

(ARTICLES)

How the Dutch Language Got Disseminated into the World

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Samenvatting

Dit artikel exploreert hoe het Nederlands verspreid werd in de wereld en welke invloed het had op de wereldgeschiedenis in het algemeen en op Japan in het bijzonder. Gedurende een zekere tijd waren Nederlands en Chinees de enige informatiekanalen aangaande de buitenwereld in Japan. Nederlands lag mee aan de basis van de modernisering van Japan in de 19de eeuw. De Nederlandse tolken/vertalers van toen werden opgevolgd door zij die Engels studeerden en die Japan verder op weg zetten om een moderne staat te worden. Verder werd Nederlands wereldwijd verspreid door de VOC (“Vereenigde Oostindische Compagnie”). Vandaag nog zien we de overblijfselen daarvan in Suriname (Zuid-Amerika), Indonesië (Azië) en Zuid-Afrika (Afrika). De Nederlandse taal heeft duidelijk zijn steentje bijgedragen in het vormen van onze moderne samenleving.

Abstract

This article explores how the Dutch language spread into the world and how this fact influenced the world history thereafter, including the history of Japan. There was a period in Japan when Dutch and Chinese were the only information channels for the outer world. Dutch has given great influence on the dawn of the Japanese modernization in the 19th century. The Dutch translators/interpreters were succeeded by the English learners, who have propelled the development of Japan as a modern nation. Also, through the VOC, the East India Company, the Dutch language has spread its power and influence all over the world, and even today we see its remnants in Suriname in South America, Indonesia in Asia, and South Africa in Africa. The Dutch language has internationally contributed to the forming of the modern society.

Introduction– “Lingua Franca”: English and its predecessors

Cambridge Dictionary’s definition of “a lingua franca” states that it is a language used for communication between groups of people who speak different languages”.¹ Merriam-Webster describes its definition as bellow²:

1. *often capitalized* : a common language consisting of Italian mixed with French, Spanish, Greek, and Arabic that was formerly spoken in Mediterranean ports
2. :any of various languages used as common or commercial tongues among peoples of diverse speech
//English is used as a *lingua franca* among many airline pilots.
3. :something resembling a common language
//movies are the *lingua franca* of the twentieth century
— Gore Vidal

It further mentions that this phrase was used first in the history in 1619, in the meaning defined at sense 1, and its etymological meaning is, literally, “Frankish language” in Italian. Crystal defined “lingua franca” as “common language” (2003, p.11) , expounding respective “lingua francas” in many regions and continents. According to Stanlaw, Adachi and Salzman, “a lingua franca is a language agreed upon as a medium of communication by people who speak different first languages.” (2017, p. 190)³.

The contemporary “lingua franca” for us today is undoubtedly the English language. In the typological aspect, English belongs to the Germanic family of languages, whose other members include High German, Low German, Dutch, Swedish, Norwegian, Danish, and Icelandic, as well as the oldest attested but now extinct Germanic language, Gothic (King, 2009, p. 20). Crystal told an interesting story of “how English became a leading language of international political, academic, and community meetings” (pp. 120 - 121). Ehrenreich stated that, although ELF (English as a lingua franca) research is still in its infancy, many open issues remain to be discussed (2009, p. 126). This indicates that “ELF” has been established as a research genre to be studied further. In one of her studies, Stark stated that ELF is a relatively new field and the concept of ELF itself is still in a formative stage. At the same time, however, she went on, “Nevertheless, there is now an increasing body of research on ELF in a range of contexts, drawing on both discourse analysis and corpus linguistics.” She also introduced, “The term Business English as a lingua franca, BELF, was coined by Louhiala-Salminen in 2002.” (2009, p. 152). Bolton reported that English is an important pan-Asian lingua franca in the business world (p. 261)⁴. According to Modiano, English is used in mainland Europe as a lingua franca among non-native speakers, giving rise to the concept of “Euro-English (p. 223). Hence, as explained by Ostler, the English language is now regarded as “the preeminent medium of international communication” and “is possessed of a truly global status that is unprecedented in

human history.” (2010, p. 3) and “English is established in many parts of the world as a mother tongue and also enjoys global reach as a lingua franca.” (p. 65).

Ostler made another intriguing remark: English is compared with Latin; that is to say, “English has become the Latin of its time/our age/the modern world/ the 20th (21st) century/the New Millennium/the masses.” English is also “the lingua franca of international scientific publications/of the global marketplace/of world communication/of an increasingly interdependent and globalized world/of business and politics from Berlin to Bangkok.” (pp. 3 - 4). This metaphor, English compared to Latin, indicates that once there was a time when the Latin language played the role of the lingua franca of the world (the world that we know as Europe of today). As an example, Ostler pointed out that, in Asia, there was a certain set of time when the Persian language was spread, from the ninth century AD to the seventeenth (p. 67). Yet, “The status of Persian, established over nine centuries as the language of power in Iran, and the whole Sassanian empire’s only approximation to a single language, was shaken to its foundations ...”⁵ (p. 80). Languages experience both their prosperous and forlorn days in history. In the past, there used to be diverse “lingua francas” as the great prestige languages such as Greek, Sanskrit, Persian, Latin, Chinese and French, as referred to by Ostler (p. 231).

There was a period, in the past, when the Dutch language reached its peak in the world. Donaldson described that the influence of the Dutch language went beyond the borders of the Dutch Republic in the seventeenth and eighteenth centuries (p.109). It was used in churches⁶ and through trading with the cities of the Hanseatic League, meaning contacting with the Baltic, the Dutch language was well known in the mercantile centers of the region. Even the English language could hardly escaped influence by the Dutch language in the seventeenth century. The Dutch, however, were quite different from their counterparts such as the Spanish, Portuguese, French and English in the way of developing their activities overseas. They did not aim to colonize the countries they had contact with. They were simply very active in trade based on the trading posts or factories built in South America, West Africa, India, Taiwan and Japan; therefore, “the influence of the Dutch language in these areas was minimal and is difficult or impossible to trace nowadays.” (Donaldson, p. 109).

