

# Literary Texts in Somali School-books and their Importance for the Documentation of Somali Literature

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## Introduction

In countries where there is an abundance of published materials, literary texts in school-books are of interest only to educationalists, or to teachers and their pupils. The situation is different, however, in Somalia where the total volume of published materials is still very small in relation to what is available in typescript or manuscript form or is recorded on tapes. The compilers of Somali school-books had to rely heavily on such unpublished sources and thus provided us with many printed texts which are not available anywhere else in published form. The value of these texts lies not only in their uniqueness but also in that they include works of some of the poets and playwrights who achieved nation-wide fame mainly or exclusively through radio broadcasts, cassette taperecordings, public and private recitals and stage productions.<sup>1</sup>

The value of the literary texts in Somali school-books is further enhanced by the fact that their compilers provided many of them with introductions and annotations of a lexical, historical and biographical nature. Most of the information they give us is a result of research into oral or unpublished written materials and is thus unique among published sources. The compilers are well qualified for this task since they were selected on account of their specialist knowledge of Somali literature and include some prominent connoisseurs of the subject as well as creative writers.<sup>2</sup> They treat the texts they provide with care and reverence, adhering to high principles of fidelity to the original sources. Their work certainly merits to be chronicled as a significant achievement in the cultural history of modern Somalia.

## Bibliographical Data

The bibliographical data given on the title pages of Somali school-books may not be fully meaningful for anyone unfamiliar with the Somali educational system and on account of this some brief explanations are provided here. All school-books published in 1972 state that their corporate author and publisher is

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<sup>1</sup> An account of this « audio-literature » is given in Andrzejewski 1986.

<sup>2</sup> Biographical notes on some of them can be found in Andrzejewski 1985.

*Jamhuriyadda Dimoqradiga Somaliya, Wasaradda Waxbarashada iyo Barbaarinta, Guddiga Af Somaliga* (The Democratic Republic of Somalia, Ministry of Education and Youth Training, Somali Language Committee). This reflects the fact that all the school-books were prepared at that time by the members of the Somali Language Committee, which consisted of a group of scholars who implemented the government's decision to introduce a national orthography. The responsibility for preparing school-books was transferred, however, in 1973 to the *Xafiiska Manaahijta* (The Curriculum Department) of the Ministry of Education and Youth Training, also known sometimes as *Xarunta Horumarinta Manaahijta* (The Centre for Curriculum Development) and this Department has since then been given as the corporate publisher and author of all school-books.

It should be noted that there are differences in the forms of the names of the Ministry of Education and Youth Training and that of the Somali state as they appear on the title pages in 1972 and in the subsequent years. After 1972 we find the form *Wasaaradda Waxbarashada iyo Barbaarinta* instead of *Wasaradda Waxbarashada iyo Barbaarinta* and the name of the Somali state is given as either *Jamhuuriyadda Dimoqraadiga Soomaaliya* (The Democratic Republic of Somalia) or *Jamhuuriyadda Dimuqraadiga Soomaalida* (The Democratic Republic of the Somalis) instead of *Jamhuriyadda Dimoqradiga Somaliya*.

Some of these differences are due to the change in the spelling rules applied to proper names which took place on the 2nd July 1973. Before that date all vowels in proper names, irrespective of their length, were represented by single vowel letters, e.g. *Somaliya* instead of *Soomaaliya*. After that date proper names were accorded the same treatment as all the other words and long vowels were represented then by double letters. Other differences, however, can only be attributed to the lack of standardization.

