

TOWARDS AN ENCYCLOPEDIA DICTONARY OF NUGINIAN  
(MELANESIAN PIDGIN)

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O. INTRODUCTION

In the long drawn out debate concerning the status, function and utility of the lingua franca that has developed in Papua New Guinea, those critical of it inevitably refer to the limited scope of its lexicon in condemning it as unsuitable as a medium of instruction (U.N. Trusteeship Council, 1954), merely a makeshift contrivance to be made use of until English replaces it (Mihalic, 1957), unable to function as the medium of communication in a modern society (Commission of Higher Education in Papua and New Guinea, 1964), incapable of accuracy and finesse, in fact, not a "real" language at all (Gunther, 1969).

Linguists who have studied Pidgin in depth deny this accusation and assert that:

One can say anything one wants to in the cultural situation in which Pidgin is used (Hall, 1955).

In its present form Pidgin is entirely adequate for the expression of all concepts and ideas within the framework of the culture of the Pidgin speakers (Wurm, 1969, 38).

Pidgin is ready to be recognized as the national internal language of Papua New Guinea . . . . . It is spoken by well over half a million people in the Territory . . . . . and is thus far and away the major language of Papua New Guinea. . . . . It is in fact axiomatic that any language can handle anything its speakers wish to talk about. In the case of Pidgin that is a wide range of subjects indeed (Laycock, 69,11).

In this paper I wish to comment briefly on the ongoing debate regarding Pidgin with a view to underscoring the gradually changing nature of the criticism directed against the language and to summarize what I consider the valid part of so much hostile argument.

This will be followed by a brief description of the research project I had undertaken, starting November 1972. This part will include a sample letter of my "ENCYCLOPEDIA OF NUGINIAN (Melanesian Pidgin) with English Equivalents and an Alphabetical Index of English Words."

The paper will end with a request to all interested readers for comments, suggestions and criticisms. I will raise a number of controversial problems and propose to comply, in the final version of the dictionary, with the opinion of the majority.

## I. OPPOSITION TO MELANESIAN PIDGIN

Opposition to Melanesian Pidgin on diverse grounds has been prolific, and copious documentation is available.

### I.1. Eradication of Melanesian Pidgin on the Combined Grounds of Inadequacy as Medium of Instruction and of Colonial Character

The first major, and by now notorious, attack carrying the weight of an international and authoritative body was launched by the U.N. Trusteeship Council in 1954.

The U.N. Trusteeship Council today urged Australia to put a stop to the use of Pidgin English in the Trust Territory of New Guinea.

The Council recommended that Australia eradicate the language from all instruction within the Territory.

The Council said it endorsed the opinion of a U.N. Mission that -

Melanesian Pidgin is not only not suitable as a medium of instruction, but has characteristics derived from the circumstances in which it was invented which reflect now outmoded concepts of the relationship between indigenous inhabitants and immigrant groups.

### I.11 There seems to be little substance to the first part of this argument since

- a) Melanesian Pidgin had been used as the medium of instruction on the primary level " . . . . most extensively by the Seventh Day Adventists and the Catholics" (Language in Papua New Guinea, 100) up to the 1950's when the educational policy of the Administration as formulated in the Education Ordinance of 1953 assumed " . . . . control over the educational work [of the missions] by the recognition, registration and exemption of schools, the

certification of classes of teachers, and the payments of grants in aid related to these and other factors." (Education in Papua New Guinea, 86) and forced them to comply with its new, "English only" policy.

- b) Realising the inherent inadequacy of the new system which forces six-year-old children to learn literacy as well as the rudiments of an understanding of the world in a language totally foreign to the overwhelming majority, an increasingly militant and rebellious ELCONG [Evangelical Lutheran Church of New Guinea] has used Pidgin and local languages exclusively in its religious education programme. Through these "Baibel Skul"-s under the guise of religious instruction youngsters learn to read and write as well as other elementary subjects in Melanesian Pidgin. In many areas where a large percentage of children cannot be absorbed into the school system of the Administration, these "Baibel Skul"-s and the Pidgin Adult Education Courses run by several Protestant and Catholic missions and the Summer Institute of Linguistics under the auspices of Literacy Literature New Guinea (Gwythe-Jones 1971, 164), provide the only education to children as well as adults who for one reason or another found themselves outside the educational net.<sup>2</sup> ELCONG trains its teachers for such "Baibel Skul"-s at Rintebe Teachers College (close to Goroka). I visited the school in 1969 and found that the level of courses was in no way inferior [except, of course, in material wealth and in the length of instruction (two years)] to some Administration-run teachers colleges.

The subjects, taught almost exclusively in Melanesian Pidgin were Nambat [Arithmetic] , Rit [Reading] , Rait [Writing] , Sosel Stadi [Social Studies] , Art [Art] , Netsa Stadi [Nature Study] , Hankrap [Handicraft] , Haisin [Hygiene] , Autim Stori<sup>++</sup> [Story-telling] , Taktok [Discussion] , Singim Song [Singing] , Baibel Stori<sup>\*</sup> [Stories from the Bible] , Wok Gaden [Gardening] and Spelim<sup>\*</sup> [Spelling].

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\* These subjects are also taught in the three languages (Yabem, Kate and Graged) the Lutheran Church had developed into regional 'prestige' languages or lingue franche.

+ These subjects are also taught in the native language of the students. The disastrous results so far in arithmetic in Administration-financed "English-only" primary schools might be substantially improved upon by adopting this practice.

1.12 The 'colonial character' charge sounds hollow nowadays when :

- a) Most speeches (including those made by the few European MHA's) in the House of Assembly given by the representatives of a largely self-governed Papua New Guinea discuss the affairs of the country, propose and vote into law legislation in Melanesian Pidgin,
- b) Local government councils in most areas use Melanesian Pidgin exclusively in their meetings,
- c) The number of children whose first language is Melanesian Pidgin is steadily increasing,
- d) Such a well known and popular Papuan as Mark Ahova (from the Gulf District), the chief interviewer for the ABC-s daily Contact programme, freely admits that whenever he meets an indigenous person from some other district for the first time, Papuans included, Melanesian Pidgin is the language that comes to him naturally (personal communication).

1.2 Melanesian Pidgin a Temporary Expedient, a Useful 'Bridge' to Respectable English

..... we choose it [Neo-Melanesian] as our bridge to English not, however, implying in any way that we thereby perpetuate it indefinitely. .... On the contrary, the sole aim of this dictionary and grammar is to span the gap to that farther shore. For my own part, I am looking forward to the day when Neo-Melanesian and this book will be buried and forgotten, when standard English and the Oxford dictionary will completely replace both.<sup>3</sup>

I wonder if Father Mihalic whose fame and reputation is solidly based on his Melanesian Pidgin-English dictionary (two editions) and on the Melanesian Pidgin - language newspaper, Wantok, which flourishes under his editorship, could not be made to eat his clerical hat confronted by the statement I have just quoted.