Still, Montgomery gave a statement over the tremendous impact of the Dutch language upon Japan as seen below:

Between 1770 and 1850, a great deal of Western science entered Japan via the Dutch language. Copernican theory, Newtonian physics, the biology of Linnaeus, Lavosier’s chemistry, the astronomy of Laplace, and Lalande, much of Western medicine — all these and more introduced and taken up, mainly by physicians and scholarly samurai. Dutch, of course, was not the language of origin for most of this knowledge. To most Japanese at the time, however, habituated as they were to thinking of Holland as the epitome of Europe, works written in Dutch were seen as primary sources. (p. 227)

Also the Japan National Diet Library's official website gives us a distinct idea about *Rangaku*, namely, the Dutch studies and its great influence upon the Japanese society, culture and national systems of those days (Nishikawa-Van Eester, p. 234). Furthermore, in the seventeenth century, the Dutch took over the vast majority of Portuguese possessions in the east of Indies, Malaya, Ceylon, and south India (Ostler, p. 185)⁷. Dutch was definitely the language of most importance, namely, lingua franca at that time,

In this article, we explore two main questions as following:

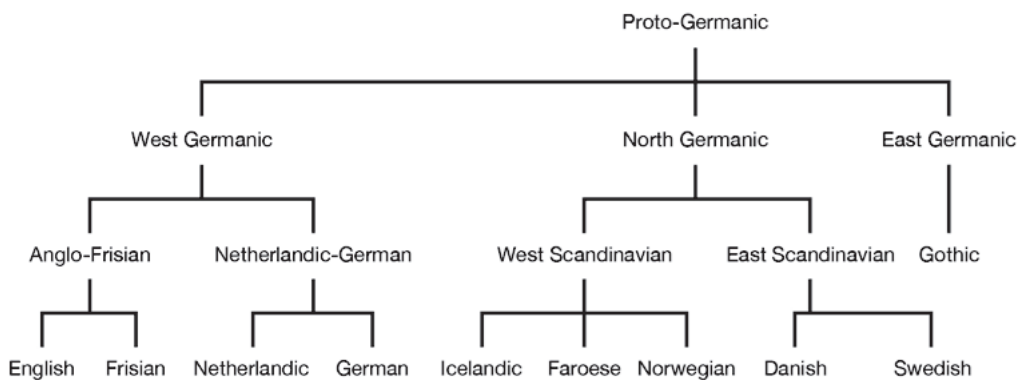
1. How did the Dutch language get spread all over the world?
2. What influence has it given on today's world?

We begin with the linguistic analysis of the Dutch language.

Dutch

Linguistic Typology

The Dutch language is also called “Netherlandic” and belongs to “West Germanic Languages” (See Figure 1). The group of Germanic languages developed in the region of the North Sea, Rhine-Weser, and Elbe. Out of the many local West Germanic dialects the following six modern standard languages have arisen: English, Frisian, Dutch (Netherlandic-Flemish), Afrikaans, German, and Yiddish (Encyclopædia Britannica). As visually indicated below, Dutch (Netherlandic) is the closest language to German, and also one of the very close to English in the language family.



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Figure 1. Derivation of Germanic languages from Proto-Germanic (Encyclopædia Britannica)

Donaldson introduced that what is known as “Dutch” could be called by other names besides Dutch: *Nederlands*, *Hollands*, and *Flemish*. According to him, “Dutch” among them is the only official designation in English for the language itself. “Nederlands (its former spelling was “*Nederlandsch*”)” is the most common and the only official name to call the Dutch language in Dutch. Then he reported that, in the provinces of North and South Holland and in Utrecht, the word “*Hollands*” is a synonym for “*Nederlands*” in the Netherlands. “Flemish” that is the English

translation of the Dutch word “*Vlaams*” has been carrying various connotations and used often incorrectly, which caused many misconceptions (pp. 4 - 7). One of them is that although they are similar to each other, “Flemish” that is spoken in Flanders in Belgium, is a different language from Dutch spoken in the Netherlands. Shetter and Van der Cruysse -Van Antwerpen made a determinate statement about this issue as following:

“Dutch” and “Flemish” are often referred to as though they were two separate languages, but in reality there is a single standard language spoken by these 22 million people (p. 1). They further clarified, “There are some differences in pronunciation, vocabulary and occasionally style, but they but they are no more important than those between the British and the American varieties of English” (p. 1).

According to the Dutch Language Union (“*De Nederlandse Taalunie*” in Dutch), which is the official and international organization by The Netherlands, Flanders (the Dutch-speaking government of Belgium) and Suriname founded in 1980,⁸ there exist diverse kinds of Dutch including a number of dialects, and yet, they are all “Dutch” as explained in their website mainly focusing on the differences between Dutch Dutch, Belgian Dutch and Surinamese Dutch. As examples, the website presents two points. One is about pronunciation: new diphthongs (e.g. *been, boom, buur*), the pronunciation of the ‘r,’ and the other over vocabulary: different attitudes towards influences from French and English (The Dutch Language Union).

Geography and Population

In Donaldson’s interpretation, Dutch is the “mother tongue” of 14 million people living in the Kingdom of the Netherlands (also known as “Holland”), of some 6 million Dutch-speaking people living in Flanders in the Kingdom of Belgium (with the remaining of 4 million Francophones in Walloon). He further added, 150,000 in the north-west of France (French Flanders), and moreover, Dutch is the official language of the Republic of Suriname in South America and of the Leeward Group of Islands of the Dutch Antilles (Aruba, Bonaire and Curaçao) in the Caribbean Sea (p. 3).⁹ What is more, although Indonesia is an independent country by now,¹⁰ there are still a number of senior citizens who got education under the former regime which was Dutch (p. 3).

