature, and Sanskrit and the study of Ancient India from a subject

for the degree of Candidate in Malayo-Polynesian Languages and Literature.

There are no Diplomas issued separately for Sanskrit or Indian studies.

#### VI. *Zend-Avesta*.

There are two courses as follows:—

(1) Selected chapters from the Avesta (e.g. Yt 10 and Ys 28-29 in one year) are translated and explained once a week in private courses. The student, who must know something of Sanskrit, prepares for this course beforehand, and first tries to understand the text by himself.

(2) This course is really a course on the Avesta religion, and most attention is therefore devoted to the religious ideas which appear in the text dealt with.

#### VII. *Languages of the Further East (Chinese, Japanese, &c.)*.

The following is an outline of the details of method used:—

*Chinese Vernacular Languages*.—Explanation of tones and composition of words, and of the laws of syntax. Practical lists of common words are dictated and written down, to be learned by heart. Verbal exercises in forming simple sentences, which are at the same time to be taken down and learned by heart, the laws of syntax thus becoming familiar to the student practically. Conversations and tales gradually replace the isolated sentences.

*Written Language*.—Explanation of the composition of characters, with simultaneous consultation of the dictionary in order to teach the student to find his way in it and familiarise him with it; at the same time simple and common characters are committed to memory, and frequently written, in order that the student's hand may acquire the mechanical memory of the sequence of dots and strokes in each character.

A practical knowledge of the "radicals," phonetic elements, &c. having thus been obtained, simple written sentences are analysed with the help of the dictionary, stress being most emphatically laid upon the fundamental or principal signification of each character, which is to be learned by heart. Lastly, extracts from Chinese books, fables, &c. are selected for translation, with previous self-exercise at home.

The time then comes to initiate the student into literature, the signification of the classics as the groundwork of social, political, and religious life down to the present day, the standard histories, &c. There is also some instruction given in elementary Chinese composition of sentences; but as a rule the time available is too short to do much in this line. Besides, it is of too little practical use to students and scholars.

Native teachers are not employed.

*East Asia generally*.—Synoptical lessons are given in history, religion, geography, and ethnography, especially for students destined for the colonial service in the East Indian Archipelago.

#### VIII. *Malay and General Linguistics of the Indian Archipelago*.

The courses in Malay are destined for the following groups of students:—

(i) Candidates for official posts in the East Indies who, after having passed a final examination, may be appointed to positions in the administrative service of the Netherland East Indies;

(ii) Doctors of Laws who desire to hold a position in the magistracy in the Netherland East Indies;

(iii) Those who wish to acquire the degree of Doctor of Languages and Literatures of the East Indian Archipelago (Doctors of Languages of the East Indian Archipelago may be entrusted by the Government with the study of native languages, &c.; they are then Government officials).

Students belonging to group (iii) follow the courses in General Linguistics of the Indian Archipelago, which is one of the branches for the doctoral examination.

All must submit to an examination in the Malay language.

The courses in Malay and General Linguistics of the Indian Archipelago may also be attended by persons other than the above-mentioned, provided they have obtained permission to do so from the Curators of the University and have paid the fees due for the courses (30 florins per branch, about 2½l.).

Native teachers are not employed.

For students belonging to groups (i) and (ii) practical knowledge of Malay is of primary importance; for this reason the students belonging to these groups are given the opportunity of learning to speak this language as soon as possible. In the case of students belonging to group (iii) a more profound study of that language and knowledge of its literature are required.

All must be proficient in translating from Malay into Dutch and in reading manuscripts written in Malay-Arabic characters.

The professor in Malay and General Linguistics of the Indian Archipelago gives instruction, to those who desire it, in the various dialects of Batakese and Minangkabauese, while there is at the same time opportunity to study, under the guidance of preceptors and *Privat-Dozenten*, other languages such as Old-Javanese (Kawi), Sundanese, &c.

#### IX. *Sundanese*.

A two years' course in Sundanese is given by a lecturer, not a member of the Faculty of Letters. In the first year grammar is taught theoretically and practically by reading easy prose writings. In the second year difficult parts of the scanty literature—prose and poetry—are read and interpreted.

### (xx) Netherlands Indian Academy, The Hague.

At the Netherlands Indian Academy at the Hague, courses of study are given, open to Government Officials in Netherlands India, in order that they may receive further training for the discharge of their duties, especially in the higher ranks.

Instruction is given in—

(a) The different systems of Colonial administration,

(b) Those branches of the codified Indian private and criminal law with which the higher Government Officials ought to be acquainted,

(c) Political Economy and Statistics, and those subjects, which the Minister for the Colonies, after consulting the Board of Curators and the Director, may indicate;

Facilities are also given for practice in the colloquial use of the English, French, and German languages; experts are invited to give lectures on subjects which may be considered useful in the curriculum of the Academy; and guidance is given in such studies as Officials may themselves undertake.

## ITALY.

## (xxi) University of Rome: Faculty of Philosophy and Letters.

The following teaching posts in the University of Rome deal with Oriental subjects:—

<i>Ordinary Professors.</i>		<i>Incaricato.</i>	
Hebrew and Comparative Semitic Philology.	Ignazio Guidi.	Sanskrit - - -	Count Angelo de Gubernatis (Professor of Italian Literature).
Arabic - - -	Celestino Schiaparelli.		<i>Liberi Docenti.</i>
Languages and Literatures of the Far East.	Ludovico Nocentini.	Sanskrit - - -	Ambrogio Ballini and Vittorio Rocca.

## (xxii) College of the Propaganda, Rome.\*

The *Pontificium Collegium Urbanum de Propaganda Fide* was founded in 1626, chiefly for the education of priests of Oriental origin; it came under the control of the Congregation of the Propaganda in 1641.

The Institution has an Old Library containing 40,000 printed volumes and possesses many valuable incunabula and MSS.; it includes the books of Pope Gregory XVI and Cardinal Mezzofanti. There is also a New Library of about 15,000 books in all languages of the world.

One of the chief objects of the Institution is to train priests for missionary work abroad.

Most of the students are admitted free.

The annual fee for paying students is 1,200 lire (47l. 10s.).

The number of students in 1907-8 was about 430, 280 theological and 150 philosophical.

<i>Professors.</i>	
Hebrew - - -	Monsig. Luigi Giambene.
Arabic and Syriac - - -	P. Gabriele Cardahi.
Greek (Modern) - - -	Fernando Pellegrini.
Hebrew, Arabic, Persian, and Ethiopic.	Monsignore C. Cosimo Stornaiolo.
Syriac - - -	Monsig. M. Ugolini.
Coptic - - -	Rev. T. Martinetti.
Slav languages - - -	Comm. Ulisse De Nunzio.

Two chairs, for Chaldaic and Chinese, are vacant.

## (xxiii) University of Naples: Faculty of Philosophy and Letters.

The following teaching posts in the University of Naples deal with Oriental subjects:—

<i>Ordinary Professor.</i>		<i>Extraordinary Professor.</i>	
Comparative History of Classical and Romance Languages (including Sanskrit, for which subject the Professor acts as <i>incaricato</i> ).	Michele Kerbaker.	Arabic Philology - -	Lupo Buonazia.
		<i>Liberi Docenti.</i>	
		Sanskrit Literature -	Francesco Cimmino.
		Sanskrit Philosophy -	Ermenegildo La Terza.

## (xxiv) Royal Oriental Institute, Naples.

I. *Name of Institution.*—R. Istituto Orientale in Napoli; founded in 1724 by Father Matteo Ripa, under the title of "Collegio dei Cinesi."

II. *Official Documents accompanying the Schedule:*—

(1) Documente e Titoli sul privatore fondatore dell'attuale R. Istituto . . . sulle missioni in Cina nel secolo XVIII e sulla costituzione . . . della antica fondazione, per Gherardo de Vincentiis . . . (Naples: Melfi e Joele, 1904.)