The figures of the 1966 Census tell us that

.... the number of speakers of Pidgin of 10 years of age and above in Australian New Guinea is over 530,000 i.e. around 36.5 per cent of the total population of the Territory in that age group, and it is spreading at an ever increasing rate. It has begun to be creolised, i.e. to become the first language of indigenes, in some areas, and the number of those speaking it as their mother tongue may well exceed 10,000 by now (Wurm, 1969, 36).

Even though the data of the 1972 census are not yet available, there is abundant evidence in the penetration of Pidgin to Papua, to remote villages in the Highlands and in the Sepik that today nearly one half of the population speaks and understands the language.

As Professor Wurm has put it, Melanesian Pidgin and English have complementary roles to fulfil in Papua New Guinea.

English would, as the official language, occupy an important upper-level position, and function in conjunction with activities on the elite level, whereas Pidgin, as the national language, would serve as a means of expression in matters affecting the nation as a whole on all levels, especially in matters concerning self-identification and national emotionalism, and would function as the universal lingua franca in matters of daily life (Wurm 1969, 42).

### 1.3 Lack of Complexity, and Finesse, Inadequate Vocabulary

Nor is Pidgin, even when dignified with the title "Neo-Melanesian," capable of taking on this role [of sustaining the mass of commercially printed paper essential to functioning of a modern society]; on the face of it, a lingua franca has not the advantages of a mother tongue, and even if Pidgin had these, it lacks the complexity, the finesse, and the fully articulated vocabulary necessary for the handling of arguments at any reasonable level of generalisation (Commission on Higher Education 1964, 49).

One cannot help but wonder, listening to debates in Pidgin in the House of Assembly and at (sic) the Pidgin translation of speeches at the inability of the present form of this language to express accurately and with the finesse one would expect is necessary in an institution where the spoken word has such important consequences, the complex concepts and arguments which are the essence of lawmaking (F.C. Johnson, 1967, 12).

Although Johnson has merely reworded in a more cautious form the statement of the Higher Education Commission, he gave special emphasis to their criticism by repeating it in his inaugural address as Foundation Professor of English Language at the country's first and only university. Even though Johnson had undergone linguistic training as a doctoral candidate at Teachers College, Columbia University he chose not to give the linguist's answer to this criticism.

For that, let us go to Robert Hall Jr:

Pidgin does have . . . . . a reduced vocabulary, and some have thought to condemn it on this score, labelling it "inadequate," "half-articulate" and "limited." The superficial observer who doesn't take the trouble to investigate thoroughly and find the full number of words that Pidgin has, is likely to conclude that its vocabulary is smaller than it actually is . . . . Even if the vocabulary of Pidgin is relatively

small, the range of meaning it conveys is wide; each Pidgin word has a clearly definable meaning, and with the combination of Pidgin words into phrases, one can say anything one wants to in the cultural situation in which Pidgin is used. (1955, 43).

The theme that Melanesian Pidgin is adequate for "the cultural situation in which Pidgin is used" is reiterated by Laycock :

It is in fact axiomatic that any language can handle anything its speakers wish to talk about. In the case of Pidgin, that is a wide range of subjects indeed; one need only look at the speeches made in Pidgin in the Papua New Guinea House of Assembly, or at the trade schools where the workings of the internal combustion engine are discussed, if not taught, in Pidgin. The radio stations of the Department of Information and Extension Services, and the ABC in New Guinea, regularly give World and Territory news in Pidgin (1969, 11).

While it is axiomatically true that a language adequately mirrors the culture of its speakers, recent literature on lingue franche indicates that the axiom requires some modification in the case of pidgins.

Samarin writes :

It is clear that pidgins are different from natural languages in several significant respects.

A pidgin has no "codified set of grammatical and lexical norms which are formally accepted and learned by the language's user" (Stewart 1962 as quoted by Samarin).

A pidgin has . . . . . a very high rate of borrowing - so high that a pidgin is sometimes automatically called a mixed language.

. . . . . the total lexical inventories of pidgins are known to be impoverished by comparison with those of natural languages (1971, 119).

Since all of Samarin's criteria apply to Melanesian Pidgin, the criticism heading this subsection cannot be dismissed as lightly as Hall and Laycock seem to have implied.<sup>5</sup>

Laycock here admits by implication that Melanesian Pidgin is in a weaker position than other languages (but omits to prescribe practical remedies to avert the damage of extinction).

While I have become convinced that the vocabulary of Melanesian Pidgin is indeed

- a) lacking in complexity
- b) restricted in its vocabulary
- c) has a lexicon overwhelmingly borrowed from English
- d) has as yet "no codified set of grammatical and lexical norms,"

I believe that most of these shortcomings can be overcome.

My practical attempt in this direction will be described in detail below but, before outlining my plan I wish to tackle one of the most virulent and aggressive recent attacks levelled against Melanesian Pidgin by an ancient and formidable enemy of the language, John Gunther.

1.4 Pidgin not a "real" language, insufficient for discussing the abstract, lacks literature, is unknown outside Papua New Guinea, a kind of "gibberish," economically disastrous for the country if adopted as a national language, its imported vocabulary as meaningless to most indigenes as if the words were English.

- a) Pidgin is not a "real" language, "real" in the sense that there is a ready literature - certainly not yet.
- b) It has a limited and restricted vocabulary, perhaps no more than 2,000 words of which 70 per cent come from English, with respect to the structural linguist it is difficult to conceptualise, or to discuss the abstract in Pidgin.
- c) There are probably not a great many more people literate in Pidgin than there are in English.
- d) There is little literature - the New Testament, Niu Gini Tok Tok, Local Government Council papers and Government and Christian Mission handouts. There is little to no reading matter for entertainment;
- e) A Pidgin speaker could converse with no one else in the world except people from the British Solomon Islands.
- f) The rest of the world will "laugh at" the people from Papua and New Guinea talking "gibberish."
- g) If it became a national language it would have to be taught in school, educational material would have to be printed at a cost of say, \$500,000 as a commencement, and at least \$200,000 annually.
- h) The absorption of English words for which there is no similar word in Pidgin would be known to a few only, and no more meaningful than the same words used in their English syntax (Gunther, 1969).

1.4.1 "Gibberish"

Of this long litany of Pidgin's sins, this particular one is so blatantly ridiculous that one can only register amazement at an otherwise highly intelligent person becoming so blinded by prejudice.