Each school-book provides an indication of the level for which it is designed. In this connection it should be observed that the pre-university educational cycle in Somalia consists of twelve grades, each covering one school year. The twelve grades are divided into *Dugsiyada Hoose* (Elementary Schools), *Dugsiyada Dhexe* (Intermediate Schools) and *Dugsiyada Sare* (High Schools or Secondary Schools), sometimes also referred to in the singular as *Dugsiga Hoose*, *Dugsiga Dhexe* and *Dugsiga Sare*. Each of these three divisions is composed of four grades. The numbering of the grades requires special attention since the first eight grades, that is those of the *Dugsiyada Hoose* and *Dugsiyada Dhexe*, are numbered consecutively from 1 to 8 but the last four grades, that is those of the *Dugsiyada Sare*, are numbered separately from 1 to 4. The names of the first two divisions, *Dugsiyada Hoose* and *Dugsiyada Dhexe*, are sometimes omitted on the title pages but the name of the third division, *Dugsiyada Sare*, is always stated and this obviates any possible confusion which might arise from the overlapping way in which the grades are numbered. The grade for which the book is designed is indicated by either the word *fasalka* (the grade) or *buugga* (the book) followed by an ordinal numeral: *kowaad* or *koowaad* (first), *labaad* (second), *saddexaad* (third), *afraad* (fourth), *shanaad* (fifth), *lixaad* (sixth), *toddobaad* (seventh) and *siddeeddaad* (eight); it is sometimes also represented by figures followed by the affix *-aad* (-th). The place of publication is always the same, namely *Muqdishu* (Mogadishu) or *Xamar* which is the old name of the same town.

Literary materials are found in school-books which are designed to teach three subjects: Somali language, Somali literature and Somali history. On the title pages

the first of them is shown as *Afka* (The Language), *Af Soomaali* (Somali Language) or *Soomaali* (Somali) and the second as *Suugaanta* (The Literature) or *Suugaan* (Literature). The third is shown as *Taariikhda Soomaaliya* (The History of Somalia). One of the books used for teaching literature consists of the text of a play in alliterative verse and its name is given on the title page: *Aqoon iyo afgarad* (Knowledge and Mutual Understanding).

The school-books which contain literary materials are listed in Appendix 1 and are provided with codes which are used for reference purposes in Appendix 2 and 3.

The school-books published by the Curriculum Department were all compiled by teams of educationalists who had specialized knowledge in the relevant subjects. Although the Department is given as the corporate author on the title pages acknowledgments are made in the prefaces to the members of each compiling team. Their names are listed in Appendix 2 together with the codes of books which they compiled. The prefaces are signed by the directors of the Curriculum Department who held that office during the compilation of the particular books and who were thus responsible for the overall supervision of the work and the choice of the teams.

### Representativeness of the Texts

Although no official statements are available concerning the educational policy in Somalia for the teaching of literature some of its aims can be readily inferred from the examination of the texts used. It is clear that one of its main aims is to present to school pupils a selection of texts which are representative of the whole literary culture of their country in all its main genres, themes and authors.<sup>3</sup> Great emphasis is placed on poetry and all its main genres are represented by the texts, including the mega-genre called *silsilad* « chain », which consists of a series of poetic exchanges linked in a multicorned debate.<sup>4</sup> The range of themes is also representative of what is found in Somali poetry and the only notable omissions are parodies of famous poems<sup>5</sup> and current political dissent. The selection of poets whose texts are used is also highly representative and covers a large proportion of the best-known poets, ancient and modern.

Two whole plays and one dramatic sketch are selected as specimens of Somali drama. The two plays are in alliterative verse and are thus typical of the works of Somali playwrights designed for full stage production. The sketch represents a type of dramatic work in prose<sup>6</sup> which is used as part of a show containing other, unconnected parts, or is broadcast as a short radio entertainment.

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<sup>3</sup> This can be ascertained by referring to the surveys of Somali literature or of its parts or aspects which are found in: Andrzejewski 1984, 1985, 1986, Andrzejewski and Lewis 1964, Antinucci and Axmed Faarax Cali « Idaajaa » 1986, Ciise M. Siyaad 1985, Johnson 1972, 1974, 1979 and 1984, Said S. Samatar 1982 and Yaasiin Cismaan Keenadiid 1984. Bibliographies relating to Somali literature can be found in Carboni 1983 and Lamberti 1986.

<sup>4</sup> The example of a *silsilad* given in one of the school-books involved the participation of the following poets: Weerar Cali Geelle, Xirsi Cali Buraale, Maxamed Nuur Abokor, Aar Xandulle Nuur and Diiriye X. Guuleed. For references to their poems see Appendix 3, Section A. Other examples of this mega-genre are found in Andrzejewski and Musa H. I. Gaalaal 1963 and Andrzejewski and Lewis 1964: 110-114.