(2) R. Istituto Orientale in Napoli: Memorie, Fascicolo I. (Naples: Melfi e Joele, 1904.) [This volume contains an article by the Director of Studies, Signor Enrico Cocchia on the history of the school, the law under which it was reconstituted, &c.]

The Oriental Institute of Naples assumed its present title by the Law of 27th December 1888. It was provided that the teaching given should not be on the subjects in which teaching was given at the University of Naples. (*See* xxiii, above.)

III. *Government.*—The Institute is autonomous, and is administered by a Council of Administration under the special control of the Ministry of Public Instruction.

IV. *Administration and Object.*—At the head of the administration is the President of its Council, at the head of the school is a Director of Studies, both nominated by the Government.

The object of the Institute is "the practical teaching of living languages of Asiatic and African countries, to which may be added teaching dealing with the present and past conditions of the countries, and of their relations with Europe and especially with Italy."

The ordinary professors are appointed by Royal decree, extraordinary professors by Ministerial order, *incaricati* by the Minister, on the proposal by the Assembly of Professors (*Collegio di Professori*) after report from the Council of Administration.

\* The information given has been extracted from *Minerva* (Strassburg, Trübner) for 1895-6 and 1907-8.

V. *Accommodation*.—The Institute has its seat in the old building of the "Mannesi," and has seven lecture halls.

VI. *Library*.—There is a rich collection of Oriental books (ancient and modern); about 12,000 volumes, with special catalogue.

VII. *Budget*.—Income [other than from Government grant].—Revenue: 133 lire (5*l.* 5*s.*).

Expenditure :—		£	s.	d.
For expenses connected with school and library: 47,000 lire	-	1,860	8	0
Director at 12,000 lire	-	475	0	0
2 ordinary Professors at 5,000 lire	-	395	16	0
3 extraordinary Professors at 3,500 lire	-	415	10	0
2 extraordinary Professors at 3,000 lire	-	221	10	0
2 extraordinary Professors at 2,400 lire	-	190	0	0
4 supervisors at 1,200 lire	-	190	0	0
		£3,748	4	0

VIII. *Fees*.—The lectures are entirely free.

IX. *Statistics*.—Number of regular students, 250.

X. *Qualifications and Privileges of Students* :—

(a) *Qualifications for Admission as a "Regular Student"*.—"For admission it is necessary to be inscribed on the books of a school of secondary instruction of superior grade, of a university, or of a higher school of industry or commerce."

(b) *Diplomas issued by the School*.—The Diploma is granted after a three years' course of study.

(c) *Privileges accorded to Holders of these Diplomas, especially in relation to Government Appointments in Consular, Diplomatic, Colonial or other Administrative Services*.—Those who obtain the Diploma have the preference in examinations for interpreterships.

XI. *Methods of Teaching and Curriculum*.—The method of teaching is entirely practical. The native teachers are three in number—one for Arabic, one for Turkish, and one for Amharic. The Chinese teacher is also a native.

Geography, History, Legislation and Customs of Oriental countries are also taught. The course of studies extends normally over three years.

XII. *Research*.—Is research conducted by the personnel of the institution, or is there a separate staff which undertakes the higher research and original work, such as explorations?—So far this has not been done.

XIII. *General Observations*.—The Institute is in process of transformation and is destined to be of a colonial and commercial character, with the assistance of the relevant Ministries.

XIV. *Staff and Subjects taught (1908-9)* :—

Director: Professor Enrico Cocchia.

*Extraordinary Professors.*

Amharic	-	-	Francesco Gallina.
Turkish and Persian	-	-	Luigi Bonelli.
Modern Greek	-	-	Costantino Triantafillis.
Japanese	-	-	Giulio Gattinoni.
Albanian	-	-	Giuseppe Schirò.

*Incaricati.*

Arabic	-	-	Lupo Buonazia.
Chinese	-	-	Guido Vitale.
Russian	-	-	Federico Verdinois.
History of the relations of Italy with the East.	-	-	Francesco Cerone.

There are also an *incaricato* for English and three Native assistants.

## RUSSIA AND SIBERIA.

### (xxv) University of St. Petersburg: Faculty of History and Philology.

The following teaching posts in the University of St. Petersburg deal with Oriental subjects (1907-8) :—

<i>Extraordinary Professor.</i>	Sanskrit	-	-	Georgy Karlovitch Mäckler.
Egyptology	-	-	-	Boris Alexandrovitch Turajeff.
" <i>Privat-Dozenten.</i>	Modern Greek	-	-	Afanasy Ivanovitch Papadopolu-Keramevs.
Comparative Philology	Serguei Konstantinovitch Bulitch.	Sanskrit	-	-
				Fedor Hippolytovitch Shtcherbatskoy.

### (xxvi) University of St. Petersburg: Faculty of Oriental Languages.

I. *Name of Institution*.—The Faculty of Oriental Languages of the Imperial University of St. Petersburg; established by ukase of Nicholas I. on October 22nd (O.S.), 1854, and opened June 27th (O.S.), 1855. The documents referred to under II below go back to 1851, when the project of forming an Asiatic Institute was first formed.

II. *Official Documents accompanying the Schedule*.—Обзорные Преподванияи Наукъ по Факультету Восточныхъ Языковъ Императорскаго С.-Петербургскаго Университета, 1907-8. (List of the lectures delivered during the academic year 1907-8, and of the professors, and other teachers.)

Материалы для Исторіи Факультета Восточныхъ Языковъ, Томъ Первый, 1851-64; С.Петербургъ, 1905; Томъ Второй, 1865-1901; С.Петербургъ, 1906. "Materials for the History of the Faculty of Oriental

Languages," Vol. I., 1851-64, St. Petersburg, 1905; and Vol. II., 1865-1901, St. Petersburg, 1906.

III. *Government*.—The Faculty forms part of the St. Petersburg University. The administration of the Faculty and its scheme of work are regulated by the statutes in force at the University.

IV. *Administration and Object*.—The Faculty, subject to the Council of the University, which possesses but never exercises the right of veto, appoints the teaching staff and the administrative staff.

The general aims of the Faculty are determined by the Faculty itself conjointly with the Ministry of Public Instruction.

As a rule each professor, independently of the others, regulates the details in connection with the educational work of his chair. From time to time, however, the Ministry modifies or radically changes the statutes and the programmes and re-arranges the details of the educational work at the same time.

App. XIV.

V. *Accommodation*.—The building forms part of the University building. The number of lecture rooms available at the Faculty is six. The average number of students which a room holds may be fixed at 40, but there are seldom more than 10 or 12 students in any one room. There is attached to the Faculty a moderate-sized Oriental Museum, within which, of recent years, a course on Oriental numismatics has been held (the number of students not exceeding 10).

VI. *Library*.—There is no special library, but only a section of the University Library. Each professor, however, is allowed a certain annual credit within the limits of which he may order books on Oriental languages at the cost of the University. A similar rule obtains in the other Faculties.

VII. *Budget*.—According to the statute of the year 1884, still in force, there are attached to the Faculty—  
6 ordinary professors, at a salary of 3,000 roubles (31*l.* 10*s.*).

3 extraordinary professors, at a salary of 2,000 roubles (20*l.* 7*s.*).

8 lecturers, at a salary of 1,000 roubles (10*l.* 3*s.*).

With the foundation, in 1898, of a chair for the Japanese language, another salary of 3,000 roubles (31*l.* 10*s.*) has been added for the ordinary professor of that language. From the State funds are added a remuneration of 600 roubles (6*l.* 10*s.*) for the dean and 300 roubles for the secretary (3*l.* 5*s.*).

The estimate of expenditure from special funds is annually sanctioned by the Minister of Public Instruction; the figures relating to some of the below-mentioned paragraphs have undergone considerable changes during late years.

Out of special funds for the requirements of the Faculty, according to the estimate of 1907, was allotted—

Additional remuneration to the dean, 600 roubles (6*l.* 10*s.*).

Additional remuneration to the secretary, 600 roubles (6*l.* 10*s.*).