An internationally recognised authority of Gunther's dearly beloved English tongue, The Advanced Learner's Dictionary of Current English defines gibberish as "meaningless sounds; unintelligible."

Since the rest of the world (Hungarian expatriates and a few, eccentric linguists excluded) cannot make sense of what a speaker of Hungarian talks about, we must, following Gunther's logic, class Hungarian – as well as over 2,000 other languages of the world – as "gibberish."

#### 1.4.2 Not a "real" Language

Once again, using Gunther's criterion, we should classify all the so-called 'primitive' languages of the world, i.e. those without "a ready literature" as "not real." The absurdity of the argument is, I believe, without ~~doubt~~.

#### 1.4.3 Limited Vocabulary

Here Gunther has come to the crux of the matter and has only erred in giving such a low estimate, ignoring the fact that many Pidgin words are polysemic and that indigenous speakers have shown exceptional ingenuity in describing hitherto unknown concepts by means of phrases.<sup>6</sup>

Steinkrauss claims 1,900 entry words for his dictionary and a count of the entry words in Mihalic's revised opus is also close to 2,000.

The number of entry words in my encyclopedic dictionary is estimated at 4,000 (based on the 15% already completed) with an additional 1,500 submeanings (these include additional meanings of polysemic words and different speech categories of words undergoing functional shift).

Summing up, I consider the limited vocabulary charge partially valid, and endeavour to overcome this deficiency by a limited expansion of the word stock using neologisms, coinages and newly borrowed loan words (not exclusively from English but from Greek and Latin as well).

#### 1.5 Pidgin Insufficient for Discussing the Abstract

Gunther here takes up the same argument that F.C. Johnson and the Commission on Higher Education before him had used.

The answer to that is twofold.

1.5.1. People living in a subsistence agricultural economy have had little incentive to discuss the abstract; the lack of generalization of abstract terms characterizes the languages of people living close to the soil everywhere in the world.



There is abundant evidence that generalization and abstraction is concomitant with the increasing complexity of a culture.

Hungarian locative case inflections, postpositions, and adverbial particles, for example, gradually evolved from nouns denoting parts of the body:

mellett (pp) 'beside' from mell 'breast' (cf. English 'abreast')

-ben (infl.) 'in' from bél 'intestine'

fel (adv. part.) 'up' from fő 'head'

Melanesian Pidgin is the lingua franca of a linguistic community that has experienced an ongoing swift transformation from a subsistence village economy into a complex, industrialized urban society where concepts of the old rural existence as well as the terms used for them have lost their meaning; in their place have come an avalanche of new concepts for which the dominant colonial language, English, supplies ready-made terms.

No wonder that under such circumstances Pidgin vocabulary has exhibited shortcomings, ambiguity and sometimes inability to cope with the radically changing environment.

1.5.2 Laycock's warning that "there can come a stage when a Pidgin language loses its identity as a separate language, and becomes simply a broken form of the major influencing language - in this case, broken English" (1969:12) is timely indeed.

Laycock goes on to identify the principal danger to the language as "the indiscriminate borrowing of English words, whenever a new term is needed in Pidgin" (Ibid).

He then suggests several ways in which such a development can be combated. These I will deal with in detail below.

Laycock cites the Malay and Indonesian languages for both of which a new terminology had to be created. The task was accomplished by means of national language committees "set up to create new terms, to decide which words should be borrowed from other languages, to standardize orthography and usage, and to regularize and expand some sections of the grammar (Ibid. 12)."

For a variety of reasons, from the multitude of tasks facing the indigenous government of a self-governed Papua New Guinea speedily moving towards independence to the instability of the governing coalition that might easily fall apart under the burden of the hyper-sensitive national language problem, the Pangu Pati has apparently abandoned its former platform of turning Melanesian Pidgin into a national language, and of introducing Melanesian Pidgin into primary education.

That a planned expansion of the vocabulary is essential for the development or perhaps even survival of Melanesian Pidgin seems obvious to me.

This fact plus an internal moral commitment to do something truly worthwhile for a people that I have come to be closely associated with emboldened me to become – with the help of some of my Pidgin-speaking students – a one-man language reform committee. Readers of this article are most earnestly requested to examine my effort with a critical eye and to help me with criticisms and suggestions in my future course.

In sum, I have attempted to answer the one charge that I consider valid by compiling a defining dictionary of Melanesian Pidgin including a scientific vocabulary, abstract terms, new coinages, loan words and neologisms.

### 1.6 Lack of Literate Pidgin Speakers

This is a particularly empty charge. In a country where illiteracy is at the alarmingly high rate of 80% the Department of Education does not wish "to become too involved in adult education as their resources are fully committed to education [in English, of course] at the primary, secondary and tertiary levels" (Gwyther-Jones 1971: 163).

That full commitment still allows half of the country's school-age children to grow up without any formal education at all.

While literacy in English is achieved in one to three years in the primary school (and I still encounter semi-literates among my university students), literacy in Pidgin can be achieved, according to the Rev. Schuster, Coordinator of Elcong's literacy programmes, in six weeks flat (personal communication).

Since the cost of such a literacy programme appears to be minimal: \$2-3 per graduate including instructor's salaries and all reading and writing material (Gwyther-Jones *ibid* 168), a mass literacy campaign in Pidgin and/or the vernacular could be successfully launched all over Papua New Guinea at a relatively low cost.

## 2. BRIEF DESCRIPTION OF PROPOSED DICTIONARY

### 2.1 Format

A convenient model for the purpose of expanding the vocabulary of a language is obviously a defining dictionary. Within its pages one can:

- a) stabilize the existing stock of words through listing them in their proper alphabetical order, equipped with parts-of-speech category labels and simply worded yet exhaustive definitions, and

- b) introduce new words and establish their place in the Pidgin lexicon by means of careful and exact definition.

The most conspicuous lack in the word stock of Melanesian Pidgin appears to be a scientific taxonomy. In introducing such a taxonomy into the language, I have not aimed at replacing popular taxonomy by a scientific one; rather, I have attempted to relate the two systems to each other as exemplified by the double definition of animal in the sample letter 'A' of the dictionary.

## 2.2 Purpose

The purpose of the dictionary is

- a) to record contemporary usage in Melanesian Pidgin words and expressions;
- b) to devise a scientific vocabulary for the language, making use of internationally accepted terminology of already existing Melanesian Pidgin words with the aid of accepted rules of word formation and, in some cases, of English technical terms;
- c) to provide definitions simple enough for the average educated Papua New Guinean to understand and, at the same time, helpful to the non-educated, illiterate villager (definitions can be read to a group of illiterates by one literate person) in forming an elementary understanding of concepts current in a relatively sophisticated modern society.