Together with a map of the Netherlands and Flanders (Dutch-speaking area of Belgium) (see Figure 2), Shetter and Van der Cruysse-Van Antwerpen also reported that 22 million people speak Dutch in the Netherlands and Flanders. Besides that, they pointed out that “Dutch is still one of the official administrative languages of the former Dutch possession Suriname, on the north coast of South America, and widely used in the Netherlands Antilles in education and administration.” (2002, p. 4).

THE NETHERLANDS
AND
FLANDERS



Figure 2. Map of the Netherlands and Flanders by Shetter and Van der Cruysse-Van Antwerpen

What does “*de taalunie*” say about this then? In the section of “Facts and Figures” on their official website (both in Dutch and English), their statement is as follows:

Dutch around the world

- The Netherlands: 17 million speakers (also Frisian in Friesland)
- Belgium (Flanders): 6.5 million speakers (also French and German as official languages)
- Suriname: 0.5 million speakers (more than 20 different native languages)
- Former Netherlands Antilles (= 6 islands in the Caribbean Sea): till 10-10-2010
 - 3 *Benedenwindse Eilanden* (= Leeward Islands): Aruba, Bonaire & Curaçao
 - 3 *Bovenwindse Eilanden* (= Windward Islands): Saba, Sint-Eustatius & Sint-MaartenAll islands are part of the Kingdom of the Netherlands, but Aruba (since 1986) and Curaçao and Sint-Maarten (since 2010) has a *status aparte* (= an autonomous state) within the Kingdom, while Bonaire, Saba & Sint-Eustatius are *bijzondere gemeenten* (= special municipalities) of the country the Netherlands itself
- Indonesia: spoken by older people, in use as source language (law & education)

Figure 3. Facts and Figures (from the Dutch Language Union) 2018

According to this data set, therefore, there are approximately 24 million Dutch speakers in the Netherlands, Flanders of Belgium, and Suriname (Figure 3). By now, therefore, we have acquired a certain knowledge concerning the number of the Dutch speakers in the world.

Printing Technology and the Netherlands and Flanders

Donaldson stated that it is actually not a critical discussion which is “the real ‘first’ inventor” of printing, Johannes Gutenberg¹¹ in Mainz, Germany, or Lauens Coster (also spelled Koster)¹² in Haarlem, the Netherlands. Donaldson stressed, however, the significance of the fact that the Dutch were very early and excellent developers and users of this technology. In the northern cities such as Delft, Utrecht, Leiden and Haarlem¹³ were pioneers in this field and so were Leuven and Antwerp¹⁴ in the south (now Belgium) (pp. 96 - 97). By applying this cutting edge technology, or printing, the printers and printing companies played a major role in standardizing their language.

There was no need anymore for each individual manuscript scribe to copy texts carefully. The prices of books became reachable for more readers. The implementation of printing machines enabled books to be printed repeatedly and the distribution system was established, which made books purchasable in wider ranges. The system enabled the same book to be bought and read, for instance, in Antwerp, Amsterdam and Zwolle¹⁵, although those cities were distant from each other (Donaldson, pp. 96 - 97). Consequently, there arose an urgent and strong need to standardize the Dutch language.

After 1500, Antwerp became the center of printing in the low countries (it had established its prestige as one of the major cities in Europe by the middle of the 16th century), but later Amsterdam also became important. In the 16th century, Antwerp produced famous and powerful printers such as Plantin¹⁶ and Mercator¹⁷ and enjoyed its peak until the breakout of Eighty Years' War¹⁸ (1568 - 1648). As the result, the center of the business moved to Amsterdam, where even today we find some major, international printers and publishers such as Martinus Nijhoff, Brill and Mouton. Nagazumi reported that eight percent of the number of incunabula (meaning, printed books in Europe before 1500) were printed in Dutch (in the Netherlands of those days); he also introduced a hypothesis that in reality Coster was fifteen years ahead of Gutenberg (p. 50).

In any case, the mass production of printed materials in Dutch brought people the joy of reading and accessing knowledge of diverse fields in a wide area. This way demand started producing supply. The invention of printing propelled the development of the Dutch language in Europe.

VOC

VOC, or "*Vereenigde Oostindische Compagnie*" (in today's spelling, "*Verenigde Oost-Indische Compagnie*"), namely "Dutch East India Company" in English, was founded in 1602. As many researchers proclaim, VOC is considered to be the first joint-stock company in history (Nagazumi, p. 66). It was set to become a world superpower (Hourley History, Chapter 2) and to expand its sphere of influence, through its trading network, literally all over the world (See Appendix I).

Although various regions in the world were the targets of the international trade from the perspective of the Dutch and the rest of European countries, we focus on Asia as an interesting target in this section. From the sixteenth century, European ships sailed to Asia; their main purpose was to purchase the spices from the East Indies and exotica such as art works from China (Parthesius, p. 11). Those spices had been already brought to Europe by land before the discovery of the seaway by the Portuguese (the way around the Cape of Good Hope) in the fifteenth century, so that they were known in Europe. The Portuguese were the first Europeans who played active roles in Asia by sea. Leaving Goa, they reached the west coast of India, and they tried to form a network between the Indian Ocean and the Far East.

Meanwhile, the Spanish ships were around the region of the Philippines; China, Japan and the Spice Islands. By the end of the 16th century, other European countries had found the way to get to Asia by sea. However, the Dutch merchants (with their background of flourishing woolen textile industry at home) tried to find a new seaway in the attempt of getting into the East Indian market (Nagazumi, p 61). According to Parthesius' report, the Dutch were able to surpass the Portuguese and other European nations in trading in Asia, and this phenomenon resulted in the establishment of VOC (p. 11). This development had a major impact on the growth of the Netherlands.