Remuneration to the lecturer of the Japanese language, 800 roubles (8*l.* 7*s.*).

For educational works, 800 roubles.

For printing of lecturers' works and the history of the Faculty, 5,200 roubles (54*l.* 13*s.*).

For travelling expenses of lecturers, 1,500 roubles (15*l.* 5*s.*); and of students, 300 roubles (3*l.* 5*s.*).

Besides this the Faculty disposes of 600 roubles annually (6*l.* 10*s.*) from the State funds of the University for additions to the Museum.

Scholarships are provided by private individuals, by various corporations, or by the State.

In accordance with the foregoing figures the annual budget amounts to 46,000 roubles (4,792*l.*).

VIII. *Fees*.—The annual fees amount to about 10*l.*, and a student pays [in addition] one rouble (about 2*s.* 1*d.*) a term for each weekly lecture, so that he would pay 5 roubles a term if he had five lectures a week.

IX. *Statistics*.—In the spring of 1907, a total of 168 students were entered at the Faculty for Oriental languages, distributed as follows:—

Chinese and Chino-Manchurian-Mongol Section	-	-	-	98	students.
Chino-Japanese Section	-	-	-	11	„
Arabic-Persian-Turkish-Tartar Section	-	-	-	50	„
Hebrew-Arabic Section	-	-	-	6	„
Armenian-Georgian Section	-	-	-	3	„

Of those concluding their academic course in May 1907, two were received into the Department of Oriental Languages attached to the Ministry for Foreign Affairs. Nothing is reported as to the rest of the students of the Faculty. Apart from the service of the Ministry for Foreign Affairs, students who have completed their course of studies at the Faculty in recent years have been appointed mainly to the following departments:—

(i) To the Ministry of Public Instruction as lecturers on Oriental languages at higher and secondary educational institutions;

(ii) To the Ministry of Finances as inspectors of taxes and as officials of the Court of the Exchequer, especially in Turkestan and in bank departments in China and Persia.

X. *Qualifications and Privileges of Students*:—

(a) *Qualifications for Admission as a "Regular Student"*.—The certificate of studies given by State secondary schools or other educational establishments possessing the rights of secondary schools.

(b) *Diplomas issued by the School*.—The Diploma of "Active Student" which carries with it various social and political rights; and the Diploma of "Candidate" which corresponds to the English B.A.

(c) *Privileges accorded to Holders of these Diplomas, especially in relation to Government Appointments in Consular, Diplomatic, Colonial, or other Administrative Services*.—Without one of the Diplomas already mentioned issued by this Faculty, no member of the unprivileged classes could enter the diplomatic service. There are similar regulations in respect to the other State Services.

(d) *Appointments in the Government Service for which it is a Condition that a Candidate must have a Certificate or Diploma of the Institution*.—Ordinary appointments to the diplomatic service in the East and Far East.

XI. *Methods of Teaching and Curriculum*.—Practice is combined with theory, grammar being the groundwork of both. Hand in hand with etymology, syntax, and the reading of classical texts which are all confided to scientific scholars, goes the practice of speaking which is taught by educated natives: Turks, Persians, Chinese, Tartars, Armenians, Georgians, &c.

The Oriental Museum affords the students an opportunity of becoming acquainted with numismatics and to some extent with Oriental archaeology.

Religion and sociology can hardly be said to enter into the programme, so seldom and so casually are they touched upon. Epigraphy, with the exception of Semitic, has never been dealt with, neither has archaeology or the economic resources of Oriental countries. History, however, is one of the principal subjects taught.

The course of studies extends, as a rule, over four years.

XII. *Research*.—Research is conducted by the personnel of the Faculty, but generally in connection with some work which a member of the Faculty is actually preparing, as when a professor writing on a Mongolian dialect or on Persian dialects visits the country and stays there for a year or more at the expense of the University on the recommendation of the Faculty.

XIII. *General Observations*.

XIV. *Staff and Subjects taught (1907-8)*:—

*Ordinary Professors, Emeriti*.\*

Hebrew, Syrian, and Chaldaic.	Daniel Abramovitch Khwolson.
Arabic	Baron V. R. Rosen.
Georgian and Armenian.	Alexander Antonovitch Zagareli.
Turko-tartar Languages.	Vasily Dmitrievitch Smirnof.
Oriental History	Nikolai Ivanovitch Veselovsky.

*Ordinary Professors.*

Persian	-	-	Valentin Alexicivitch Zhukovsky (Dean).
Armenian and Georgian.	-	-	Nikolai Jakovlevitch Marr.
Comparative Philology.	Phil.	I. A. Baudouin de Courtenay.	
Arabic	-	-	Nikolai Alexandrovitch Mednikoff.
Ancient Oriental History.	Oriental History.	-	Boris Alexandrovitch Turaieff.
Oriental History	-	-	Vasily Vladimirovitch Bartold.

\* Notwithstanding the title, these Professors give lectures.

<i>Extraordinary Professor.</i>	Georgian and Armenian	Prince Ivan Alexandrovitch Djavakoff.	App. XIV.
Hebrew, Syriac, and Chaldaic.	Pavel Konstantinovich Kokovtsoff.	Andrei Dmitriévitch Rudneff.	
		Alexei Ivanovitch Ivanoff.	
		<i>Lectors.</i>	
	Arabic	Antony Feodorovitch Khastshab.	
	Persian	Riza-Khan.	
	Osmanli	Pjas Murza Boragansky.	
	Japanese	Yosibumi Kurono.	
	Korean	Kin-Pen-Ok.	
	Chinese	Tcheng.	
	Mongolian	O. Zh. Zhamatzarano.	
<i>Privat-Dozenten.</i>			
Chinese	Pavel Stepanovitch Popoff.		
Pehlvi and Zend	Carl Hermanovitch Salemann.		
Arabic	Alexander Eduardovitch Schmidt.		
Mongolian	Vladislav Ludvigovitch Kotvitch.		
Sanskrit	Fedor Hippolytovitch Shtcherbatskoy.		

**(xxvii) Educational Section of Oriental Languages, attached to the First Department of the Ministry of Foreign Affairs, St. Petersburg.\***

This Section was established by an Ukase of the Emperor Alexander I. of May 29th, 1823. It is dependent on the Ministry of Foreign Affairs and under the direct control of the First (Asiatic) Department. The special aim of the Section is the training of young men as Interpreters for the service with the Imperial missions and consulates in the East. The direct management of the Section is entrusted to a special person (the Head of the Department). In this Section instruction in the following languages is given at present:—Arabic, Turkish, Osmanli, Persian, Tartar (Azarbayjani, Sart, the language of the Kazan Tartars), Modern Greek, French, and also Musulman Law and International Law.

In former years ancient and modern history, the geography of Asia, numismatics, and Italian were taught from time to time. Purely practical instruction is entrusted to cultured natives of the East (according to the rules ratified by the Minister of Foreign Affairs on February 15th, 1882). There are supposed to be 10 students (actually always seven, in accordance with the accommodation available) who have the use of the building, lighting, educational works, and a salary of 35 roubles (3*l.* 14*s.*) per month from the Treasury. External students are admitted. As students are received young men who have completed a course at the Faculty for Oriental Languages at the St. Petersburg University (see pp. 147–9, above), or at the Special Classes of the Lazareff Institute of Oriental Languages in Moscow (see pp. 150–1, above). After two years (or in exceptional cases, less) the students undergo an examination and, on passing this, are attached to the First Department of the Ministry of Foreign Affairs. The time passed by the students in the Section can, by special request, be reckoned as actual service. In the spring of 1906, four students entered the Department on the conclusion of their studies; in 1907, three.

The Section is housed in the building belonging to the Ministry of Foreign Affairs (Morskaja No. 20) and occupies three large rooms, in which are distributed the library and numismatic collection, and which are used for educational purposes; in the same building are the official residences of the Head of the Department, of the Secretary, of the Lecturers on Arabic, Persian, and Turkish (Osmanli) languages, and those of seven students.