## 2.3 Sources

To be exhaustive and yet not to have to spend an inordinate amount of time in scanning Pidgin broadcasts, newspapers, journals, textbooks and other publications I have used the two recently published Pidgin-English dictionaries as my main source (Steinbauer 1969, Mihalic 1971).

I have not accepted, however, the entire word stock of the two dictionaries indiscriminately. My Pidgin-speaking student helpers have examined each word and have rejected some altogether as completely unfamiliar to them. They have also gone thoroughly into the meaning of all entry words via the English equivalents provided in the two dictionaries and have suggested numerous corrections and modifications.

As we proceeded to define the words belonging to the first letter of the Pidgin alphabet, the need for new terms arose. For example, the term atom (selected for inclusion from the COD which we used for control) necessitated the inclusion of the following words:

<u>meta</u>	'matter'	<u>mikroskop</u>	'microscope'
<u>strukt</u>	'structure'	<u>matera</u>	'material'
<u>nuklius</u>	'nucleus'	<u>elektron</u>	'electron'

Naturally, each of these words had to be defined in turn, and within each definition more words turned up that likewise had to be explained.

The traditional definition of the term animal pointed to the necessity of introducing a scientific zoological taxonomy. The word amfibian 'amphibian' belongs to this group. In defining it, we had to introduce terms such as vertebret 'vertebrate', larva 'larva', oksigen 'oxygen', gil 'gill', lang 'lung', etc.

#### 2.4 Size

On the basis of the letters A and B, already completed, a realistic estimate of the dictionary's size could be arrived at. Using Mihalic and Steinbauer to estimate the percentage of each letter within the Pidgin lexicon, the following figures have emerged:

Approximate number of entry words:	4,000
Approximate number of submeanings:	1,500
Approximate total of words with distinct meanings:	5,500
Approximate number of sample sentences:	2,500
Approximate number of idioms:	500

These data indicate that, compared to the word stock in Mihalic and Steinbauer respectively, the number of distinct meanings will be tripled in the new dictionary. No larger expansion is planned at present, taking into consideration the rapid natural growth of the language, and the need to complete the entire manuscript by January, 1974.

#### 2.5 Structure

Words and phrases are arranged in alphabetical order, grouped under entry words. Most entry words have their own entry; some, however, contain only a reference to another entry word under which they have been defined.

The independent entry is designed to contain all information regarding the entry word within the entry. Often, however, the reader will find words unfamiliar to him within the definition. It is hoped that the reader will then look up the definition of the unfamiliar word in its own alphabetical location in the dictionary.

In this way, the dictionary may serve as a source of information for an entire lexical field.

In the definition of amfibian for instance, the reader will find the new terms vertebret, larva, gil, oksigen and lang.

When he looks up the definition of vertebret, he will come across the new terms kordata, nerv, kuru, spain, and lim.

In turn, each of these terms will reveal additional information regarding the animal kingdom.

### 3. PRONUNCIATION AND ORTHOGRAPHY

#### 3.1 Regional Pronunciation Variants

I have always disagreed with those Pidgin scholars who believe in the strict standardization of Melanesian Pidgin orthography. It seems to me that the most practical and at the same time scientifically feasible method of recording the various spoken forms of the language is through strict adherence to a general phonetic principle.

This principle is quite simply the faithful phonetic recording in writing of all regional dialect variants of the language. If people on the Gazelle Peninsula say [wantem], that should appear in writing as wantem and not as wantaim, which is the graphic realization of the pronunciation variant [wantaim].

If Tolais use [trovel] for 'trouble' and not [trabel] the former should also be included in a standard-size dictionary of the language preceded by the label (Tolai dialect) or (Gazelle Peninsula).

The lexicographer will have to decide which pronunciation variant appears to be the more frequently used one or the prestige variety, and place the definition for the word under the 'standard' variant, including, however, every regional variant in its alphabetical place in the dictionary with a brief cross-reference to the 'standard' variant in place of a definition.

#### 3.2 Excessive Homonymy

Don Laycock has justifiably warned us about the danger of excessive homonymy developing as a result of the rapid expansion of the Melanesian Pidgin lexicon.

Excessive homonymy may be due to one or more of the following factors:

1. The word stock being very small, speakers resort to applying existing terms to new concepts - obviously, the more polysemic a language with a small word stock becomes, the greater the number of accidental homonyms to be found in its lexicon.
2. Indiscriminate borrowing from the dominant language, English. Educated Papua New Guineans especially are demonstrably guilty of using words instantly adopted from English even where Pidgin has already developed words of its own for the particular concepts (Balint, 1973).
3. The sound inventory of Melanesian Pidgin is also relatively small. The danger of accidental homonymy is especially noticeable in cases where two different English words, borrowed separately, are pronounced and written the same way, their differences having coalesced due to the smaller number of consonants and vowels in Melanesian Pidgin.

Examples are:

hat > 'hot' and hat > 'heart'  
kolim > 'call somebody' and kolim > 'cool something'

In my work on the dictionary I have come across numerous such homonyms, confirming the validity of Laycock's observation.

There are various ways in which we can overcome the problem.

1. We can use, as I have done in the sample letter A, the digraph ei to indicate that a long [e] is present. e.g. abrisim 'avoid' .....2. kalap longwei long samting nogut.

In this I was following existing practice in Mihaljc's dictionary and in the Pidgin-language periodical Wantok.

I am not very happy, however, with this solution because:

- a) it is, strictly speaking, a misrepresentation, the final sound in longwei is not a diphthong but a long [e] vowel.
- b) The addition of i to indicate length is impossible with all other vowels. Long [a] cannot be represented as ai because the diphthong [ai] is part of the sound system of Melanesian Pidgin; e.g. ai bilong em i raun.

The same applies to oi; e.g. tromoi 'throw away'.

The long [i] cannot be represented as ii because Melanesian speakers commonly pronounce two identical vowels following each other as two separate vowels; e.g. traiiim 'try something' is pronounced [tra-i-im], the diphthong [ai] followed by the vowel [i].

Nor can we use ui to indicate a long [u] vowel, the two consecutive vowels are pronounced as two separate syllables; e.g. skruim 'add to' is pronounced as [skru-im].

In view of the above I propose, after lengthy and careful consideration of the problem and after consultation with a number of linguists familiar with Melanesian Pidgin, the introduction of the length mark (ˉ) into the orthography of the language. I advocate its use in both handwriting and print, whenever it serves to disambiguate an otherwise ambiguous term.

I am aware of the inconvenience caused by the addition of such a length mark to a typed word and of the resulting increased cost of printing Melanesian Pidgin texts with the length mark included.

Perhaps we could leave the use of the length mark optional rather than obligatory. Yet, I am convinced, its introduction would significantly help the systematic expansion of the lexicon and assist in avoiding ambiguities likely to mislead the reader.

