Hortatory Text

(813) HQ: Exhortation to learn to read and work on coffee projects

Introduction: Simple Sentence

*Eh yabilak klikli.*
oh I did unsuccessfully
‘I will try to succeed.’ (meaning uncertain)

Stage: Amplification Sentence

*Ipak chokwipali welowelo eblúdak wabel Bubuamo pémenek*
you PL you small ones young men this village Bubuamo you IMP hear obey

*nau. Pémenek éneny enyudak yopwinyi.*
now you IMP hear obey some this good
‘You small ones, you young men, men of this village Bubuamo, hear and obey now.
Hear and obey some good talk.’

Exhortation1: Hortatory Paragraph

Introduction: Simple Sentence

*Éli tem chubo belo chuwalú pénégeitak pénakúk.*
and time they hit drum they call IRR you PL IMP get up quickly you PL IMP go

Exhortation: Conjunction Sentence

*Pitak pénak pélpogech yah pének yahiny moul*
you IMP get up you IMP go you IMP cut road you IMP do road work

*mande. Pésuh saris Pébo yah mandeihi ali tude*
Monday you IMP hold grass knives you IMP hit road Mondays and Tuesday

*trinde pének éneny kopiiny moul.*
Wednesday you IMP do some coffee work

Elaboration: Conjunction Sentence

*Pilib énagas néhabigas. Pénon kopi pénou éneny*
you IMP cut some gardens you IMP plant coffee you IMP plant some

*kokou pénou énou ehemeb ali piyagwleh umu senyudak.*
cocoa you IMP plant some coconuts and you IMP talk about about this (work)

Elaboration: Conjunction Sentence

*Pupwemu pitakumu piyagwleh enyudak atiny ali ipak*
you IRR sit when you IRR get up when you IMP talk this only and you

*tem wabwigún aglúpil pitak pénamoli sugul chopuk.*
time afternoon morning you IMP get up you IMP come school again

Elaboration: Narrative Sentence

*Pénaki, apak muwich munek rit rait numun.*
you IMP come we we IRR enter we IRR go read write inside
‘And so when they beat the drum and call, you get up quickly and go. You get up and go and cut the grass on the road – do road work on Monday. Hold grass knives and work on the road on Mondays. And Tuesday and Wednesday do some work on coffee, cut some bush for gardens, plant coffee, plant some cocoa, plant some coconuts and you talk about this work.

When you are sitting down and when you get up, talk about this work only. And morning and afternoon get up and come to school again. You come and we will enter the school and go inside and do reading and writing.’

Exhortation2: Hortatory Paragraph
Exhortation: Conjunction Sentence
Chokwipali to osem puwich, pének ritrait.
younger children also the same you IMP enter you IMP do reading and writing
ali sadehasih mupwemu beten munek beten.
and Sundays we IRR sit for/about praying we IRR do praying
Reason: Evaluation Sentence
eke munek mulau keiwakiny sakimu tingting, doumun júlág.
FUT we IRR do we IRR get old knowledge thinking today enough
Reinforce: Narrative Sentence
eke wihluwehu pémenek enyudak pitak pének pének
FUT every day you IMP hear this you IMP get up you IMP go you IMP do
bisinis.
business
‘You younger children also enter and do reading and writing, and on Sundays we will remain sitting for prayer, we will pray. We will get and use the old system of knowledge and thinking, until now. Today it's finished.

Every day you hear this talk, get up and go and do some business.’

Exhortation3: Hortatory Paragraph
Motivation: Conjunction Sentence
Nabotik komiti nanaki naklipapú enyudak bolany. méménæk,
yesterday committee man he R come he R tell us this talk we R heard
ali namaitú, pichuh?
and now you IRR sleep
Exhortation: Amplification Sentence
Pének tingting umu enyudak moul. pitak pének éneny
you IMP do think about this work you IMP get up you IMP do some
bisinisiny moul, ali eheh nyumneh nyumneh pénamoli sugul.
business work and every days days you IMP come school
Elaboration: Negative Sentence
Pénékki pének sugul, apakib lainab éhlim, mamaliwu,
you IMP come you IMP do school our age grade fathers mothers
inoken pének bigihet, wok.
do not you IMP do stubbornly no
Elaboration: Narrative Sentence
Ali ipak chokwipali welowelo nagún ipak chokwipali pitak
and you young ones unmarrieds also you small ones you you IMP get up
You IMP come school you IMP come you IMP be

Reinforcement: Negative Sentence
Kobwi peluk bagul, penek énechi énech. piyagwleh wilpat,
FUT NEG you IMP do playing you IMP do some some you IMP talk house

Piyakés penek pani wok!
you IMP laugh you IMP do funny thing no

'Yesterday the local committee man came and told us this talk. We heard it and now are you going to sleep? Think strongly about this work. Get up and do some work for growing cash crops. Come and go to school.