<sup>5</sup> For an account of the thriving art of parody in Somali poetry see Said S. Samatar 1980.

<sup>6</sup> Text SIH/89-102; see Appendix 3, Section F.

Most of Somali literary prose consists of traditional oral narratives, such as fables, tales, legends and historical stories and anecdotes. Narratives of this kind are well represented in school-books and apportioned to various grades according to the age of the pupils. For the younger of them there are fables and simple tales while for the older there are narratives of a more sophisticated type. It should be noted that since the advent of the official orthography when oral narratives are published they are adapted to the requirements of the printed page by the suppression of some of the repetitions characteristic of the oral style and by the use of punctuation and graphic space instead. Such changes do not affect, however, the contents of the narratives which are usually carefully preserved in their printed versions. In school-books the same method of presentation is used.

Modern written prose is less well represented but the texts selected are typical of what can be found in Somali modern prose fiction writing. In particular they are representative of the written prose style which developed since 1972.

In Somali society proverbs play an important role in public oratory and the art of conversation as well as in poetry, drama and prose narratives. Texts of proverbs are provided in school-books and in some of them they are accompanied by extensive annotations.

### **Authorship and Anonymity of the Texts**

For the majority of poetic texts the names of their authors are given <sup>7</sup> and are often accompanied by biographical information. The texts where the names of the poets are left out are mainly modern poetry and are found in books for the lower grades of the schooling system.

It is possible that the compilers thought that such information is unnecessary for the younger pupils or assumed that the authorship of these modern poems was a matter of current general knowledge. Of the dramatic texts two are anonymous but one, S3H/65-134 (S3HR/97-224), can be readily identified as the well-known play by Xasan Sheekh Muumin, entitled *Shabeel naagood*.

Among the modern prose texts only five give the names of their authors and it is difficult to conjecture the reason for this omission. In the case of the written versions of oral prose narratives their anonymity conforms to the traditional view that no credits are due for individual authorship of this genre. The same applies to the texts of work songs and a lullaby, but credit is given by the compilers to the collector who transcribed them.<sup>8</sup>

### **Availability of Somali School-books**

It seems self-evident that the literary texts provided in school-books are of considerable interest to anyone engaged in the study of Somali literature. It is difficult, however, to obtain copies of Somali school-books since they are supplied only to schools and are not on sale in bookshops. In Somalia the only way one can acquire them is through direct application to the Curriculum Department of the Ministry of Education but this Department has no distribution network for

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<sup>7</sup> They are listed in Appendix 3, Section A.

<sup>8</sup> See Appendix 3, Section D.

dealing with orders from abroad. To acquire them without going to Mogadishu one would have to rely on the help of someone who would be able to deal with the matter and with the task of packing, despatching and completing the customs formalities. The only alternative is to photocopy or microfilm the copies which may be found in some libraries outside Somalia, such as the Library of the School of Oriental and African Studies, University of London, or are in the possession of private individuals. The cost of this might be prohibitive for some researchers unless they are provided with grants to cover their expenses, but for a university department or a research institute it might represent a small fraction of their budget. It would certainly be money well spent if such a department or institute is concerned with the field of Somali studies.

## APPENDIX 1

### List of school-books which contain literary texts

In the list given below the following abbreviations are used:

GAS = Guddiga Af Somaliga; WWB = Wasaaradda Waxbarashada iyo Barbaarinta; WWB (a) = Wasaradda Waxbarashada iyo Barbaarinta; XM = Xafiiska Manaahijta; XM (a) = Xarunta Horumarinta Manaahijta.