In 1639, the VOC in Jakarta were excited to hear the *Tokugawa Bakufu*'s (shogunate's)

issuing National Isolation Edict (Matsuo, p. 147), by which exchanges with foreign countries were prohibited by the ordinance of national isolation and only The Netherlands was permitted to carry out trade in *Dejima* of Nagasaki. It was one of the top priorities of the Dutch to bring down the Portuguese and the Spanish and to take over the position in trading with Japan. By the new national isolation policy of Japan, the Dutch became the winner of this trading race. The Netherlands got Vietnam, Siam (Thailand since 1949), Cambodia, all of which had been trading with Japan. In other words, the Dutch achieved to get everything they had wanted except for eliminating China. Although the shogunate (the Japanese government) tightened the regulation to China and tried to control the Chinese more strictly in trading, it did not stop the business itself (Matsuo, pp. 147 - 148).

Until it was dissolved in 1799, the VOC contributed to the history and development of South Africa, Australia, Taiwan, Japan, China, New Zealand, Indonesia, and many other (Hourly History, p. 36). Historians argued that “no other company in history have had such an impact on the world.” (Hourly History, p. 35).

Dutch influence in Japan: “Rangaku” or Dutch Studies

Historically, Japan has continued to get knowledge of foreign cultures and absorb them. Also, it has eagerly attempted to acquire the latest information, science and technologies (Nishikawa-Van Eester, p. 229). One of the most influential incidents in the Japanese history is “the *Meiji* Restoration” in 1868. The ancient regime, *Tokugawa* shogunate, finally returned the governmental authority to the Imperial family (*Meiji* Emperor). This meant the end of the *Edo* (*Tokugawa*) period (1603 - 1867), the end of the national isolation policy, and the beginning of the new, modern Japan. It meant a major, fundamental change in the status of Japan as a state, in the political, economic, social structure. It also changed the educational and cultural framework completely. The Netherlands played a major role to achieve this social phenomenon.

Retroactively, prior to the isolation, the shogunate ordered the creation of an artificial island from the mainland of Nagasaki Harbor (*Dejima*, or *Deshima*¹⁹) in order to intern all Portuguese residents. However, in 1639, it decided to expel all Portuguese (Seargeant, p. 69). Then the Dutch arrived in Japan. They had, actually, come to Japan slightly before the isolation policy was implemented. In 1600, a Dutch ship named “*Liefde*” (meaning “love” in English) reached Utsuki (in present Oita, Kyushu), according to the report of Yamashita (p. 58). He further described:

The Dutch arrived at the end of the *Azuchi-Momoyama* period (1573 - 1603), when the Spanish and the Portuguese had already established strong relationships with Japan. However, at the beginning of the *Edo* period, the Spanish and the Portuguese were banned from the country because of their inextricable ties with the Christian mission, regarded by the central government as a liability to their rule.

After its independence of Spain in 1648, the Netherlands became more and more powerful, and it became the only European power that got permitted to trade with Japan.

As we already read in the section of Introduction (Montgomery, p. 227), the Dutch language was the only channel that Japan had for the Western world. The shogunate encouraged training the *Oranda-tsuji*, namely Dutch translators/interpreters not only to conduct trade but also to transmit Western Learning and technology in Japan. It is recorded that *Shogun Tokugawa Yoshimune* (1716 - 1743) arranged to import books from the Netherlands to support scholars in all genres to study Dutch (Nishikawa-Van Eester, p. 235). Montgomery's report tells us that, among the items shipped to Japan from Europe, there were many scientific instruments such as telescopes (pp. 202 - 203), which is an interesting piece of information.

As pointed out by Boxer (p. 58), Dutch was not the main language of importance in the beginning when *Dejima* was constructed. It was Portuguese that the Japanese needed most at first, however, the government gradually began to feel that they should have more translators/interpreters for the Dutch language since it banned the entrance of the Portuguese merchants and missionaries. The shogunate clearly wanted to shift to the Dutch language and became much more serious about fostering Dutch translators/interpreters. This movement developed into a huge stream of *Rangaku*, Dutch Studies (or Dutch Learning), and through that, Japan started building and storing a sufficient and fundamental set of knowledge in all fields to later modernize the nation once it was open up again towards the whole world in the second half of the nineteenth century.

The steady and solid stream of Western Studies once formed and systematized by *Rangaku* during the *Edo* period through the Dutch language was gradually taken over by the English language when Japan opened its door again in the next period, *Meiji*. In the beginning, there were a few more languages such as German and French that the Japanese tried to utilize, but English started to become more and more important among the European languages in the modern Japanese society as we can observe it in the history of Japan's new educational system in Appendix V (Nishikawa-Van Eester, pp. 261 - 262).

Dutch influence in South Africa: Afrikaans

Afrikaans has its origin in the Dutch language that was spoken by the immigrants who reached South Africa from the Netherlands in the seventeenth century. Currently, this language has about five million native speakers (who are 2.5 million Whites and 2.5 million Cape Coloureds) (Donaldson p. 3), and moreover, it holds millions of users as their second or third language (Donaldson, p. 14). Encyclopaedia Britannica describes the Afrikaans language as below:

Afrikaans language, also called Cape Dutch, West Germanic language of South Africa, developed from 17th-century Dutch, sometimes called Netherlandic, by the descendants of European (Dutch, German, and French) colonists, indigenous Khoisan peoples, and African and Asian slaves in the Dutch colony

at the Cape of Good Hope. Afrikaans and English are the only Indo-European languages among the many official languages of South Africa. Although Afrikaans is very similar to Dutch, it is clearly a separate language, differing from Standard Dutch in its sound system and its loss of case and gender distinctions. (<https://www.britannica.com/search?query=afrikaans>)

Donaldson stated that the Dutch native speakers easily understand the written Afrikaans (p. 3). According to Kawasaki, while the Afrikaans native speakers easily understand spoken Dutch, the Dutch native speakers need some time to get used to Afrikaans (p. 201). In any case, the Republic of South Africa holds eleven official languages and Afrikaans is one of them (Kawasaki, p. 7; the official website of the South African Government: <https://www.gov.za/about-sa/south-africa-glance> (See Appendix II).