Our age grade also, fathers and mothers do not refuse stubbornly to come, no. And you young ones and unmarried people, you also get up and come to school. Come and remain there. Don't play around and do all kinds of things and talk inside the literacy building. Don't laugh and do funny things, no!'

Exhortation 4: Hortatory Paragraph
Exhortation: Narrative Sentence
Puwich pépwemu sugul, pupwe pupwe pupwe pupwe
you IMP enter you IMP be BENEF school you IMP be you IMP be

pupwe sugul.
you IMP be school

Comment: Simple Sentence
Nyutuh pétaglú pénak.
it (school) IRR finish you IMP go out you IMP go

Elaboration: Narrative Sentence
Pétaglú pénak, pénetinyumu bisinis pénou
you IMP go out you IMP go you IMP think about business you IMP plant
élokonihiw élimagou puwu aninyan tumato kapis, boboyah.
sweet potatoes women you IMP plant onions tomatoes cabbage pawpaws
pené ting.
you IMP do think

'You enter for school and remain there in school. When it is finished, go out and go. Go out and go and think about cash crops. Plant sweet potatoes – you women, plant sweet potatoes. Plant onions, tomatoes, cabbage, and pawpaws and think about this.'

Exhortation 5: Hortatory Paragraph
Motivation: Simple Sentence
Gavman nawichi napwe apakip étap namaitú.
government officer he enter he R be out ground now

Exhortation: Conjunction Sentence
Napwe pomalmal, ali pénou echúdak.
he R be four malmal and so you IMP plant these things

Exhortation: Narrative Sentence
Tem yah hukli huwichi, na pębék maket.
when road it IRR say it IRR enter and you IMP put market

Elaboration: Narrative Sentence
Pębék pénosuh étum ati utabal.
you IMP put you IMP REFL hold one each money
Elaboration: Simple Sentence

Na chabilomu lo, nyuwichi épúdak hap épakip.

and they R do law it (law)IRR come this place ours

'A government officer has come in and now lives on our ground. He lives at Four Malmal. So you plant these things I mentioned. When the road is finished and comes in there, build a market. You build it and each one of you will get some money. And they follow the law which has come into this place of ours.'

Exhortation: Hortatory Paragraph

Motivation: Simple Sentence

Namaitu gavman nanú apak nape strep

now government officer he R and we he R live/remain right here

Bubuamo.

Bubuamo

Motivation: Narrative Sentence

na Halipeim nuhwalú nuhwalomu sugul.

and Halipeim he IRR call he IRR call for school

Exhortation: Narrative Sentence

Nibo belo inoken pének bighetumonú.

he IRR hit drum NEG IMP you IMP do refuse

Elaboration: Narrative Sentence

Pémenekúk étuk belo, pitak pénaki pénebumumum

you IMP hear PERM one drum you IMP get up you IMP come you IMP gather for sugul.

school

Elaboration: Narrative Sentence

Pénaki pének sugul.

you IMP come you IMP do school

Elaboration: Narrative Sentence

Wabigun pénekeny, aglíupil pénekeny wab.

afternoon you IMP do it morning you IMP do it night

'Now a government officer is living with us, right here at Bubuamo. And Halipeim will hit the drum, don't refuse him. When you hear the first drum beat, get up and come and gather for school. Come and go to school. Do school afternoon, morning, and night.'