The Section has an excellent library containing over 4,300 separate printed works in foreign, Russian, and Oriental languages, and a well-stocked department of educational appliances for the practical study of languages (books, lithographed documents in Oriental languages, maps); a catalogue of maps; a very valuable collection of Oriental MSS. in Arabic, Persian, Ethiopic, Turkish, Armenian, Georgian, Greek, and Coptic; and a collection of Oriental coins is attached to the library. These collections are described in eight fascicules under the title, "Collections scientifiques de l'Institut des Langues Orientales, 1877–1897."

\* [This statement has been translated from the original document furnished in Russian.]

18,541 roubles (1,931*l.* 7*s.*) are granted annually for this Section:—

(1) For the Staff (the Head, Secretary, and Lecturers)	13,341 roubles. (1,389 <i>l.</i> 14 <i>s.</i> )
(2) Stipends to Students	4,200 roubles. (437 <i>l.</i> 10 <i>s.</i> )
(3) For the Library	1,000 roubles. (104 <i>l.</i> 3 <i>s.</i> )

In 1883, at the suggestion of the General Staff and with the consent of the Ministry of Foreign Affairs, a course of Oriental languages for officers was opened as an experiment; the regulations for this course were not legally sanctioned until February 11th, 1885, when they were sanctioned by a supreme order, and published in the orders of the Military Department for 1885, No. 96. The course lasts three years; there are five students in each year. The subjects and method of instruction are the same as for the students of the Educational Section.

Officers are required to pass an entrance examination in the following subjects:—

- (1) In the geography of Asia and European Turkey.
- (2) Military topography and making plans of military positions.
- (3) Russian language.
- (4) French language.

The studies of the officers are carried on separately from those of students of the Educational Department, but under the direction of the lecturers of the Department. Officers who have finished their studies are intended for service in the Caucasian and Asiatic districts.

The Military Department spends annually 9,300 to 10,300 roubles (968*l.* 15*s.* to 1,072*l.* 18*s.*), viz. :—

For additional remuneration to lecturers of the Educational Department	4,600 roubles. (479 <i>l.</i> 3 <i>s.</i> )
Monthly allowance to each officer	15 roubles. (1 <i>l.</i> 11 <i>s.</i> )
For books and educational appliances	2,700 roubles. (281 <i>l.</i> 5 <i>s.</i> )
For the expense of dispatching officers in summer to Persia and Turkey	2,000–3,000 roubles. (208 <i>l.</i> 7 <i>s.</i> –312 <i>l.</i> 10 <i>s.</i> )

An account of the history of the courses for officers has been given by an officer, M. Pevtsoff, who set in 1903, in a pamphlet under the title, "Офицерскѣ курсы Восточныхъ Языковъ при Азіатскомъ Департаментѣ Министерства Иностраннѣхъ Дѣлъ и ихъ воспитанники." ("Courses in Oriental languages for officers of the Asiatic Department of the Ministry of Foreign Affairs, and for the pupils of that Department.") (St. Petersburg, 1902.)



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**(xxviii) University of Moscow: Faculty of History and Philology.**

The following teaching posts in the University of Moscow deal with Oriental subjects (1908-9):—

<i>Ordinary Professor.</i>	<i>Privat-dozenten.</i>
Comparative Philology Victor Karlovitch Portsetzsky.	Georgian . . . Alexander Solomonovitch Khanoff.
Comparative Philology Grigory Abramovitch Khlantantz.	Comparative Philology Grigory Abramovitch Khlantantz.

**(xxix) Lazareff Institute of Oriental Languages, Moscow.**

I. *Name of Institution.*—The Lazareff Institute of Oriental Languages; founded by I. L. Lazareff (1743-1826), a Russian Armenian, in 1815, chiefly for Armenians of Russia, Persia, Turkey, and India. The Institution was organised by J. L. Lazareff, the brother of the founder. In 1827 its title was changed to Lazareff Institute of Oriental Languages, the object of the school being, however, threefold—

- (1) to educate Armenians specially;
- (2) to propagate the knowledge of Oriental languages in Russia;
- (3) to become a school of general education for all classes without distinction of nationality or religion.

The character of the Institute has undergone various changes. Between 1837 and 1848 gradually increasing importance was given to the teaching of Oriental Languages. In 1848 this teaching was made obligatory throughout the six classes of the Secondary School and was completed in two Higher or Special Classes in Oriental Languages.

In 1864 the Special Classes were extended to three years and were definitely separated from the school classes of which the curriculum was enlarged. By an imperial decree of April 14th, 1868 (O.S.), the Institution was converted into a classical gymnasium and the Oriental teaching abandoned. The Special Classes in Oriental Languages were re-established in 1870 on the lines of the organisation of 1848; and a further reorganisation took place in 1872, by which the Special Classes were separated from the Secondary School and placed on a basis somewhat similar to that of a University faculty.

II. *Official Documents accompanying the Schedule:—*

1. Тридцатилѣтіе спеціальныхъ классовъ Лазаревскаго Института Восточныхъ Языковъ. The thirtieth anniversary of the Special Classes of the Lazareff Institute of Oriental Languages by Prince Abamelek-Lazareff, Moscow: Published by the Institute, 1903.
2. Обзоріе преподаванія въ спеціальныхъ классахъ Лазаревскаго Института Восточныхъ Языковъ. Summaries of the teaching in the Special Classes of the Lazareff Institute for the sessions 1906-7 and 1907-8.
3. Правила для Студентовъ Спеціальныхъ Классовъ Лазаревскаго Института Восточныхъ Языковъ. Regulations for the students of the Special Classes of the Lazareff Institute.

III. *Government.*—The Ministry of Public Instruction obtained the ultimate control of the Institute in April, 1868, and still retains it. There is, however, an honorary curator who is always appointed from the family of the Princes Abamelek-Lazareff.

The Institution is under the immediate management of the Director of the Lazareff Institute and the Council of Professors.

IV. *Administration and Object.*—The professors, as a rule, nominate, but the Minister appoints, the teaching and administrative staff, and the Minister may make such appointments independently of the professors.

The general aims of the Institution have been determined by the will of the founder and the directions

of many benefactors who have bequeathed large sums to the establishment since the foundation. (See under I, above.)

The object of the Special Classes in Oriental languages is to prepare for service in the East (Turkey and Persia) and in Central Asia, young men knowing and able to speak the following Oriental languages: Arabic, Turkish, Persian, *Azarbáiyjání*, Sart, as well as French, Georgian, and Armenian (these last three subjects are optional).

The details of the educational work are regulated by the Council of Professors, whose decisions however are submitted to the Learned Council of the Ministry of Public Instruction.

V. *Accommodation.*—The Special Classes occupy a wing of the vast buildings of the Lazareff Institute, which wing contains five lecture rooms, one room for the students, and one room for the professors. There is no living accommodation for the students, but they can obtain their meals in the Institute on payment.

VI. *Library.*—The library is situated close to the lecture rooms and contains about 15,000 volumes, with printed catalogues.

VII. *Budget:—*

The ordinary professors each receive a salary of	- - 3,600 roubles. (375l.)
The extraordinary professors each receive	- - 2,400 roubles. (250l.)
The lecturers ( <i>agrégés</i> ) and the masters each receive	- - 800 to 1,500 roubles. (83l. 7s. to 156l. 5s.)
The total expenditure of the Special Classes amounts to 31,000 roubles (3,220l. 3s.), distributed as follows:—	
1. Salaries of professors, teachers, and librarians	- - 22,500 roubles. (2,343l. 15s.)
2. Printing of works	- - 1,500 roubles. (156l. 5s.)
3. New books for the library	- - 1,500 roubles. (156l. 5s.)
4. Bursaries and grants to the students	- - 2,500 roubles. (260l. 8s.)
5. Repairs, lighting and heating, etc.	- - 3,000 roubles. (312l. 10s.)