The eleven official languages were enacted in 1994, when Nelson Rolihlahla Mandela became the president, as Kawasaki referred to (p. 8). Afrikaans is a new language, which would have never existed without those Dutch speaking immigrants who reached South Africa. Besides Afrikaans, there are some other languages that derived from Dutch: Jersey Dutch²⁰, Oorlams Creole, Negerhollands Creole, Skepi Creole Dutch, Berbice Creole Dutch²¹, Dutch-based Creole languages, Petjo Language, Mohawk Dutch, Javindo Language, Ceylon Ditch Language (Hephaestus Books, 2011). Various languages were generated based on Dutch.

Discussion

Although it might not have been done in a particularly detailed manner, we have learned in this article:

- what is the Dutch language (its definition)
- what is “lingua franca” and if the Dutch language was a lingua franca (in that case, when and where)
- where is the Dutch language used by whom and by how many people
- what were the contributors to spreading the Dutch language all over the world
- what influence and impact has the Dutch language given on some parts of the world and on the whole world, in other words,
- what role has the Dutch language played in the history

There are a few more points and aspects that have not been mentioned about so far. Donaldson stressed that the Dutch vocabulary underwent enormous expansion in the seventeenth century because of advances in all aspects of science and learning and as a result of contact with an ever widening world. From the end of the sixteenth century, the Dutch were no longer functioning merely as middlemen but were themselves actively trading in the Far East and the Americas. This is also the time in which French established itself unequivocally as the language of diplomacy and international dealings (p. 106). Comparing with French, he referred to the ascent of Dutch on the global stage during this period, which means that the Dutch

language disseminated indeed into the whole world.

Donaldson proclaimed that, due to the Netherlands' indifference in colonizing their major relay ports overseas, the influence of their language on those countries was minimal or very difficult or even impossible to trace back nowadays (p. 109). For instance, in Japanese, the vocabulary borrowed from Dutch was quite limited within the scope of what *Rangaku* scholars applied.

It might not be considered to be directly connected to the issue of Dutch, yet, there is an extremely interesting episode about a Japanese translator/interpreter in the end of *Edo* period. Two major characters played significant roles in this story. One is an American (actually half native American) who illegally reached Japan under the isolation policy and the other was one of the best *Oranda-tsuji*, Dutch translator/interpreters. Ronald MacDonald (1824 - 1894), later regarded as the first native-speaking English teacher in the Japanese history, was cast ashore on the coast of *Rishiri* Island, Hokkaido in 1848, exactly twenty years before the start of the new era, *Meiji*. The other is *Moriyama Einosuke*, who was one of the *Oranda-tsuji*, ordered by the government to learn English as an urgent task. When they met each other, MacDonald was 24 years old and *Moriyama*, 28. MacDonald, who was caught by the local government and brought to Nagasaki by the central order, was given a special mission by the shogunate, which was to teach English to a group of selected Dutch translators/interpreters. He taught them for merely seven months, and then was sent back to the United States²² (Nishikawa-Van Eester, pp. 251 - 254). *Moriyama*, who was MacDonald's best student and friend, kept working diligently even after MacDonald had left. Together with a few colleagues, *Moriyama* made a great progress in learning English. As an English translator/interpreter, he was promoted to *Dai-tsuji*, senior interpreter, after the negotiation with the Russian delegation in 1854, and then played a major role as the first interpreter in the negotiation with the Americans when Commodore Matthew C. Perry²³ visited Japan in 1854. Truly, without these *Oranda-tsuji* such as *Moriyama*, both the old and the new government could have faced a critical situation; the national existence could have been in imminent danger. In this sense, it was fortunate for Japan that MacDonald was so curious about this remote, mysterious islands in the Far East and desperately wanted to visit even risking his own life. Japan was just in time to survive, and for that, they needed good Dutch users. Ironically, the Dutch welcomed it when Japan decided to take the isolation policy, but in the end the Dutch indirectly saved Japan when it had to re-open the nation.

Conclusion

The enthusiasm of "learning English" has been still going on till the latest century worldwide. As already stated repeatedly, English is our lingua franca in this century. In Japan, the Dutch language was completely taken over by English after the *Meiji* Restoration. "The English fever" has never been down except for the unfortunate period of World War II. On the contrary, we find hardly anyone who wants to learn Dutch inside Japan nowadays. It is almost appalling when we confront the actual number of the registered Japanese translators of the Dutch language living in Japan. JAT²⁴, Japan Association of Translators, have a list of the registered

translators and based on that, there are two Japanese living one in Osaka and the other in Tokyo who accept offers to translate Dutch into Japanese (<https://jat.org/translators>). No one seems interested in learning Dutch for the moment in Japan.

Yet, we know now that there was a time when Dutch used to be the only channel to the outer world (except for Chinese). Looking back on the past is a way to find out how the future could be. Who knows the next lingua franca would be after English? Or, is English going to keep its pride as “the lingua franca” of the world for quite a while in this and the coming century?

This story of Dutch was brought to the readers with the intention to demonstrate how the issues on language could be interesting; it is interesting because it is directly connected to our daily life that is connected to the past and future, namely our history.