- A2 *Af Soomaali: Fasalka labaad.* Xamar: XM, WWB, 1975.  
A2L *Buugga labaad: Afka. Dugsiyada Hoose.* Muqdisho: GAS, WWB(a), 1972.  
A3 *Af Soomaali: Fasalka saddexaad.* Xamar: XM, WWB, 1975.  
A3L *Buugga saddexaad: Afka. Dugsiyada Hoose.* Muqdisho: GAS, WWB(a), 1972.  
A4 *Af Soomaali: Fasalka afraad.* Xamar: XM, WWB, 1975.  
A4L *Buugga afraad: Afka. Dugsiyada Hoose.* Muqdisho: GAS, WWB(a), 1972.  
A5 *Soomaali: Fasalka shanaad. Dugsiga Dhexe.* Muqdisho: XM, WWB, 1983.  
A6 *Af Soomaali: Fasalka lixaad.* Xamar: XM, WWB, 1977.  
A7 *Af Soomaali: Fasalka 7aad.* Muqdisho: XM, WWB, 1980.  
A8 *Af Soomaali: Fasalka 8aad.* Muqdisho: XM, WWB, 1980.  
S4 *Suugaanta: Fasalka afraad.* Xamar: XM, WWB, 1976.  
S5 *Suugaanta: Fasalka shanaad.* Xamar: XM, WWB, 1976.  
S6 *Suugaanta: Fasalka lixaad.* Xamar: XM, WWB, 1976.  
SIH *Suugaan: Dugsiga Sare. Fasalka koowaad.* Xamar: XM, WWB, 1976.  
S2H *Suugaan: Fasalka labaad. Dugsiyada Sare.* Muqdisho: XM, WWB, 1977.  
S3H *Suugaan: Dugsiga Sare. Fasalka saddexaad.* Mogadishu: XM(a), WWB, n.d.  
S3HR *Buugga suugaanta: Dugsiga Sare. Fasalka saddexaad.* Muqdisho: XM, WWB, 1978.  
S4H *Suugaan: Dugsiga Sare. Fasalka afraad.* Muqdisho: XM(a), WWB, 1983.  
S4HD *Aqoon iyo afgarad: Suugaanta. Fasalka afraad ee Dugsiga Sare.* Muqdisho: XM, WWB, 1980.  
S4HR *Buugga suugaanta: Dugsiga Sare. Fasalka afraad.* N.p.: XM, WWB, n.d.  
T3H *Taariikhda Soomaaliya: Fasalka saddexaad. Dugsiga Sare.* Xamar: XM, WWB, 1976.

## APPENDIX 2

### Compilers of school-books which contain literary texts

The codes composed of figures and letters refer to the books compiled and are explained in Appendix 1.

Aamina Xaaji Aadan: T3H. Axmed Cabdillaahi Boqorre: A2, A3, A5. Axmed Cali Cilmi: S4, S5, S6. Axmed Guure Cali: A2, A3. Axmed Maxamed Cabdiraxmaan: S4H, S4HR. Axmed Maxamed Qaaddi: A2, A3, A4, A6, A8, SIH, S2H, S3H, S3HR, S4H, S4HR. Caasha Xaaji Xaashi: T3H. Cabdi Xaaji Dooddi: A2, A3. Cabdillahi Cali Axmed: S4, S5, S6, SIH, S2H, S4H, S4HR. Cabdillaahi Diiriye: A8. Cabdillaahi Maydhane Warsame: S4, S5, S6, SIH, S2H, S3H, S3HR, S4H, S4HR. Cabdillaahi Xaaji Maxamed: S4, S6. Cabdiraxmaan Cartan Qaalib: T3H. Cabdiraxmaan Maxamad Xisaam: A2, A3. Cabdullaahi Xaaji Cali: S4, S5, S6. Cali Buraale Raage: S4, S5, S6. Cismaan Jaamac Aadan: A2, A3. Cismaan Sheekh Maxamed: S4, S5, S6. Cumar Aw Nuux: S4, S5, S6. Cumar Maxamed Saalim: S4, S5, S6. Daa'uud Daahir: S4, S5, S6. Faysal Xaaji Maxamuud: A8, S3H, S3HR. Ibraahim Cali Riyaale: S4, S5, S6. Ibraahim Faarax Jooj: A2, A3, A4. Ismaaciil Ducaale: S4, S5, S6. Ismaaciil Muuse Nuur: A2, A3, A4, A5, A6. Kinsi Caydiid Raage: S4, S5, S6. Maryan Weheliye Barre: A2, A3, A5. Maxamed Cabdi Jaamac: S4, S5, S6, S4H, S4HR. Maxamed Cabdillaahi Riiraash: A2, A3, A4. Maxamed Cabdiraxmaan: SIH, S2H, S3H, S3HR. Maxamed Haybe Kaahin: S3H, S3HR. Maxamed Xaaji Cabdi: A2, A3. Maxamuud Maxamed Faarax: S4, S5, S6. Muuse Axmed Saxar: S4HD. Muuse Nuur: A5. Muuse X.I. Galaal: S4H, S4HR. Saciid Saalax Axmed: A2, A3. Shamsa Yuusuf Ismaaciil: S4, S5, S6. Xasan Aw Daahir Qaalib: S1H, S2H, S3H, S3HR, S4H, S4HR. Xasan Sheekh Muumin: S4, S5, S6. Yuusuf Aadan Suleymaan: A2, A3, A4, A6.