VIII. *Fees.*—The annual fee for all regular students alike is 50 roubles (5l. 4s.), but regular students may, if they are impecunious, readily obtain an order remitting this fee. Moreover, there are five State scholarships of 500 roubles (52l. 2s.) each for the entire course, and there are many and larger scholarships for Armenians, none of which are competitive. No student who is in receipt of a scholarship is expected to pay any fees.

*Auditeurs bénévoles* pay 10 roubles (1l. 1s.) for each subject taken separately.

IX. *Statistics.*—The number of students (1907-8) in the first year's course is 70, in the second year's course 25, in the third year's course 20. There are five *auditeurs bénévoles*.

Of the 17 students who finished their studies in 1906-7, 4 have entered the Foreign Office, 2 the teaching profession, and 5 are in the University or in private employment. The Institute possesses no information about the others.

X. *Qualifications and Privileges of Students*—

- (a) *Qualifications for Admission as a "Regular Student."*—The certificate of any State secondary school, any private secondary school acknowledged by the State, or the certificate of the Lazareff Secondary School, that the candidate has completed his studies and satisfactorily passed his examinations.
- (b) *Diplomas issued by the School.*—Two kinds of Diplomas are issued, of which the inferior confers the right to the twelfth rank or *tehn* in the Civil Service hierarchy, and the superior Diploma confers the right to the tenth rank.
- (c) *Privileges accorded to holders of these Diplomas, especially in relation to Government Appointments in Consular, Diplomatic, Colonial or other Administrative Services.*—The Council of Professors recommends to the Minister for Foreign Affairs those students who have completed their studies with distinction, and who in addition have a mastery of the French language.
- (d) *Appointments in the Government Service for which it is a Condition that a Candidate must have a Certificate or Diploma of the Institution.*—Certain appointments in the Caucasus, but this rule can always be dispensed with.

XI. *Methods of Teaching and Curriculum.*—The languages taught are those of the Middle and Near East.

The method of teaching Oriental languages is by means of lectures on grammar and literature and by practice of the language. To every chair there is attached a native teacher whose duty it is to train the students in conversation and translation from the Russian into the relevant language. During the vacation (June and July) some of the students go to Persia or Turkey.

Instruction is given not only in Oriental languages, but also in the history, literature, and religion of the peoples of the East, Musulman law, Russian literature, and the handwriting of Oriental languages.

The course extends over three years. For persons other than regular students there are evening courses in Oriental languages.

XII. *Research.*—Research is conducted by members of the teaching staff, but is not obligatory, the main object of the institution being practical.

The works of the professors and other teachers are published at the expense of the Special Classes in the *Oriental Studies* (Труды по Востоковедению), published by the Lazareff Institute of Oriental Languages, (26 volumes have been published since 1899.)

XIII. *General Observations.*

XIV. *Staff and Subjects.*—The following is the list of the Professors and courses for 1908-9:—

<i>Director</i>	-	Vsevolod Feodorovitch Miller.
<i>Ordinary Professor.</i>		
Armenian Literature	Grigory Abramovitch Khala-	tiantz.
<i>Extraordinary Professors.</i>		
Arabic Literature and History of Islam in the East.	Agathangel Jeffimovitch Krym-	sky.
Persian Literature	-	Fedor Jevgeniévitsh Korsh.
Turko-tartar Languages.	Stavro Elevelteriévitch Sakoff.	
Ancient Oriental History and Sanskrit.	Vsevolod Feodorovitch Miller.	
Russian Literature	-	Alexei Nikoláievitch Veselovsky.
<i>Dozent.</i>		
Georgian	-	Alexander Solomonovitch Khakhanoff.
<i>Lectors.</i>		
Turko-tartar Languages.	Simon Grigorievitch Cerunian.	
Arabic and Muslim Law.	Mikhaïl Osipovitch Attaïa.	
Persian	-	Artemy Zacharievitch Ter-Zacharov (Mirza Dschafar).
Sart and Azarbaïdjani.	Mirza Abdullah Gafaroff.	
French	-	Constantin Pautier.
Turkish	-	Vladimir A. Gordévski.

## (xxx) Oriental Institute, Vladivostok.

I. *Name of Institution.*—The Oriental Institute, in the city of Vladivostok; founded in 1899.

II. *Official Documents.*—The only official document consists of fifty-eight clauses which are to be found in the Continuation of the Code of Laws of the Russian Empire (year 1906), 4th part, articles added to Volumes XI and XII (page 142).

The Charter, consisting of the clauses in question, was drafted in 1899.

III. *Government.*—The Institute is independent; but attached to it is a secondary school.

It is not affiliated to any institution in the East; but it receives students from its own or from any Russian secondary school or any kindred educational establishment. It also sends its own students to China, Korea, Japan, Mongolia, and other countries of the Far East during the long vacations or for still more protracted periods.

The Minister of Public Instruction has the ultimate control of the Institute, but the Governor-General of the Amur district acts as his temporary representative.

The immediate management of the Institute is in the hands of the director who is appointed by Imperial Ukase, and is chosen from among scholars who possess a thorough knowledge of the Chinese and Manchurian-Mongolian tongues. The Director is responsible for the whole Institute and all the members of the staff without exception, are subordinated to him.

IV. *Administration and Object.*—Theoretically the Minister of Public Instruction appoints the teaching staff. In reality, however, he either delegates his authority to the "conference" (*see* below) which elects a suitable person, or else he chooses one of two or more candidates recommended by the "conference."

The administrative staff is appointed by a board consisting of the Director, the Inspector of the Institute, the Inspector of the Secondary School, one Professor of the Institute, and one Master of the Secondary School.

The general aims of the Institute are determined by the law of May 1899, which defines the Institute as one of the "higher educational establishments," the aim of which is to prepare its students for service in the administrative and commercial-industrial institutions of East Asiatic Russia and the neighbouring States.

The details of the educational work are regulated by the "conference," which is composed of the Director, who acts as chairman, the inspector (chosen from among the professors and approved by the Minister), all the professors, tutors, and practical teachers of the Institute.

V. *Accommodation.*—Precise statistics are not available at the present moment of transition. It may, however, be remarked that the buildings are spacious enough to accommodate boarders, including four officers whom the Governor-General chooses and sends

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to the Institute. A number of the boarders are supported by the State.

VI. *Library*.—Respecting the number of volumes there are no trustworthy statistics, but the Institute possesses numerous Chinese, Japanese, Manchurian, and Korean books and MSS., additions to which are being constantly made.

VII. *Budget*.—The salaries vary somewhat, but the normal standard is about 4,000 roubles (£16l. 13s.) for ordinary professors, about half that sum for lecturers, and less for the native teachers who merely converse with the students.

VIII. *Fees*.—The nominal fees are one hundred roubles (10l. 9s.) a year, but lack of money has never been allowed to weigh against any duly qualified young man desirous of entering the Institute.

IX. *Statistics*.—As the Institute has existed only for nine years and during the war was in the throes of a crisis, there are no statistics to be had. It is known, however, that the object is to prepare employes for Government service in the Far East and for commercial careers there, and these have been the goals of the successful students, whose number is small.

X. *Qualifications and Privileges of Students* :—

(a) *Qualifications for Admission as a "Regular Student"*.—To have completed the course of studies of any intermediate educational establishment recognised by the Russian State.

(b) *Diplomas issued by the School*.—Certificates, not Diplomas, are given to those students who have passed through the courses of lectures prescribed for the section into which they entered. The certificates are issued by the "conference" (see under IV. above).\*

(c) *Privileges accorded to Holders of these Diplomas, especially in relation to Government Appointments in Consular, Diplomatic, Colonial, or other Administrative Services*.—They are generally preferred by the Government to all other candidates for those posts in the Far East, to qualify for which the Institute was founded.