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1 Cambridge Dictionary. <https://dictionary.cambridge.org/dictionary/english/lingua-franca>

2 Merriam-Webster. <https://www.merriam-webster.com/dictionary/lingua%20franca>

“In the Middle Ages, the Arabs of the eastern Mediterranean referred to all Europeans as Franks (the name of the tribe that once occupied the land we call France). Since there was plenty of Arab-European trade, the traders in the Mediterranean ports eventually developed a trading language combining Italian, Arabic, and other languages, which almost everyone could more or less understand, and it became known as the "Frankish language", or lingua franca. Some languages actually succeed in becoming lingua francas without

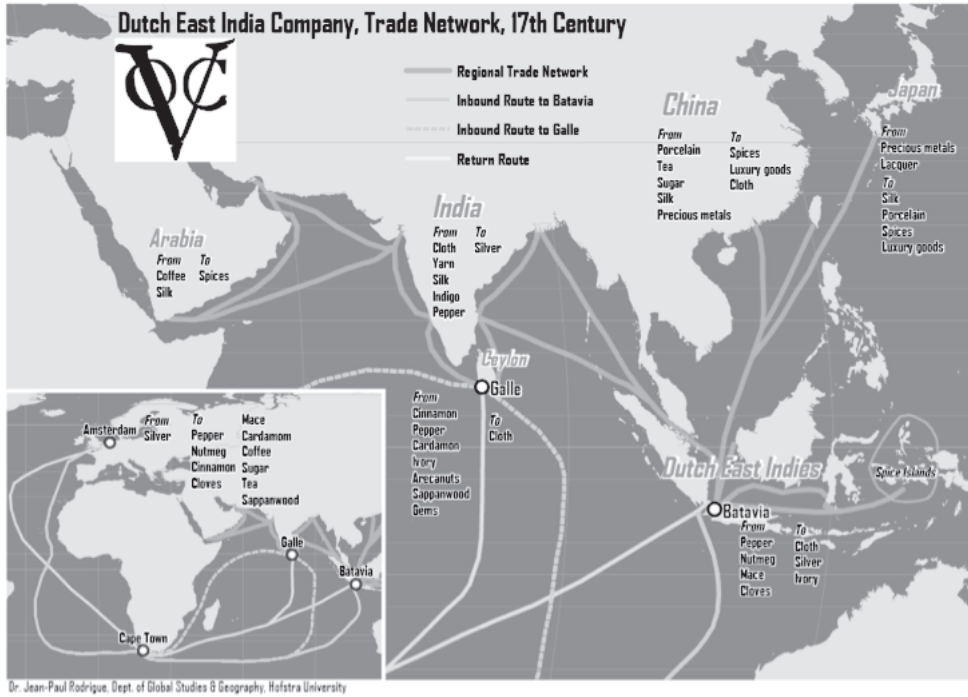
changing much. So, when the Roman empire became vast and mighty, Latin became the important lingua franca; and at a meeting between Japanese and Vietnamese business people today, English may well be the only language spoken.”

- 3 They further noted, “In present-day India, for example, the English that spread with British imperialism frequently serves as a lingua franca among speakers of the many different languages native to the subcontinent.” (p. 190).
- 4 “... for example, when a factory manager from Vietnam sells garments to a Singaporean merchandiser, the language of choice is usually English.” (p. 261)
- 5 “... in a decade and a half, 635 to 651, from the lost battle of Qasidiyya, on the Euphrates to the assassination of the last Sassanian king, Yazdgird III, near Merv on the borders of Central Asia.” (p. 80)
- 6 It was used in the churches of the non-Lutheran protestant groups right into the eighteenth century.
- 7 This was, according to Ostler, between 1605 and 1662. (p. 185)
- 8 Its nature: “*The Nederlandse Taalunie* (Dutch Language Union) is the international organisation in which the Netherlands, Flanders (Belgium) and Suriname combine their strengths to support the Dutch language at home and around the world in order to keep the language as dynamic and vigorous as today. The actual baseline is: ‘*Taal schept kansen*’ (language offers opportunities).”
Its mission: “The *Taalunie* stimulates people and parts of society to use Dutch in the most effective and efficient way possible, in order to increase their own opportunities. Therefore, the *Taalunie* proactively develops language policies, products and services. This way, the Dutch language stays an attractive and vivid language, both within and outside its own language area.” See: <https://over.taalunie.org/dutch-language-union>
- 9 Dutch is not necessarily the mother tongue of these people, but it is true that the Dutch language is spoken by most of the population (250,000 in Suriname and 264,000 in the Dutch Antilles).
- 10 It has been independent since 1948.
- 11 “Johannes Gutenberg, in full Johann Gensfleisch zur Laden zum Gutenberg, (born in the 14th century, Mainz [Germany]— died probably on February 3, 1468, Mainz), German craftsman and inventor who originated a method of printing from movable type.” <https://www.britannica.com/biography/Johannes-Gutenberg>
- 12 “Laurens Janszoon Coster, Coster also spelled Koster, (born c. 1370, Netherlands— died 1440?, Haarlem?), Dutch rival of Johannes Gutenberg as the alleged inventor of printing. Little is known of this early printer, whose last name means “sacristan,” his title as an official of the Great Church of Haarlem. He is mentioned several times in records between 1417 and 1434 as alderman, tax assessor, and treasurer and is presumed to have died in a plague that struck Haarlem in 1440, when his wife is recorded as a widow. Coster is said to have printed with movable type as early as 1430, but definite proof of this claim is lacking. None of the surviving specimens attributed to him bears his name, a form of documentation that is also missing in the case of Gutenberg. Coster, however, is a far more shadowy figure than Gutenberg, and his printing achievement was not recorded until a century after his death. His method of typesetting, consisting of casting in sand from wooden molds, was distinctly more primitive than that of Gutenberg.” <https://www.britannica.com/biography/Laurens-Janszoon-Coster>
- 13 They are Dutch cities.
- 14 They are Belgian cities (in Flanders). Belgium did not exist in those days. Belgium got independent in 1830.
- 15 A Dutch city, located in the northeastern Netherlands. <https://www.zwolle.nl/>
- 16 born c. 1520, Saint-Avertin, France — died July 1, 1589, Antwerp, Belgium. French printer, founder of an important printing house and publisher of the Antwerp Polyglot Bible. Plantin learned bookbinding and bookselling at Caen, Normandy, and settled in 1549 as a bookbinder in Antwerp. A bad arm wound seems to have led him (about 1555) to turn to typography. His many publications were distinguished by their excellent typography, and he was original in using copper, instead of wood, engravings for book illustrations. His greatest venture, the *Biblia regia*, which would fix the original text of Old and New Testaments, was supported by Philip II of Spain in spite of clerical opposition and appeared in eight volumes during 1569 – 72. When Antwerp was plundered by the Spaniards in 1576 and Plantin had to pay a ransom, he established a

