For the last five years Somaliland has been in a state of rapid development, and it seems appropriate at this point to take stock, and to make an assessment of the changes which have taken place and of the present position.

Until 1972 the Somali language had no official orthography and no official status in public life. Although unemployment was a small fraction of the population of the country. From time immemorial the Somali people have had a beautiful and vigorous oral language, not dominated by alliterative poetry, but its riches were in danger of gradual erosion and eventual oblivion.

This unfortunate state of affairs caused by the political deadlock over the future of Somaliland, was resolved by the Supreme Revolutionary Council and the Council of Secretaries by their historic decision announeced on 21st October 1972, the third anniversary of the Revolution. The Somali language was declared the national language of the country, and plans were announced for introducing it into schools as the medium of instruction.

One might venture to use the term 'Somali miracle' if one considers the sudden transformation of the country from national literacy to a leading position in the whole continent of Africa as far as concerns the use of the national language in education and public life. This transformation has taken only five years. Before 1972 it was very difficult to have a serious discussion in Somali or in any subject involving science, mathematics or technology, without recourse to lengthy circumlocutions. Now such a discussion is possible with the same ease as in English or any other language, provided naturally, the participants know the subject matter and the requisite terminological knowledge.

There are of course limits, and as yet there is no Somali vocabulary for highly advanced areas of science and mathematics, but it is already possible to use Somali for describing complicated calculations which involve the use of trigonometry, algebra, logarithms and the set theory in new mathematics. Even in the sphere of linguistics we have no need to grope for basic terms, since two handbooks of grammar and a college handbook of Somali phonetics have been published. There are schoolbooks in Somali to supply educational needs up to the first year of secondary school. Textbooks for the remaining three years of secondary education are either already in preparation, and textbooks now exist for technical schools and adult education.

The change has also involved developments in the fields of literature and history. Several works have been published containing collections of oral poems, oral wisdom from poetry reciters, together with biographies of the poets. New poetry and prose have appeared in book form and in periodicals, and research into Somali history has already resulted in a number of publications. Schoolbooks also contain excerpts from Somali literature, with background notes and glossaries of the Arabic or archaic vocabulary which might be unfamiliar to young people brought up in towns.

The credit for these developments is without doubt due in the first place to the far-sighted policy of the Somali government and their decision to invert a large part of the economic resources of the country to that purpose. At the national level, the implementation of this policy would have been possible without the enthusiasm, hard work and undoubted talent and ingenuity of the people who created the new vocabulary and modernized the national language. Among them the staff of the Ministry of Education and Youth Training, especially those working in the Curricula Department, and the academic staff of the National University can be said to have laid the foundations of a system of education through the use of the mother tongue. No less important has been the contribution of the Somali Language Commission, who coordinate vocabulary expansion on a national scale, and the staff of the National Museum, who have already published two dictionaries, two grammars and a sizeable number of literary and historical texts, and who are entrusted with the collecting of the research into oral literature and historical aspects of the Somali national heritage. Individual specialists throughout the various ministries, government departments, autonomous agencies and the armed forces have all contributed to the modernisation of Somali by providing the requisite terminology.

The success of this vocabulary expansion is due to a large extent to the wisdom of the principles applied to word-creation and borrowing. The general tendency is to invent new words, using as raw material the existing roots and derivational suffixes, for example:

- *nadabargad* 'triangle' (sandali 'three', *angal* 'head, angle')
- *langa* 'addition' (as 'each other', *u* 'to' *yeeg* 'bringing')
- *babsi* 'twice' / -a/participial suffix / -e/agentive suffix / -e meaning 'something that is in some way applied', the reference being to the measuring of its area.

Sometimes the new terms are taken from the ordinary language and given a scientific meaning, e.g. *dulux* 'fraction' which in the ordinary language means 'something broken into fragments', or *najaha* 'atmospheric pressure', which simply means 'the pressing down of the air'. The aim of using the Somali roots and derivational suffixes in vocabulary expansion is to provide mnemonic links between the ordinary and the scientific language, and this has apparently proved of considerable advantage in teaching. It is not carried to extremes, however, and some international terms which do not lend themselves easily to translation are simply adapted to Somali phonology: thus we have *tangant* for 'tangent', *cosine* and *logarithm* for 'logarithm'.

The progress which has been achieved so far provides grounds for an optimistic forecast for the future. If the present rate of progress is maintained for the next ten years, the modernization of the language could reach a point where Somali could become the normal medium of instruction at university level. Somali has already become, in this respect, a model for imitation and emulation by other countries of the African continent, and several educationalists showed interest in her achievements at the Xlth International Seminar on Language and Education in Africa, held in Kinshasa last December.

Paradoxically enough, the progress in the use of Somali in education and public life has intensified the need for a large core of Somaliland, technologists and government officials who have a high level of knowledge of foreign languages. The existence of the existing core will soon become a pressing necessity, in order to feed into the Somali educational system the most up-to-date knowledge which originates from outside centres of learning and the government departments and industry with a constant flow of reliable technical and scientific information. Intensive training in Italian is given already to science, medicine and technology students before they enter the university, and similar courses are now planned in other languages. Since the introduction of Somali as an official language, the recommendations and reports prepared by foreign technical experts have to pass into the channels of communication. Strengthening of the Somaliland is used, in order to reach the level of implementation. The feedback of information from the areas of implementation has to be presented to the experts, and this again involves a change in the linguistic skills. Eventually, of course, the need for foreign experts will diminish as Somaliland develops a large cadre of her own specialists.
The position of the Somali language in its new, transformed state must also be seen in the wider perspective of the international scene today. Thus it seems that, with the exception of languages with really gigantic numbers of speakers, all countries of the world are moving slowly to at least some degree of bilingualism or multilingualism among those sections of the community who have received higher education. At the same time there is no move anywhere in the world to diminish the role of paternal languages in the national life, in education and in the arts. In fact, quite the opposite is the case, and there is growing awareness in many countries, especially those of the African continent, that the extensive use of paternal languages is indispensable in education, literary activity and a development of a sense of clear group identity and self-confidence in dealing with the outside world.

NOTES
1. For bibliographical and other information concerning Somali oral literature see Johnson 1969 and 1973, and Andrezejewski 1975.
2. For an account of these events and bibliographical information see Andrezejewski 1974 and Omar Dhanan Mohamed 1975.
4. All schoolbooks in Somalia are now published by the Curriculum Department of the Ministry of Education and Youth Training (Kefiliska Monas-hijerta, Wasaaradda Wabbarashada iyo Barbaarinta) Adult education materials are published by the Adult Education Department (Xarunta Wabbarashaada Dadda Maxweyn) of the same Ministry. Some of the practical handbooks are published by the appropriate government departments and autonomous agencies, mainly for the use of their staff and of the public directly involved in various development and training schemes. The initial pioneering work in the preparation of schoolbooks was undertaken, however, by the Somali Language Commission (Guudiga Af Soomaaliga) between 1971 and 1973.
5. For an account of these developments see Andrezejewski 1975.

Tussale 1:
Sawir garaawka dheegaliisa toosan 2x - y<3.

Furfuris:
U beddel dheegilliisa toosan mid ay isu dhiigaman sida:
2x - y<3
-y<3 - 2x
y>2x - 3

Sawir garaawka ile'egta toosan ee ah y = 2x - 3, ku muujii xarriig googo'am.


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