XI. *Methods of Teaching and Curriculum*.—The methods of teaching are theoretical and practical. Professors and tutors teach the theory; natives help the students to acquire facility in conversation. There are four Sections of which each student must enter one: the Chinese-Japanese, the Chinese-Korean, the Chinese-Mongolian, and the Chinese-Manchurian. In all four Sections the following subjects are obligatory: the Chinese language, the English language, the geography and ethnography of China, Korea, Japan, together with a general survey of their political and

religious history; the political organisation of contemporary China, its commerce and industry; the history of China, Korea, and Japan in the XIXth century in its relation to Russian history; the commercial geography of eastern Asia and the history of trade and commerce in the Far East; political economy; international law; a survey of the political organisation of Russia and the principal European States; the elements of civil and commercial law and legal procedure; book-keeping.

Great care is taken to secure the services of able, practical teachers who converse with the students. The most promising students are sent at the expense of the State to China, Japan, Mongolia, and Korea to perfect their knowledge of the languages of those countries.

XII. *Research*.—The principal aim of the institution being practical, research is not specially encouraged. The Institute has since 1899 issued a yearly publication *Izvestiya Vostochnnogo Instituta*, containing official information and scientific memoirs by the staff.

XIII. *General Observations*.

XIV. *Staff and Subjects taught*.

*Director*: Professor Apollinary Vasilievitch Rudakoff.

*Professors*.

Chinese and Manchurian.	Apollinary Vasilievitch Rudakoff.
Chinese and Manchurian.	Peter Petrovitch Schmidt.
Korean	Grigory Vladimirovitch Podstavin.
Japanese	Ievgeny Henrikovitch Spalwingk.
Constitutional and International Law.	Nikolai Petrovitch Taberio.
Mongolian Languages	Gonbojap Tsybikovitch Tsybikovitch.
Asiatic History and Geography.	Nikolai Vasilievitch Kühner.

*Dozenten*.

Political Economy, Civil and Commercial Law.	Nikolai Ivanovitch Kokhanovsky
Book-keeping and Economic Products ( <i>Warenkunde</i> ).	Nikolai Nikolaiévitch Dmitrieff.

*Lecturers*.

Chinese	Yui Ying; Chao Tsu-yüan; Fu Chén-shên; Chiang Ch'i-lun.
Manchurian	Desingge.
Japanese	Mumoru Mutsuda; Hideo Kawakami.
Korean	Kim Hent'o.
Mongolian	Vacant.

There are also two lecturers for English and one for French.

## APPENDIX XV.

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### Rules respecting Appointments to and Promotions in the Fixed Establishment, and the Attainment of Proficiency in Native Languages, in the South African Protectorates.

(Enclosure in Despatch No. 953, December 14, 1908.)

1. Except in the case of officers transferred from the fixed establishment of another British Administration, all officers shall be required to serve for a period of at least six months on probation before being appointed to the fixed establishment.

\* According to *Minerva* for 1908-9, those who have passed through the school with marked success (*mit sehr gutem Erfolge*) obtain the tenth rank or *chin* in the Civil Service hierarchy, and those who pass satisfactorily obtain the twelfth rank.

2. At any time after the said period the Resident Commissioner may recommend an officer for appointment to the fixed establishment, provided that the officer shall have—

- passed an examination in law corresponding to the Civil Service Lower Law Examination of Cape Colony;
- attained the third grade of proficiency in the local native language;
- satisfied the Resident Commissioner as to his general fitness for retention in the service;

- (d) appeared before a Medical Board consisting of not less than two qualified medical officers, and obtained from the Board a certificate of good health and physical fitness to serve under the climate conditions of the Protectorate in the service of which he is a probationer.
3. The appointment of an officer to the fixed establishment, if approved, shall date from the commencement of the probationary period, unless the Resident Commissioner shall for any reason recommend otherwise, and will be gazetted by the High Commissioner on receipt of confirmation by the Secretary of State.
4. No officer shall be qualified for promotion to the post of Assistant Commissioner until he shall have—
- passed an examination in Law corresponding to the Civil Service Lower Law Examination of Cape Colony;
  - attained the second grade of proficiency in the local native language.
5. The grades of proficiency in the native language shall be represented as follows:—
- 3rd grade—by an ability to pass an oral and written examination in simple colloquial Sesuto, or whatever the native language of the territory may be.
- 2nd grade—by a grammatical knowledge of the language and an ability to write and translate freely
- and to converse on ordinary subjects, without the aid of an interpreter.
- 1st grade—by a thorough knowledge of the language and an ability to act as an interpreter on any public occasion.
6. A bonus of 50*l.* on attaining the 2nd grade, and a bonus of 100*l.* on attaining the 1st grade shall be paid to any officer of the fixed establishment and may, if the Resident Commissioner recommends, be paid to officers not on the fixed establishment.
7. The High Commissioner shall have the power to exempt—
- any probationer from one or more of the conditions laid down in the Regulation No. 2, if he is of opinion that the fulfilment of the conditions from which he is exempted are not essential to his proper performance of the duties he is expected to discharge in the service in which he is a probationer;
  - any existing officer in the service of the Protectorate of long-standing and good service, from one or more of the conditions for promotion laid down in Regulation No. 4, provided that he shall duly report to the Secretary of State every case in which he has allowed such exemption.

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## APPENDIX XVI.

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**Memorandum on the History of the School of Modern Oriental Studies founded in connection with the Imperial Institute, by Professor Wyndham R. Dunstan, M.A., LL.D., F.R.S., Director of the Imperial Institute.**

I comply with pleasure with the Chairman's suggestion that I should place on record a statement as to the pioneer work of the Imperial Institute in initiating in London a School of Modern Oriental Studies. In September, 1887, the Organising Committee which had been appointed in connection with the establishment of the Imperial Institute announced that they were prepared to take preliminary action with reference to a suggestion made to them by Major (now Lieut.-Colonel Sir C. M.) Watson, R.E., that a School for Modern Oriental Studies should be established in London in connection with the Imperial Institute, the teaching being conducted as far as possible on the lines of the schools for Oriental languages which then existed in Paris, Vienna, and Berlin.

At the invitation of the Organising Committee of the Imperial Institute, a small Special Committee of those interested in the subject held its first meeting on the 9th July, 1888. The members of this Special Committee were Sir Frederic Goldsmid, Sir Charles Wilson, Sir Thomas Wade, Sir Philip Magnus, Major C. M. Watson, and Sir Frederick Abel.

After hearing evidence as to the teaching of Oriental languages which at that time existed in London, the Committee held, in January, 1889, a conference with the authorities of University College and King's College, when it was decided that as far as possible, the teaching required should be given at these Colleges, under the general control of a Committee of a School of Modern Oriental Studies in connection with the Imperial Institute, the clerical and other expenses incurred by the Committee being defrayed from the funds of the Imperial Institute.

This Committee, which held its first meeting at the Imperial Institute on the 2nd May, 1889, was constituted as follows:—

Sir Frederick Abel, Sir Francis Dillon Bell, Sir Edward Bradford, Sir Charles Wilson, Sir Thomas Wade, Sir Frederic Goldsmid, Sir Philip Magnus, Major C. M. Watson, Sir George Young, Bart., Professor Henry Morley, the Rev. H. Wace, D.D., and Professor R. K. Douglas.

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The following subsequently became members of the Committee:—

Lord Herschell, and afterwards Lord James of Hereford, Chairman (*ex-officio* as Chairman of the Council of the Imperial Institute), Professor the Right Hon. Max Müller, Professor J. F. Blumhardt, the Rev. Archibald Robertson, D.D., Sir M. M. Bhowaggee, Sir Douglas Galton, Professor J. W. Neill, Professor T. W. Rhys Davids.

The School of Modern Oriental Studies was formally inaugurated by a lecture delivered by the late Professor Max Müller at the Royal Institution, on the 11th January, 1890, when His Royal Highness the Prince of Wales (now His Majesty the King) presided. The following summary of the lecture and of the speeches made on the occasion is of interest at the present time.