- branch office in Paris and then, in 1583, settled in Leiden as the typographer of the new university of the states of Holland, leaving his much-reduced business in Antwerp in the hands of his sons-in-law, John Moerentorf (Moretus) and Francis van Ravelinghen (Raphelengius). But in 1585 Plantin returned to Antwerp and Raphelengius took over the business in Leiden. After Plantin's death, the Antwerp business was carried on by Moretus, but it declined during the second half of the 17th century. All was religiously preserved, however, and in 1876 the city of Antwerp acquired the buildings and their contents and created the Plantin-Moretus Museum. <https://www.britannica.com/biography/Christophe-Plantin>
- 17 Flemish cartographer. Gerardus Mercator, original name Gerard De Cremer, or Kremer?, (born March 5, 1512, Rupelmonde, Flanders [now in Belgium]—died December 2, 1594, Duisburg, Duchy of Cleve [Germany]), Flemish cartographer whose most important innovation was a map, embodying what was later known as the Mercator projection, on which parallels and meridians are rendered as straight lines spaced so as to produce at any point an accurate ratio of latitude to longitude. He also introduced the term atlas for a collection of maps. <https://www.britannica.com/search?query=Mercator&engine=bss>
 - 18 1568 – 1648. the war of Netherlands independence from Spain, which led to the separation of the northern and southern Netherlands and to the formation of the United Provinces of the Netherlands (the Dutch Republic). The first phase of the war began with two unsuccessful invasions of the provinces by mercenary armies under Prince William I of Orange (1568 and 1572) and foreign-based raids by the Geuzen, the irregular Dutch land and sea forces. By the end of 1573 the Geuzen had captured, converted to Calvinism, and secured against Spanish attack the provinces of Holland and Zeeland. The other provinces joined in the revolt in 1576, and a general union was formed. <https://www.britannica.com/event/Eighty-Years-War>
 - 19 See Appendix IV. <http://www.ndl.go.jp/nichiran/e/data/R/152/152-001r.html>
 - 20 This was a variant of Dutch spoken in some parts of New Jersey in the USA from the late 17th century until the early 20th century. It may have been a partial creole language based on Zeelandic and West Flemish Dutch dialects with English and possibly some Lenape (one of the ancient native American languages). (p. 18)
 - 21 This is now an extinct language. It had a lexicon partly based on a dialect of the West African language of Ijaw (p. 25).
 - 22 Friends of MacDonald - celebrating the life of Japan's first English teacher. <http://friendsofmacdonald.com/> ; Biography http://friendsofmacdonald.com/?page_id=20
 - 23 United States Naval officer. Matthew C. Perry, in full Matthew Calbraith Perry, (born April 10, 1794, South Kingston, R.I., U.S.— died March 4, 1858, New York City), U.S. naval officer who headed an expedition that forced Japan in 1853 – 54 to enter into trade and diplomatic relations with the West after more than two centuries of isolation. Through his efforts the United States became an equal power with Britain, France, and Russia in the economic exploitation of East Asia. <https://www.britannica.com/biography/Matthew-C-Perry>
 - 24 JAT, Japan Association of Translators <https://jat.org/>
 - 25 *Fumi-e* is a Japanese word. It is a flat bronze relief of Christ or the Virgin in a wooden frame. To prove that they had no faith in Christianity, individuals were asked to step on a *fumi-e* tablet. (Mochizuki, p. 67) See Appendix III. <https://roots.sg/learn/collections/listing/1246752>

Appendices

I. VOC's trade network in the 17th century (retrieved on November 30, 2018, from https://transportgeography.org/?page_id=1089)



II. the official languages of the Republic of South Africa



South African Government

www.gov.za

Together we move South Africa forward



Population

Total: 56,52 million

Male: 27,62 million (49%)

Female: 28,9 million (51%)

Official languages

- English
- isiZulu
- isiXhosa
- isiNdebele
- Afrikaans
- siSwati
- Sepedi
- Sesotho
- Setswana
- Tshivenda
- Xitsonga