## APPENDIX 3

### Lists of authors and texts

In the lists given below school-books are identified by the codes assigned to them in Appendix 1. Figures after oblique strokes refer to pages.

#### A. Authors of poetic texts

Aadan « Afqalloo », Xaaji: A5/63-64; A7/72-73 (S5/75-76); A7-97-99; A7/109; A7/148-149 (S5/78-79); A8/51-53 (S6/62-63); S4/56-57; S6/19-20; S2H/28-29; S4H/51-52; S4HR/44-45); T3H/78-79.

Aadan Carab: A8/95-96.

Aar Xandulle Nuur: A8/31.

Aweys Geedow: A5/93-94 (S4/22-22).

Axmed Cabdillaahi Qaalib: A3L/10-11; A4L/98/99; A7/116-117 (S6/28).

Axmed « Gabyow », Sheekh: A5/79.

Axmed-Guray Maxamed Cabdille: S2H/6-8.

- Axmed Ismaaciil Diiriye « Qaasim »: A8/1-2; A8/2-3 (S6/57-58); S3H/8-10 (S3HR/6-9); S3H/23-24 (S3HR/28-29); S4H/31-34; (S4HR/24-27); S4H/45-47 (S4HR/38-41); T3/131-132.
- Amed Maxamed « Qaaddi »: S3H/43-44 (S3HR/59-60); S4H/35-36; (S4HR/28-29); S4H/41-44 (S4HR/33-37).
- Axmed-Nuur Gamaje: S4H/13-14 (S4HR/8-10).
- Axmed Nuur Yuusuf: A7/83-85 (S5/58).
- Axmed Suleymaan Bidde: S6/12-13 (S3H/41-42; S3HR/57-58).
- Axmed Yoonis Habbane: A7/118-119.
- Baashe Muuse Jaamac: A7/125-127.
- Cabdalla Maxamed « Sagsaag »: A7/56-58 (S5/65).
- Cabdi Cabdillaahi Muuse: A7/1-2 (S5/6).
- Cabdi Gahayr: A7/45-46 (S5/52); S2H/41-42.
- Cabdi Muxumed: A3L/93 (A5/101-102; S4/29-30).
- Cabdillaahi Cabdi Shube: A7/37-38 (S5/40); S4/43-44.
- Cabdillaahi Macallin Axmed: S5/71-72.
- Cabdillaahi Muuse: A8/46.
- Cabdillaahi Suldaan « Timacadde »: A5/69-71 (S4/9-11; T3H/128-130); A7/12-14 (S5/11-12); A7/140; S3H/5-6 (S3HR/1-3); S3H/7 (S3HR/4-5); S4H/23-25 (S4HR/18-20); S4H/27-29 (S4HR/21-23).
- Cabdiraxmaan Allamagan, Sheekh (also known as « Sheekh Cabdi Shaacir »: SIH/59-60.
- Cabdulqaadir Xirsi « Yamyam »: A5/103 (S4/31); A5/111 (S4/38-39); A7/86 (S6/5); A8/65-66; S4/60-63.
- Cali Bacul: S2H/31-34.
- Cali Cilmi « Afyare »: A7/20-21 (S5/20-21); A7/51-54 (S5/45-46); S3H/14-16 (S3HR/14-18).
- Cali Diiriye (also known as « Cali Gaab »): A5/59 (S4/1).
- Cali Jaamac Haabiil: SIH/22-26.
- Cali Maxamed Oday (also known as « Cali Eydh »): A8/107-108.
- Cali Mire Cawaale: S3H/19-20 (S3HR/22-23).
- Cali Sugulle: A5/74 (S4/14).
- Cali Xuseen: S2H/16-19.
- Cibaado Maxammed Cadduur: A5/95 (S4/24); S4/42.
- Cige: A8/63 (S6/36).
- Ciise Maxamed Faarax: S4/40-41; S5/69-70.
- Ciise Maxamuud Faarax: A8/13-14 (S6/40-41).
- Cilmi Boodhari: A8/75-76 (S6/49-50); SIH/53-56.
- Cumar Cabdiraxmaan: T3H/79.
- Cumar Carte Qaalib: S4H/17-22 (S4HR/12-17); T3H/79-80.
- Cumar Maxamed Warsame (also known as « Cumar Xiinwaal »): S3H/30-33 (S3HR/41-46).
- Cumar Xuseen « Ostreliye »: A4L/52-53; A5/89 (S4/18); S2H/12-16.
- Dahabo Barkhadle: A5/97 (S4/25).
- Diiriye X. Guuleed Warsame: A8/33.
- Faarax Cilmi « Geydh »: A7/134-135.
- Faarax Maxamed Cawl: S3H/21-22 (S3HR/25-27).
- Faarax Nuur: SIH/30-32 (T3H/124-125); SIH/57-58.
- Faarax Shuuriye: A3L/40.