Lord Herschell, Chairman of the Organising Committee of the Institute, made the following observations:—

"When the scheme for the Imperial Institute took shape under the auspices of Your Royal Highness, a suggestion was early made to the Organising Committee that public advantage would be likely to result if there were included within the scope of that scheme the foundation of a school for teaching modern Oriental languages in the metropolis. It appeared to the Committee, in considering this suggestion, that it was by no means alien to the design which they had in hand. It seemed to touch it at two distinct points. In the first place, the Imperial Institute embracing, as you are aware, the whole of the British possessions, including the vast Eastern Empire belonging to the British Crown, the study of the Eastern languages obviously touched at this point the great aim of the Institute to bring together into closer intercourse and communion all parts of this great Empire, for it was a work which seemed likely to have, to some extent, that effect. But at another point, Sir, the School for teaching modern Oriental languages appeared to touch closely the design of the Imperial Institute, inasmuch as it is a funda-

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mental part of that scheme to seek to stimulate, promote, and assist the commerce and the industries of the different parts of the British Empire. It at once struck the Committee that they would be assisting to carry this design into effect if they did something to remove one of the obstacles to free and complete intercourse, the difference of language which severs men, an obvious source of embarrassment and difficulty, and an impediment to that free source of commerce which might otherwise exist. Therefore, the proposal seemed to be by no means alien to the general scope and design of the Imperial Institute; and when we came to consider whether there was need for such an institution in the metropolis, we had only to look to what was being done in foreign countries, in the great centres of other people, to feel astonished that an earlier effort had not been made to found such a school in this country. I should be trespassing on the domains of the distinguished speaker, whom you will hear shortly, if I were to say anything of what has been done elsewhere, but at all events, we became only too conscious that little or nothing was being done here. Being desirous, then, of filling up this gap, by affording opportunities for a more complete and practical study of Oriental languages than has hitherto been possible in the metropolis, we were at the same time most anxious not to act in antagonism to, or in any sort of rivalry with, any existing institutions. The two great colleges in London, University College and King's College, were already, to some extent, in the field; although their scope and purpose being different from ours, academical rather than practical (though I do not mean to say that the practical is altogether neglected), they, of course, did not cover the whole of the ground we shall endeavour to cover; but we felt that our work would be more efficiently done if we were acting in thorough harmony and co-operation with them. And accordingly, we entered into communication with the Governing Bodies of those Colleges, and our overtures met with a gratifying reception. . . . The result has been that we have obtained the assistance of distinguished gentlemen well qualified to teach a great number of the Eastern languages. Provision has been made for giving an opportunity of instruction in no less than nine of the different languages which are spoken in India, in addition to Burmese, and also for tuition in Chinese, Japanese, Persian, Arabic, Turkish, Modern Greek, and other languages, instruction which, it is thought, will be likely to be useful in many quarters. I am quite sure I am saying that which has your full sympathy and concurrence when, on behalf of the Organising Committee, I express our gratification at being able to inaugurate these lectures with an address from so distinguished an Oriental scholar (Professor Max Müller) as we are to have the pleasure of listening to to-night, and between whom and you I will no longer interpose.

Professor Max Müller then delivered an address of which the following are extracts:—

"Your Royal Highness, my Lords, Ladies, and Gentlemen: For more than 30 years, I may honestly say, I have been looking forward to what at last I see realised to-night. If you could look back to the old numbers of 'The Times,' you would find there, just 32 years ago, my last urgent appeal for the establishment of a School of Oriental Languages in London. It bears the date of the 10th of January, and was published on the 13th of January, 1857. And I may say now, what was not generally known at the time, that he who took the warmest interest in this plan, who saw not only its great literary, but its supreme national, importance, and who never gave up his hope that sooner or later that plan would be realised, was, Sir, your Royal Father. . . . The Prince Consort could not bear to see other countries outstripping England in a work which was peculiarly her own. England may have her rivals and competitors in the West; in the East she stands supreme, unrivalled, unapproached. England rules over nearly 300 millions of peoples who speak Oriental languages; she probably supplies the markets of 1,000 millions of peoples of the East, and yet, for cultivating a practical or scholarlike knowledge of these languages, for educating a sufficient number of young men qualified to serve her interests and to maintain her power in the East, England has hitherto

been doing less than either Russia, France, or Germany. When I say England, I mean the Government. For during the many years which have elapsed since the Crimean War, and since the Indian Mutiny, the different Universities and Colleges of the country have indeed bestirred themselves and made the greatest efforts to supply Oriental teaching according to their means, nay, even beyond their means. The expense incurred by some of them in providing a staff of competent professors and teachers of the ancient, and more particularly of the modern, languages of the East, has been very serious. It is quite right that the ancient and classical languages of the East should be represented in every University by the best scholars, far more even than they are at present. But it cannot be expected that Oxford, Cambridge, Glasgow, Edinburgh, St. Andrews, Aberdeen, Dublin, King's College, and University College, should each provide a staff of teachers for Hindi, Hindustani, Bengali, Marathi, Gujarati, Tamil, Telugu, Canarese, Burmese, to say nothing of such vernaculars as Tashon, Baungshe, Chinbok, Chinme, and others for the study of which, as I see from 'The Times' of January 1st, the Indian Government has just offered very tempting rewards. Nothing can be more creditable than what has been achieved by the two Colleges who have now united their forces under the auspices of the Imperial Institute. Were I free to speak of my own University, I could easily show that the generosity of Oxford in supplying the necessary funds for Oriental teaching need fear no comparison. The same applies, I know, to Cambridge. But when Imperial interests are at stake, the country has a right to expect Imperial, that is, concentrated action. . . . The Russian Empire has long been the most liberal patron of Oriental studies. In the Imperial Academy of St. Petersburg there has always been a chair for almost every branch of Oriental learning, and the principal spoken languages of the East continue to be taught there by professors both European and Oriental. In France the Government has long ago founded a school *pour les langues orientales vivantes*, where Hindustani, Persian, Arabic, Turkish, Chinese, and Tibetan, are taught by eminent scholars, while the French Institute has always counted among its members the chief representatives of every department of Oriental research. At Vienna there is an Oriental Seminary, and the Imperial Press has acquired one of the richest collections of Oriental types. . . . At Berlin a Seminary of Oriental Languages has lately been inaugurated which, under the direction of my learned friend, Professor Sachau, bids fair to surpass all the others. . . . According to an official report just received, this Oriental Seminary at Berlin has now the following staff of professors and teachers: One Professor of Chinese; two teachers of Chinese, both natives—one for teaching Northern Chinese, the other Southern Chinese; one Professor of Japanese, assisted by a native teacher; one Professor of Arabic, assisted by two native teachers—one for Arabic as spoken in Egypt, the other for Arabic as spoken in Syria; one native teacher of Hindustani and Persian; one native teacher of Turkish; one teacher of Swahili, assisted by a native. Moreover, the special lectures delivered by the most eminent Professors of Sanskrit, Arabic, Persian, and Chinese in the University of Berlin are open to the students of the Oriental Seminary. . . . Of course, diplomatists of the old school will tell you that interpreters are quite sufficient for transacting any official business in the East, and that having time to wait for an answer while the dragoman is translating, allows time for useful reflection. Our young diplomatists know better. They know that a friendly *tête-à-tête* is impossible in the presence of a third person, however neutral and machine-like. Dragomans are often irritating, sometimes misleading, sometimes actually dishonest. If a commercial treaty has to be negotiated in Japan, if a concession has to be secured in China, if rights of suzerainty have to be acquired in Africa, who is likely to be successful?—the envoy who arrives in full state with a posse of secretaries and dragomans, or the diplomatic agent who can converse freely with the natives of all ranks, who can make an allowance for the prejudices, the temper, the susceptibilities of Eastern potentates, and who in the end may become their best friend and

