This article presents a brief study of the position of the English language in postcolonial, post-independence schooling in rural Tanzania. Drawing on interviews and observations conducted in October and November of 2011 in Olasiti outside of Tarangire National Park, this study sheds light on the perceptions adults have of English language learning for children. While making note of various statistical realities of English learning and opinions of English, this study focuses on what motivates parents and teachers to be pleased that children are learning English. It reveals symbolic importance of English as well as the specific hopes parents have for the future of their children and the place English will have in that future.