Exhortation: Hortatory Paragraph

Introduction: Simple Sentence

Douk namaitu yekotuwe yanú chokwichi étich mape.

and of course now I only I R only young ones they only we R be

Exhortation: Conjunction Sentence

Yakli apak nebepali nagún pitaki. mupwemu sugul,

I R want us important ones us also you IMP come we IRR be for school

mupwemu rit/rait ali munédükemú énégén chokugún

we IRR be for reading and writing and so we IRR understand some small part meoh.

nothing
Warning: Warning Sentence
Deke mupe meoh, echúdak kandre chúnaki.
FUT we IRR be nothing these new country independence they IRR come
pitaki utabal wok nebel e.
you IRR get up come money not some not
Reinforcement: transitive Clause
bai pebelúhúl égnúmu?
FUT you IRR it (money) hold where
Comment: Amplification Sentence
Ipak núgamim papwe júlúg, pechuh júlúg.
you sons you R be enough you R sleep enough
Exhortation: Narrative Sentence
A pitakúmu énen bisinis, namaitú pénekeny.
PAST you IMP arise BENEF some business now you IMP do it
‘Of course, now only I and the young ones we only are remaining in the class. I want us important ones (older men) to get up and come to sit for school and learn to read and write, and then we will understand some small part ourselves.
Lest we remain without this education, when these people come at independence you will get up and come, but won’t have any money. Where will you get some money to hold, anyway? You young men, our sons, have done nothing for long enough. You have slept long enough. Get up and start some cash crop work – do it now.’
Exhortation: Hortatory Paragraph
Exhortation: Conjunction Sentence
Yek Ibara yeyagwleheny enyudak bolany. yaklepepu, ali
I Ibara I R talk it this talk I R tell you PL and so
péneken yekinyumu, penenek moulu bisnis.
you IMP hear my (talk) that which you IMP REFL do work business
Reason: Topic Comment Clause
Bisnisiny bolany, apak munek rait.
business talk/custom we we IRR do reading and writing
Reason: Warning Sentence
Deke nítak núnak énabel wabel, núnak nigipwechúk,
FUT he IRR get up he IRR go another village he IRR go he IRR show them remain
ali bihain apak mupwe koulon.
and later we we IRR be ignorant
Reason: Narrative Sentence
Apak mulik nákli núgilapú apak mulik apak
we we IRR be first he R desire he IRR teach us us we IRR be first we
éblúdak wabilipe apak mulik mupwemu rait.
this you of this village we we IRR be first we IRR be BENEF reading-writing
‘I, Ibara, I talked this talk; I told you. So hear and obey my talk: do work for cash crops. The reason is that the customs and talk of business are that we do reading and writing. Lest he get up and go to another village and go and show them how to read and write and later we will be ignorant.
We will be first. He wants to teach us and we will be first – us the people of this village, we will be first to remain for the purpose of learning to read and write.’
Exhortation: Interrogative Paragraph

Question: transitive Clause
Orait, pémenek?
well you R hear obey

Summary: transitive Clause
Pémenek enyudak yeke bolany.
you IMP hear this my talk

‘Well, did you hear? You all hear and obey this talk of mine.’

Finis: Simple Sentence
Yek enyudak yaklipepú nyatúh bolany.
I this I R tell you OBJ it R finish talk

‘I have told you this talk and it’s finished.’

Postscript: Hortatory Paragraph

Motivation: Narrative Sentence
O vosik wolobaipali yek yaklipepú vosik.
yes O.K. all of you I I R tell you OBJ thank you

Exhortation: transitive Clause
Pemenek gut umu yek.
you IMP hear/obey well about me

‘Yes, thank you, all of you, I have told you and it’s all right. Listen well to my talk and obey it.’

NOTE
1. During this research, considerable use was made of a concordance of 59,447 morphemes of text in Bukiyp (Mt Arapesh) made on the IBM 360/50 computer at the University of Oklahoma by the Linguistic Information Retrieval Project of the Summer Institute of Linguistics and the University of Oklahoma Research Institute, sponsored in part by Grant GS 1605 of the National Science Foundation.

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APPENDIX: Summary of Morphophonological Rules

Where
\[ V_f = \mu, o \] (rounded vowels)
\[ V_c = ā, č, a \] (central unrounded vowels)
\[ V_u = V_c + i, e, ae \] (unrounded vowels)
\[ C = \text{any consonant} \]
\[ C_{\text{alv}} = y, ny, ch, j \] (alveopalatal consonants)
\[ C_r = m, b, h, w, p \] (rounded consonants)
\[ V_f = i, e, ae \] (front vowels)