Examples of minimal pairs follow:

<u>hat</u>	'hot',	<u>hāt</u>	'heart'
<u>Mataungan</u>	'association of young Tolais started in 1968',		<u>Māta</u> 'Martha'
<u>we</u>	1. 'where'	<u>wē</u>	1. 'away'
	2. 'who, which, that'		2. 'way, manner'
<u>hetim bol</u>	'head the ball'	<u>hētīm ol</u>	'hate them'
<u>let</u>	1. 'leather'	<u>lēt</u>	'late'
	2. 'belt'		
<u>bin</u>	'past marker'	<u>bīn</u>	'beans'
<u>sis</u>	'sister'	<u>sīs</u>	'cheese'
<u>sīt</u>	'shit'	<u>sīt</u>	'seed'
<u>kok</u>	colloquial for 'penis'	<u>kōk</u>	'Coke'

bodī kam 'the body has come'

bōd i kam 'the board has come'

bum, bum, bum 'pow, pow, pow'

būm 'the boom of a sail, a crane'

fulap/pulap 'filled to capacity'

fūl/pūl 'fool'

### 3.3 Syllable Structure

The characteristic syllable structure of the languages of Melanesia appears to be CVC V, consonants alternating with vowels, and Melanesian Pidgin is no exception. Witness the pronunciation of words like

siton 'stone'

turu 'true'

bilak 'black'

galas 'glas'

palai 'fly' etc.

Admittedly, English has had such tremendous impact on the urban, educated Pidgin speaker that he is now inclined to use contraction regularly and say

tru instead of turu, ston instead of siton

glas instead of galas, etc.

Equally relevant is Gillian Sankoff's observation that children who speak Pidgin as their first language tend naturally towards contraction in unstressed syllables (Sankoff, 1973).

Despite the tendency toward increasing contraction by both the educated urban dweller and the youngster for whom Pidgin is the mother tongue, I am in favour of retaining the CVCV syllable structure in writing for the following reasons:

1. Contraction is a well known phenomenon in all natural languages. Yet, we do not indicate in writing every contraction we make e.g. we do not write don't for do not unless we wish to emphasise the colloquial character of the conversation being recorded. In recording consultative and formal style Pidgin (cf. Joos, 1962), we should retain the CVCV syllable structure. Only if we wish to exactly record the informal and intimate levels of Pidgin style, then – but only then – we would be justified in representing all contractions in writing as well.

2. The majority of Pidgin speakers live in villages. Pidgin spoken in rural areas has so far retained its CVCV character (except for instances of creolization in the speech of children).



3. Melanesian Pidgin is in need of enrichment. The inclusion of a linking vowel wherever a consonant cluster would occur still allows for signalling contraction in writing whenever speech is rapid or the word is unstressed, thus allowing for more variety in recording spoken Pidgin.

4. Most importantly, however, I hold that we should retain every and each feature that differentiates the language from English, that contributes to its having a readily discernible character of its own, rather than a poor imitation of English.

#### 4. NEOLOGISMS

In enlarging the word stock of Melanesian Pidgin, the principle just mentioned should be rigorously adhered to. Every new word taken over from English with only a slight change in pronunciation reduces the individual character of the language.

While accepting internationally current scientific and technical terms, e.g. amfibian and atebrin into the language, every resource of Melanesian Pidgin should be exploited to the full in the production of motivated compounds in place of English loan words.

Such neologisms occur in the letter A:

<u>animalsave</u>	'zoology'
<u>askman</u>	'applicant'
<u>autim tingting</u>	'opinion'

Not included in the sample but belonging to the letter A is the ingenious combination of a student helper from Bougainville:

<u>asris</u>	for 'resource'
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At the time of compiling the letter A, I have not yet been sufficiently conscious of the danger of over-Anglicising the vocabulary. I would now either not include ansaim 'answer' and arestim 'arrest' at all because the terms bekim and holim pas exist or, at the least, I would mark the former as undesirable borrowings, and refer the user to the proper Pidgin term in its alphabetical place in the dictionary.

#### 5. PART-OF-SPEECH CATEGORIES

The provision of part-of-speech categories in Melanesian Pidgin rather than in English seems an obvious step. As the actual terms are under revision at the time of writing, I will

not supply a full abbreviations key in this article, suffice to say that

- kitk is short for kiraptok 'exclamation'
- tt is short for taimtok 'verb'
- bpn is short for biponem 'preposition'
- mn is short for makimnem 'adjective'
- n is, of course, short for nem 'noun',
- and stf is short for sotfom 'abbreviation'

\* \* \* \* \*

6. DICTIONARY

A

A, a [a] namba wan leta bilong Pisin alfabet; long raitim tok "ananas" yu mas raitim leta "a" pastaim

a mlapk long bihainim kwesten o tokstrong taim man i askim kwesten o mekim tokstrong i laik kisim tokbek olsem "yes" long man i harim [equivalent of "question tag"]; Yu laik kam, a?; Ramram, em i lusman tru, a?

abris (long) bpn 1. long sait long [beside]; putim buk + long arapela 2. longwei long [away/far from]; em i stap + long ol poroman bilong em

abrisim tt (wpt abris long) 1. go han kais o han sut long a) [pass by]; sip i + ailan b) [miss]; naip i + em 2. kalap longwei long samting nogut [jump clear of]; + spia 3. i stap longwei long ol samting o man nogut [avoid]; + hotel long Praide; yumi mas + trink

abrus = abris

abus n 1. kaikai olsem mit o pis o kumu i go wantaim as kaikai bilong peles 2. giaman kaikai bilong grisim pis na pulim [bait]; painim + bilong putim long huk 3. ol wel animal man i save painim long bus na kilim bilong kaikai [game] 4. samting man i laikim tumas (long holim o mekim) [hobby]; soka em i + bilong mi

abusim tt putim as kaikai wantaim arepela kaikai [mix]

A.D. [aidi] stf bihain long taim Jisas i bon

adres n nem bilong peles man i stap [address]; wonem + bilong yu?; + bilong olgeta taim + bilong man i stap longpela taim long wanpela peles; + bilong salim pas nem bilong peles na bokis namba bilong man yu salim pas; + bilong wok nem bilong peles bilong wok

adresim (pas) tt raitim nem bilong man wantaim nem bilong peles na (bokis) namba bilong em [address]

advaisa n man gavman i baim long givim gutpela skultok bilong ol kain save o wok bilong gavman [adviser]