adviser? No country has appreciated the importance of Oriental studies more highly than Russia, none has been better served by her polyglot diplomatists. . . . But it is not only for the purposes of statecraft and diplomacy that England should follow the example of Russia and secure a constant supply of well qualified Oriental scholars. The chief object of diplomacy is to prevent war. But if diplomacy fails, and war breaks out, what is an army to do? How is it to live in Eastern countries without officers who can freely communicate with the people, whether friendly or hostile? . . . Much can, no doubt, be requisitioned by sign language, to say nothing of the language of blows and revolvers. . . . And when, after war, peace has been restored once more; when commercial intercourse on a large scale has to be established, so as to knit the bonds of peace by strong chains, is not a knowledge of the languages more essential to the English than to any other merchants? You would hardly believe the number of letters I receive from time to time from manufacturers, requesting me to translate advertisements, inquiring whether advertisements inserted in Oriental newspapers really mean what they are intended to mean, or asking for translation of notices in Oriental journals. . . . I hope that in future the Imperial Institute and more particularly the new School of Oriental languages, will supply to every merchant in England, Scotland, and Ireland, such information as I in my ignorance was often unable to give. Every pound laid out on the proper endowment of this school will bear interest a hundred and a thousand fold, by opening new and splendid channels to British commercial enterprise. England cannot live an isolated life. She must be able to breathe, to grow, to expand, if she is to live at all. Her productive power is far too much for herself, too much even for Europe. She must have a wider field for her increasing activity, and that field is the East, with its many races, its many markets, its many languages. To allow herself to be forestalled, or to be ousted by more eloquent or persuasive competitors from those vast fields of commerce would be simple suicide. Our School, in claiming national support, appeals first of all to the instinct of self-preservation. It says in every manufacturing town in England, 'Help us! and, in doing so, help thyself!' . . . We want very little for our School of Oriental languages, but we want at least as much as other countries devote to the same object. We want it for the very existence of England; for the vital condition of her existence in commerce, and the best markets for that commerce lie in the East. Let the world call England a nation of shopkeepers—*omen accipio*—but let England show that she means to keep her shops against the world."

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At the conclusion of the lecture, His Royal Highness the Prince of Wales said:

"Ladies and Gentlemen, I think I may speak in your name, and on behalf of all present, when I say how deeply we are indebted to Professor Max Müller for the interesting and eloquent lecture which you have just heard from him. To me, especially, it has been a great gratification to preside on this occasion, and to hear such words spoken by one whom, ever since my undergraduate days at the University of Oxford, upwards of thirty years ago, I have had the great advantage and privilege of knowing. I can only say that the Governing Body of the Imperial Institute are especially beholden to him for having so kindly and readily acceded to my request that he would lend his aid, and no one could render more valuable assistance in the inauguration of the School of Modern Oriental Studies which, with the most cordial and important co-operation of the Councils of University and King's Colleges, has recently been organised by the Institute. The sphere of future usefulness of this new School, which Professor Max Müller has foreshadowed, is indeed a comprehensive one, and cannot but greatly encourage the special Committee of management of the School to increased zeal in the pursuit of the work which they have so kindly undertaken at the request of the Institute. The Professor has directed our serious attention to the important practical results attained by Government Schools for Oriental languages in Russia, France, and

Austria, and especially by the recently established School in Berlin, and to the great influence which such results (to the attainment of which our new School aspires) must exercise upon the commercial interests of a country. I am sure, ladies and gentlemen, you will agree with me that the Professor's illustrations of the invaluable nature of the assistance which the School is calculated to render to those who are, by their future services, to contribute to a wise and prosperous government of the Indian Empire, were most interesting. That the new School of Modern Oriental Studies is a worthy object of material support by this country none can doubt who have listened to the important observations and the eloquent appeal of Professor Max Müller this evening; but the best aid and support which it can receive will be derived from the extension of an active encouragement, by public bodies and by Government Departments, to all those whose future duties will involve an intimate acquaintance with the languages of Oriental countries, to avail themselves freely of the resources for study and practice which the School will place at their disposal. In conveying to you, Professor Max Müller, my personal thanks, as well as those of all present, for the intellectual treat you have afforded us this evening, let me add that I have listened with special gratification to your reference to the very warm interest my lamented father evinced in the strenuous efforts made by you so many years ago, in the interests of this country, to bring into existence such an Institution as that which we inaugurate this evening, and the success of which has my warmest wishes, both for its own sake and because I regard it as an earnest of the useful work which the Imperial Institute is destined to accomplish."

The Committee of the School of Modern Oriental Studies was provided with an office in the Imperial Institute building as soon as this was opened in 1893. The scheme of instruction was divided into two parts, one of which, including the Oriental languages required by candidates for the Indian Civil Service, was given at University College. The languages in which instruction was given were Sanskrit, Bengali, Hindi, Hindustani, Tamil, Telugu, Punjabi, Pali, Marathi, Gujarati, Arabic, and Persian. The other part of the scheme of instruction was given at King's College, and was intended to provide for instruction in languages other than those of India, with special reference to the requirements of commercial students and those who desired to acquire a colloquial facility in these languages, which included colloquial Arabic, colloquial Persian, Russian, Turkish, Modern Greek, Chinese, Burmese, Japanese, Malay, and Swahili.

The fee paid by each student of this School was three guineas per term for tuition in each language. This fee also entitled the student to the use of such text books, dictionaries, and works of reference as were contained in the library of the College at which instruction was given. The students were also allowed to make use of the library and the collections of the Imperial Institute for the purpose of obtaining special knowledge of the history, physical and commercial geography, and the natural and industrial resources of the countries in which these languages are spoken.

In consequence of applications having been received by the Committee of the School for teaching of certain languages not then provided for either at University College or King's College, additional teachers were recognised in connection with the School to give such special teaching as was required, and the use of a room at the Imperial Institute was granted, in which this instruction could be given by the recognised teachers.

In 1901 the School of Oriental Studies became the recipient of a capital sum of 5,000*l.* from the Misses Ouseley, to be devoted to the purpose of endowing, in connection with the School, scholarships in Oriental languages, in memory of their father, the late Colonel Jasper W. J. Ouseley. With this fund scholarships were founded of the value of 50*l.* each, to be held for two years, it being understood that scholarships would not be granted in any year unless satisfactory candidates offered themselves for instruction in suitable languages, and unless existing scholarships allowed of others being provided from the fund. It was also decided by the Committee of the School that a scholarship might be

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renewed in very special circumstances for a third year if the holder furnished satisfactory proof, and the testimony of his teacher, that this course was desirable. The following Ouseley Scholarships were awarded by the Committee in each of the years mentioned:—in 1893, one in Arabic and one in Persian; in 1894, one in Persian; in 1895, one in Hindustani and one in Turkish; in 1896, one in Burmese, one in Arabic, and one in Marathi; in 1898, one in Bengali and one in Turkish; in 1899, one in Arabic, one in Persian, and one in Sanskrit; in 1900, one in Hindustani; in 1901, one in Marathi; and in 1902, one in Persian.

In addition to exercising a general control of the instruction and to awarding the Ouseley Scholarships, the Committee of the School also took from time to time other steps to promote the interests of the teaching of modern Oriental languages, such as the delivery of special lectures. The Committee also represented to the Government Departments concerned (Foreign Office, Colonial Office, and War Office) the desirability of including certain Oriental languages as optional subjects in all preliminary examinations for Government appointments in Oriental countries.

Representations were also made by the Committee on more than one occasion as to the importance of Government affording official recognition to the School, and attempts were also made by the Committee to secure endowments for the School, to enable it to increase its efficiency, and to extend its sphere of usefulness. These, however, were not successful.

Although certain scholarships were extended to a later date, the operations of the Committee and of the School were brought to a close at the end of the year 1902. In 1903 the operations of the Imperial Institute were transferred by Act of Parliament to the control of the Government, and it was considered that such a School could not well be administered through a Government Department. It was therefore decided to transfer the operations of the School to the University of London, with which University College and King's College were shortly to become a part, and similarly, in 1904, with the approval of the Misses Ouseley, steps were taken for the transfer of the Ouseley Scholarship Fund to the University of London in 1908.

WYNDHAM R. DUNSTAN.

22nd March, 1909.