*Literature and Folklore*

- Feetin: SIH/13.  
Gabay-Xaddi, Xaaji: A8/8-9.  
Ismaaciil, Sheekh: S2H/30-31.  
Ismaaciil Axmed Barre: S2H/26-27.  
Ismaaciil Mire: A4/58-59 (T3H/126); A7/29-30; S5/30-31; SIH/18-21; SIH/33-38;  
S2H/20-23; S4H/57-59 (S4HR/50-52).  
Ismaaciil Sheekh Axmed: A5/67 (S4/7).  
Ismaaciil Xirsi Ciise Farxaan: A7/25-26.  
Kaahin Feedhoole: S3H/11-13 (S3HR/10-13).  
Maxamed Cabdulle Xasan: A4L/54; A4L/79; A5/12; SIH/14-17; SIH/27-29;  
SIH/39-42; S2H/23-25.  
Maxamed Cali Kaariye: A7/113-114 (S6/23-24).  
Maxamed Cumar: S3H/45-46 (S3HR/62-63).  
Maxamed Cumar « Huuryo »: A7/34-35 (S5/50).  
Maxamed Ibraahim Warsame « Hadraawi »: A7/94-95 (S5/73); A7/155-157  
(S6/1-2); A8/54-56; S2H/37-39; S3H/47-49 (S3HR/64-67); S4H/49-50  
(S4HR/42-43); S4H/61-62 (S4HR/53-55); S4H/65-67 (S4HR/56-58).  
Maxamed Ismaaciil Axmed: S4/49-51.  
Maxamed Ismaaciil « Barkhad Cas »: A7/138-139.  
Maxamed Ismaaciil « Belaayo Cas »: A7/131-133.  
Maxamed Ismaaciil Bullaale: A8/98-100.  
Maxamed Kaahin Feedhoole: S2H/8-11; S3H/11-13 (S3HR/10-13).  
Maxamed Nuur Abokor « Huube »: A8/29.  
Maxamed Nuur Fadal: A6/4-6; S2H/35-37.  
Maxamed Nuur Laangadhe: S2H/42-43.  
Maxamed Sheekh Cabdiraxmaan: S3H/25-27 (S3HR/31-34); S4H/7-9 (S4HR/1-3).  
Maxamed Xaashi Dhamac « Gaariye »: A8/38-39; A8/86-87..  
Maxamuud Cabdillaahi « Sangub »: A7/75-76 (S5/63-64).  
Maxamuud Cali Beenaale: S4H/37-39 (S4HR/30-32).  
Nuur Ugaas Rooble, Ugaas: SIH/10-11.  
Qamaan Bulxan: S3H/37-38 (S3HR/51-53).  
Qowdhan Ducaale: SIH/45-49.  
Raage Ugaas: A3L/82; A7/92 (S6/9); A8/69-71 (S6/42-44); SIH/8-9.  
Saahid Qamaan: SIH/12-13; S3H/28-29 (S3HR/36-39).  
Salaan Carrabey: S2H/6-8; S3H/34-36 (S3HR/47-50); S3H/39-40 (S3HR/54-58).  
Sicid Xarawo: A3L/40.  
Weerar Cali Geelle: A8/27.  
« Wiilwaal » (i.e. Garaad Faarax Garaad Xirsi Garaad Hantun): A5/77.  
Xaliimo Khayre: S5/42.  
Xaliimo Soofe: A7/36 (S5/35); S4/64-65.  
Xasan Cabdi Nuur: A7/43-44 (S5/25); A7/63-64 (S5-36).  
Xasan Kayd Cabdille « Walanwal »: S4H/11-12 (S4HR/6-7); T3H/133-134.  
Xasan Sheekh Muumin: A5/107 (S4/36); A8/24-25 (S6/32-33).  
Xirsi Cali Buraale: A8/28.  
Xuseen Dhiqle: SIH/50-52.  
Xuseen Xasan: SIH/43-44.  
Yuusuf Cabdulle Muuse: S3H/17-18 (S3HR/19-21).  
Yuusuf Cali Xirsi, Aw: S2H/1-4.