Afrika n kontinen i stap namel long Amerika na Asia, as peles bilong planti blakman, i hat olgeta taim [Africa]

agei ktk nois man i save mekim taim em i hamamas tru o i gat bikpela pein [wow or ouch]

ai n 1. ap bilong ol man na animal i save iusim long lukluk [eye]; + bilong em i raun man i sik o spak na i nonap lukluk stret; + bilong man i hevi man i laik silip turu; + bilong man i kamaut man i gat bikpela sori tumas na em i karai; + i pas a) + bilong man i bagarap b) man i no save em i mekim wonem; hap + i pas lapun turu; + bilong man i ret man i koros; brukim + pasim + kwiktaim na opim gen; lukim long wan hap + tasol lukim hariap na lusim 2. + bilong botol/daram hat i pasim maus bilong botol/daram [cap/head]; + bilong haus pas bilong haus [front]; + bilong nil bilong samap hul bilong supim teret [eye]; + bilong pensil [point]; + bilong sua namel bilong sua [head]

ai n 1. Longpela liklik diwai i gat planti liklik han. I gat tupela kain. Wanpela kain i stap olgeta taim long Papua Nu Gini na pikinini bilong en i sotpela na braitpela mo long pikinini bilong arapela kain we i kam long Polinia. 2. pikinini bilong diwai + i ret antap na grin dabelo; pikinini bilong + bilong Papua Nu Gini i sot na brait, i gat ol liklik lip olsem grile i stap antap na man i mas rausim ol pastaim long ol i orait long kaikai. Pikinini bilong + i kam long Polinia i longpela na brait nating na i nogat liklik lip olsem grile antap

aibika n liklik diwai i gat lip bilong kaikai olsem liklik lip bilong popo

aidia n tingting i kamap insait long het bilong man [idea]; em i bin + bilong kaunsil long wokim rot; + bilong yu long statim stua i gutpela tasol yumi mas i gat mo moni pastaim

aidin n waya marasin ol i wokim long garas bilong solwara bilong stopim blut i kamaut taim man i katim sikin na bilong kilim i dai jem sapos i stap long arere bilong sua [iodine]

aigalas n tupela galas antap long nus i halivim man i lukluk gut [spectacles]

ailan n 1. giraun wara i stap raun long en long san i kamap na san i godaun [island]  
2. adres man bilong bikpeles i savé iusim taim em i adresim man i kam long sampela + [islander]; Sepik i bungim Manus: "Apinun, +!"

ain n 1. samting man i tekemautim long giraun long wokim kar, haus, bris na planti samting mo [Iron] 2. samting bilong stretim ol kolos [iron]

ainanga n liklik pis tru olsem ~~kol~~ bilong kaikai o bilong putim long huk na pulim bikpela pis [whitebait]

ainim tt putim ain antap long kolos taim ain i hat yet na mekim kolos i silip stret [Iron]

aipas I mn nonap long lukluk [blind] II n man i nonap long lukluk [blind person]

ais n<sup>1</sup> a) samting i save mekim kol kaikai long bokis ais [ice] b) samting i save kamap long peles i kol turu [ice]

ais n<sup>2</sup> wanpela lip bilong kas long makim "wan (1)" [ace]; + bilong spet

aiskrim n wanpela kain swit kaikai i kol mo ol i wokim long susu na suga wantaim liklik prut [ice cream]

ait = eit

aiwara n wara i gat sol i kam long ai taim man i sori tumas o i gat strongpela pein [fear]

akas n Longpela liklik diwai, as bilong en i no brai t, i gat planti yelo plaua we i stap insait long raunpela sikin taim ol i yangpela yet. Lip bilong + i kamap tu tu long ol liklik han na ol lip i gat wanpela liklik han tru bilong ol yet na ol i save stap tu tu gen long liklik han ia. Ol liklip lip tru i longpela liklik na raun. [acacia]

akis n hap ain ai bilong em i sap mo bilong katim diwai [axe]; tumbuna bilong yumi i save iusim siton + tasol

alfabet n lain leta bilong raitim ol tok bilong wanpela plestok [alphabet]; + bilong Pisin i gat 22 leta olsem a [a], b [bei], d [dei], e [ei], f [fei],

g [gei], h [heis], i [i], j [jei], k [kei], l [lei], m [mei],  
n [nei], o [o], p [pei], r [rei], s [sei], t [tei], u [u],  
v [vei], w [dabelvei], y [yei]

alta n hap peles insait long haus lotu bilong putim ofa i go long Got [altar]

aluminium n Waitpela metal, kala bilong en i olsem kala bilong silva, tasol em i no hevi, i daktil tru na i no save ros. Ol i iusim long mekim ol kain sospen na sampela hap bilong balus. [aluminium]

amamas I n (wpt belgut) gutpela pilim bilong bel bilong man taim em i harim gutpela toksave o lukim pren bilong em [joy] II + (long) tt 1. soim gutpela pilim bilong bel [be happy (to)]; mi + long lukim yu gen 2. pasim ai o soim tang long arapela man o meri long taraim laik long em [flirt (with)]; em i + long ol meri

ambrela n 1. liklik opsek olsem rup bilong raunhaus man i karim bilong haitim em long san na ren [umbrella] 2. bikipela + man i karim long balus bilong pundaun isi o pundaunim kago isi [parachute]

ambusa n Kain mamal i save stap long solwara, i luk olsem pis, i 6 i nap 8 fit, tasol i gat planti tit na het bilong en i kamap longpela olsem maus bilong pisin. I save kaikai ol liklik pis na i hangre olgeta taim astawei ol lain + i save bihainim bikipela sip [dolphin]

Amerika n wanpela kontinen long ap san i go daun long Papua Nu Gini, abrusim Asia, Afrika na Ingran, i gat tripela hap: Nort Amerika, Sentral Amerika na Saut Amerika [America]

amfiban n lain animal bilong vertebret olsem rokok, i gat kolpela blut, larva bilong ol i save stap long wara tasol na iusim gil long kisim win (oksigen) tasol taim ol i kamap bikipela bai ol i sanis i go long kain animal i save stap long giraun tasol na ol i gat lang o wetpela sikin i gat planti liklik hul turu bilong kisim win (oksigen) [amphibian]

ami n wanpela lain man bilong pait long wo long graun [army]

ananas n prut bilong liklik diwai i save kamap long hat peles tasol, i gat nil long arere bilong en olsem bilong karuka [pineapple]

ananit (long) I bpn long i stap o go dambelo long arapela [under]; dog i silip + long haus; pis i ron + long wara; moni i pundaun + long tebol II n dambelo turu bilong samting [bottom]; + bilong sospen i bilak

anian n kain garas bilong kaikai i gat raunpela as na strongpela simel [onion]