from <https://www.gov.za/about-sa/south-africa-glance>

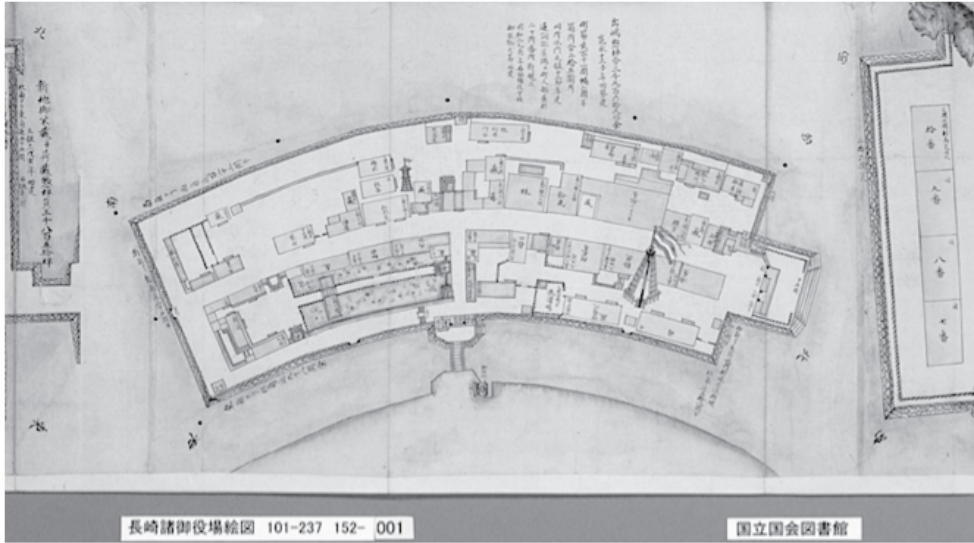
III. *Fumi-e*. This *fumi-e* (picture treading) plaque depicts the body of Christ on the lap of his mother, Mary, after the Crucifixion. It is made of bronze and mounted at the corners on a wooden base. In the ceremony first conducted in Nagasaki in the early 17th century, citizens of Nagasaki or suspected converts were required to walk on the *fumi-e* as proof of their renunciation of Christianity. Date/Period: 17th century; Region: Japan; Dimension: Gross measurement: H21.0 X W7.7 X D10.6cm; Material: Wood and Bronze; Collection of Asian Civilisations Museum. <https://roots.sg/learn/collections/listing/1246752>



IV. Dutch factory and trading at Deshima. Japan-Netherlands exchange in the Edo period.

http://www.ndl.go.jp/nichiran/e/s1/s1_2.html#h4_2

“Thereafter, the Dutch factory employees were crowded onto Deshima, which was connected to the mainland by one stone bridge and covered an area of only about 15,000 square meters, and were much more strictly monitored than before.”



<https://screenshotscdn.firefoxusercontent.com/images/6f1f8a78-0427-4dc5-8249-18257ce593a0.jpg>

V. the evolution of foreign language institutes in Japan from 1640 to the present - “Japanese English” by James Stanlaw (p. 51) (with minor additions by Nishikawa-Van Eester)

c. 1640	Official hereditary <i>Oranda-tsuji</i> ('Holland interpreters') and their schools, studying Dutch.
c. 1740	The rise of <i>Ran-gaku</i> ('Dutch Studies', or de facto 'Western Learning'). From 1808, other European languages begin to be studied, including English and French.
1811	The establishment of the Official Office for the Translation of Barbarian Books into Japanese, the <i>Bansho-wage-goyoo</i> 番書和解御用.
1855	This then becomes the Office for the Translation of the Western Books / Institute for the Examination of Barbarian Books, the <i>Bansho-shirabe-dokoronn</i> 番書調所.
1855	A new body is established – The Institute for Western Learning / Institute for Western Studies, the <i>Yoogaku-sho</i> 洋学所.
1856	The former institute is renamed as The school for European languages / The School for Examining Barbarian Books, the <i>Bansho-shirabe-sho</i> 番書調所. The range of languages studied now includes Dutch, English, French and German.
1862	This then becomes The Government School of Western Languages / Institute for the Investigation of Western Books, the <i>Yoosho-shirabe-sho</i> 洋書調所, and Russian is added to the curriculum.
1863 – 1868	The former institution is now renamed as The Institute of Progress / Institute for Translation and Foreign Studies, the <i>Kaisei-sho</i> 開成所.
1869	This is then renamed as The College of Western Studies the <i>Daigaku nankoo</i> 大学南校, which specializes in the study of English, French and German. A section of this institute later evolves into the Faculty of Literature at Tokyo University.
1873 – 1897	In 1873, The College of Western Studies is reconfigured as The Foreign Language School, the <i>Kaisei-gakkoo</i> 開成学校, and The Tokyo Foreign Language School, the <i>Tokyoo Kaisei -gakkoo</i> 東京開成学校. Chinese and Korean are added to the curriculum at around this time.
1877	The University of Tokyo, the <i>Tookyoo Daigaku</i> 東京大学, is established. The English Department of the Tokyo Foreign Language School becomes part of the Liberal Arts College of the university.

1877	Mishima Chushu founded Kangaku-juku (Academy) for Chinese learning, Nishogakusha in Tokyo. (It is the only Kangaku-juku to have become a major Private university, Nishogakusha University 二松學舎大学 .
1886	The University of Tokyo becomes The Imperial University, the <i>Teikoku Daigaku</i> 帝国大学 .
1897	This former institution is renamed Tokyo Imperial University, <i>Tookyoo Teikoku Daigaku</i> 東京帝国大学. At the same time, The Tokyo Foreign Language School, the <i>Tookyoo Kaisei-gakkoo</i> 東京開成学校, is re-established as a separate institution.
1947 – the present	Tokyo Imperial University is renamed the University of Tokyo, <i>Tookyoo Daigaku</i> 東京大学 , and currently teaches a wide range of the world's languages.
1949 – the present	The Tokyo Foreign Language School is renamed the Tokyo University of Foreign Studies, the <i>Tookyoo Gaikokugo Daigaku</i> 東京外国語大学 and currently teaches a wide range of languages.

i Originally, this book came from Martinus Nijhoff, Leiden in 1983. Martinus Nijhoff is the publisher's name. The Internet source refers to this point as follows: "bron [source]: Bruce Donaldson, Dutch. A linguistic history of Holland and Belgium. Uitgeverij [Publisher] Martinus Nijhoff, Leiden 1983".