*B. Authors of dramatic texts*

Maxamed Ibraahim Warsame « Hadraawi », Maxemed Xaashi Dhamac « Garriye », Muuse Cabdi Cilmi and Saciid Saalax Axmed [joint authors]: S4HD/1-88.

*C. Authors of modern prose*

Axmed Maxamed « Qaaddi »: S3H/50-51 (S3HR/68-71); S3H/59-60 (S3HR/84-87).  
Ibraahim Cali Riyaale: S3H/52-54 (S3RH/73-76); S3H/56-57 (S3HR/79-86).  
« Qaali » [? Axmed Maxamed Qaaddi »] S3H/61-65 (S3RH/88-95).

*D. Editor of poetic texts of anonymous work songs*

Cumar Aw Nuux: S4/46-48; S4/54-55; S4/58-59; S5/1-2.

*E. Anonymous poetical texts*

A2/1/7/39-40/46-47. A3/3/35/76-77. A3L/22-23/75/85-86/107.  
A4/10-11/48-49. A4L/23. A5/75-76/81/83. A7/78-79/103-105.  
A8/84-85. S2H/40-41. S4H/53-55 (S4HR/46-49).

*F. Anonymous dramatic texts*

SIH/89-102. S3H/65-134 (S3HR/97-224).

*G. Anonymous modern prose texts*

A5/21-22 and 51/52/87. A8/15-18, 19-20 and 22-23/41-44/101-102.  
S2H/49-54/56-58/59-63. S4H/69-76 (S4HR/59-66)/79-86 (S4HR/68-75)/87-93  
(S4HR/76-82)/95-100 (S4HR/84-90)/102-118 (S4HR/91-108)/119-121  
(S4HR/109-111).

*H. Anonymous adaptations of traditional prose narratives*

A2/54/57-58/60-61. A2L/51-52. A3/14-15/23/27-28/44-45/47-48. A3L/25-26/69-71.  
A4/19-20/22-23/29-30. A4L/19-20/43-44/57/70/71/72-73/76-78/92/93/96-97.  
A5/17/27/31/33/53-55/61/68/91/99/105. A6/19-20. A7/16-18/32-33/40-41/49-  
50/61/68-71/80-81/90/100-101/110-111/121-123/136-137/142-143/144-145.  
A8/10-12/34-36/48-49/57-59/60-62/67-68/77-80/81-83/112-113.  
S4/8-9/12-13/16-17/20-21/27-28/32-35/44-45/52-53.  
S5/3-4/8-9/14-17/27/38/48/54-56/60/67-68.  
S6/7/17-18/25-26/38-39/52-55/60-61/65-66. SIH/61-64/66-68/70-73/75-76.

I. Proverbs

A3L/47. A7/62/71/82/101/112. A8/80. S4/28. S5/17/48/57. S6/7/18/39/48/68.  
SIH/82-88. S2H/43-47. S4/123-127 (S4HR/113-118).

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