animal n a) (long saiens) ol samting i gat laip, i ken mov, i save lukluk, harim, simelim na pilim samting [animā]; + i bikpela mo long Papua Nu Gini i pukpuk b) (long pasin bilong tumbuna) ol samting i gat i) fopela lek na tei, olsem dok, pusi, pukpuk, bulamakau, noa. ii) fopela lek tasol nogat tei, olsem rokok iii) tupela antap lim, tupela lek na strongpela tei, olsem kapul, sikau

animalsave n save bilong bodi, peles, pasin na bungwantaim bilong ol animal [zoology]

aninit = ananit

anka I n wanpela hap ain i luk olsem huk i hevi bilong holim sip na bambai i nonap trip [anchor]; pulim + i go pulimapim + i go; tromoim/lusim + putim + i go long wara II tt 1. sip i + pinis sip i stap long wanpela hap [be at] anchor 2. stap olgeta long wanpela peles tasol [settle]; taim mi kamap long Madang mi + stret

ankaim tt mekim sip i malolo [anchor]; kaptan i + sip na ol man i malolo

ansa n tokbek long maus o rait [answer]

ansaim tt tokim bek long maus o rait [answer]

antap (long) I bpn 1. a) long i stap o go hai mo long arapela [above]; man i holim botol + long tebol; balus i palai + long Mosbi b) i gat mo paua long arapela [above]; luluai i + long tutul 2. long i stap o go hai mo na i tasim antap

bilong sampela samting ∠on∠; botol i stap + long tebol; diwai i trip + long wara; man i putim botol + long tebol man i muvim botol i go klostu long tebol na larim em i stap antap **II** mtt 1. long i stap klostu o hai mo long husat man i tok ∠nearby or up there∠; Haus lotu i stap we? Em i stap + .; samting i kostim tumas ∠expensive∠; ol samting long stua i + tumas 2. long i go hai mo long arapela ∠up∠; lukluk +; pei i go + mo pei bilong ol samting long stua i bikpela mo long bipo **III** n 1. arere bilong ol samting ∠surface∠; + bilong galas i stretpela; masinpis i ron long ananit na i kamap long + bilong wara 2. mesa long daunbelo i go +; + bilong kumurere i 120 fit

antapim tt 1. a) putim samting antap long arapela ∠put something on top of something else∠ + ol sia long tebol na brumim plua b) putim ol wankain opsek olsem bai wanpela i stap antap long arapela i go antap ∠stack, pile up∠; + ol buk long kona 2. kamap mobeta long arapela ∠surpass∠ ol manki hia i + save bilong em ol i save mo nau long em 3. (tp) slip wantaim ∠make love to∠

apim tt liftim ∠lift (up)∠; + bek i go long soulda bilong yu

apinun I n taim namel long fo kilok (bihain long belo bek) i go nap long taim san i go daun ∠late afternoon∠; long + tru long taim san i go daun **II** salut A+(tru)!

aplikesen n 1. mekim askim long wok o bilong go long sikul, noa. ∠application∠ 2. pepa bilong askim long wok o bilong go long sikul, noa. ∠application∠; + fom pepa i gat sampela kwesten yu mas ansaim bilong askim long wok o bilong go long sikul, noa.

apotel n wanpela long twelypela man we Jisas i bin kisim bilong karim raun toktok bilong em ∠apostle∠

aptok n ap bilong lainaptok i klostu olsem lainaptok tasol i nogat bikleta long statim em na i no gat stopmak (.) kwestenmak (?) o kirapmak (!) bihain long en. Long dispela lainaptok, Yu kam pinis tasol proman bilong yu i no kam., bungtok "tasol" i bungim namba wan + yu kam pinis wantaim namba tu + poroman bilong yu i no kam ∠clause∠



arakain mn i no wankain [different]; kolos bilong yu i + long kolos bilong mi

arapela mn/ptk a) long tupela samting i no namba wan tasol namba tu [the other]  
mi no laikim dispela buk mi laikim +; lukim + sait bilong moni b) long tripela  
apek o mo i no namba wan o namba tu tasol sampela + [another]; mi no laikim ol  
dispela siot mi laikim + yet

arasait = ausait

arere I n mak i soim pinis bilong wanpela samting na stat bilong arapela samting  
[boundary]; wanpela ten faiv mail i + bilong Mosbi long Sogeri; ol pos i sanap  
long + bilong rot long halivim ol draiva II tt i go nap (long) [go as far as];  
tar long Waigani rot i + long yunivesiti; Kabiufa hai skul i + long fom fo;  
+ long Boroko tasol na kam bek

arestim tt iusim paua bilong lo long holim man [arrest]; polis i + stilman

as n 1. hap bilong sikin bilong man na animal bilong sindaun o pekpek [buttocks];  
+ bilong pikinini i stap nating pikinini i no pasim laplap 2. hap dambelo turu  
bilong ol diwai o garas antap long giraun [base] 3. aninit bilong ol ting  
[bottom]; + bilong kundu i nogat sikin 4. (wpt risen) sampela samting man i  
iusim long tok klia long wonem samting i kamap [reason]; Wonem i + bilong  
dispela pait?; natnat i + bilong sik malaria 5. peles we ol samting i kam long  
en [origin]; + bilong man kamap bilong man; + bilong olgeta Got; + kaikai  
kaikai wanpela pipal i save iusim olgeta dei long kaikai; kaukau i + kaikai bilong  
ol Hailens man; + peles peles turu bilong man; + tok insait bilong tok (wpt  
mining); + tok bilong dispela tok ia "aigalas" i "tupela galas antap long nus i  
halivim man i lukluk gut"; + tingting tokstrong bilong bodi osem gavman bilong  
wonem rot i bihainim

asasait I n 1. ol kain pilai ol soldia i save wokim long lainim pasin bilong pait  
[exercise] 2. kain pilai bilong strongim bodi [exercise] II tt wokim pilai  
bilong strongim bodi [exercise]

asembli (wpt kivung) n 1. bung wantaim bilong ol man bilong toktok long samting

assembly, meeting 2. bung wantaim bilong ol man olgeta votman bilong sampela kantri i bin ilektim bilong mekim kamap lo parliament Haus A+ peles we ol MHA bilong Papua Nu Gini i save bung wantaim bilong mekim kamap lo

Asia n kontinen i stap namel long tripela arapela kontinen olsem Yurop, Afrika na Australia. I gat planti bikpela kantri insait long en olsem Soviet Yunion, Saina, Japan, India, Pakistan, Iran, Indonesia, noa. Asia

aste n dei pastaim long tete yesterday; hap +, + bipo dei pastaim long +

aset ktk Em turu! That's right!

askim I n 1. kain aptok man i iusim long toksave long samting em i laikim request; Opim dua, pastaim!, mi laik askim yu long faivpela dola inap long Praide 2. = kwesten question II tt toksave long samting man i laikim ask for, request; Petrus i askim mi long liklik dinau

askim nabaut (long) tt traim long painimautim nius bilong sampela man o peles, olsem nem bilong man, wok o bisinis bilong em, peles o ofis i stap we, noa. inquire

askman n man i askim o raitim pas long wok applicant

asknabaut n ol kwesten bilong painimautim nius bilong sampela man o peles, olsem nem bilong man, wok o bisinis bilong em, peles o ofis i stap we, noa. inquiry

asprin n marasin bilong kilim i dai pein o rausim fiva, i save luk olsem waitpela raupela liklik siton na em i no hevi aspirin

astawei btk em risen bilong wonem that's why; Papa bilong em i dai + dispela meri ia i sori nogut tru.

asua I n samting i rong fault; em i + bilong em yet II ktk A+! 1. Mi bagarapim samting pinis! 2. Gutpela turu!

atebrin n marasin bilong stopim malaria atebrin

atensan! oda mekim tupela lek i bung wantaim na sanap stret attention!

ating mlapk maklainaptok man i save iusim sapos em i no save tokstrong bilong em i turu o nogat [perhaps, I think]; + baimbai i ren tete

atom n liklik hap tru bilong ol meta, i liklik tru mo yet long lukim em long strongpela mikroskop. (Eksampel: wanpela liklik das tru i gat sampela milien + insait long en.) Struktu bilong + bilong ol matera i gat insait long en wanpela nuklius we i stap namel long + na dispela nuklius i gat ol elektron i raunim em na ol elektron ia i ron long arere bilong nuklius long traipela spit tru. Sapos yumi brukim sampela kain matera olsem ain i go i go long ol liklik hap tru bai yumi kisim ol + bilong ain. Sapos yumi brukim wanpela + bilong ain i go long ol liklik hap na ol liklik hap yumi kisim i no ain mo. [atom]

August n namba eit mun long yia [August]

aua n taim bilong kilok i gat sikispela ten minit [hour]; i gat tupela ten fo + long wanpela dei

aupa n saior bilong gaden i gat lip bikpela liklik long lip bilong kasan, i bilong kaikai na i bikpela olsem diwai bilong kasan [native spinach]

ausait I mtt long arere bilong samting [outside]; Pita i sanap + P. i sanap klostu long haus; go + lusim haus i go II bpn + long [outside] em i go + long haus em i lusim haus; em i stap + long haus em i sanap klostu long haus III n ol hap bilong sampela samting man i lukim taim em i raunim em [outside]; yu ken i stap long haus bikos mipela i peinim + bilong haus tasol

ausaitman n 1. man i no soldia o polisman [civilian] 2. man i go lukim sampela peles [visitor] 3. man i bilong sampela arapela kantri [foreigner] 4. man i nogat wanpela man long peles i save em [stranger]

Australia n 1. kontinen i stap long saut bilong Papua Nu Gini, as peles bilong blakman bilong + [Australia] 2. kantri i bungim wantaim kontinen Australia na ailan Tasmania, i gat sevenpela distrik (Nu Satt Wels, Viktoria, Kwinslan, Wes Australia, Saut Australia, Tasmania), i gat gavman bilong ol yet na Noten Teritori i no gat gavman bilong en, i gat sentral gavman i namba wan bilong ol arapela gavman [Australia]

aut ptk i stap long arapela hap [out]; pikinini i + pikinini i go pinis long arapela hap; pik i + pinis pik i go ausait lona banis

autbod moto itk liklik moto ol i putim antap o long arere bilong bot bilong ronim [outboard motor]

autim I n nius o save long samting o sampela man [information]; polis i laik kisim ol + long retpela Holden tarak i stap ausait long Boroko Hotel aste II tt 1. + (nius) givim nius o save long samting o sampela man [inform]; polis i + ol manmeri wanpela kilman i brukim kalabus aste; + gutnius toktok long Baibel 2. + (tok) toksave long tingting bilong man [disclose]; em i + ol tingting bilong em long mi 3. + (pilaiman) rausim man long pilai [send off]; wiselman i + Raka 4. + (ensin) stopim ensin bilong kar [stop]; + ensin, yumi mas weit liklik

autim tingting n tingting bilong sampela man o niusman o raita em i tokaut o rait long en [opinion]

autsesin n liklik taun i stap longwe tru long biktaun [outstation]

aven n liklik rum insait long stov bilong kukim o hatim kaikai [oven]

avinun = apinun

avris = abris

## FOOTNOTES

1. As quoted in Pidgin English, Current Affairs Bulletin XIV/12, 1954, University of Sydney, 179.
2. My own "hausboi" (I refuse to use "domestic," that pious euphemism decreed (!) to replace "hausboi" by the Administrator, L.W. Johnson) Moroe Ombo from Usarufa received his only education in such a school and, in one year, learnt to read and write and count efficiently in Melanesian Pidgin.
3. Rev. F. Mihalic, Grammar and Dictionary of Neo-Melanesian, Westmead Printing, 1957, vii.
4. Perhaps the most powerful motive for this article and for the proposed dictionary is my deep resentment of the smugly superior Anglo-Saxon who never bothered to learn to even stutter in another language and yet assumes that the only way for the bloody foreigner (especially if he is a wog, a gook or a spic) to become 'civilized' is to learn the English tongue. This, of course, has been applied with special force to his present and former colonial possessions.
5. To be fair to Laycock, he has modified his view somewhat in his recent contribution to the topic. "If they [New Guinea's leaders] choose English [as a unifying language], . . . then Pidgin could be regarded even now as obsolescent, even though it may take a century to disappear, and join such other Pidgins as Chinese Pidgin as a historical curiosity" (1971:118).
6. Gunther's low estimate of the Pidgin lexicon has goaded me into the rash and emotional reaction of compiling in two months an approximately 2,000 word dictionary of sporting terms in Pidgin (Balint 1969). The result is not one I am very proud of, although I still judge Laycock's criticism overly harsh (1970). I believe, however, that my new dictionary is a better answer to his criticism than my refutation of some of his points. Besides, Laycock was unaware of my motivation and, further, he has either missed or ignored the intended humor. Item: my inclusion of rabbis and synagoges was a covert allusion to the fact that the Australian Government only allowed Christian missionaries to the Territory to proselytize among the 'heathens.' Item: The translation of romantic stories as "stori bilong man meri pren wantaim" was intended to contrast the Nuginian's earthy view with our Victorian concept of "romance." Aren't all romantic stories supposed to end in the sack (some after suitable words by a priest or a rabbi)? In fact, the Pidgin equivalent of the term "romantic story" was elicited from a class of indigenous students of mine and this is what they came up with.

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