Ireland

The following poem is from *Famine* by Desmond Egan (Goldsmith Press, 1997), reprinted here by kind permission of the author. Although written in standard English, the poem's voice recalls another margin: the oppressed and starving Ireland of the nineteenth century, and the progressive destruction of the Gaelic culture and language.

I

the stink of famine hangs in the bushes still in the sad celtic hedges

you can catch it down the lines of our landscape get its taste on every meal

listen there is famine in our music

famine behind our faces

it is only a field away has made us all immigrants guilty for having survived has separated us from language cut us from our culture built blocks around belief

left us on our own ashamed to be seen walking out beauty so honoured by our ancestors

but fostered now to peasants the drivers of motorway diggers unearthing bones by accident under the disappearing hills

Jamaica

The following text is a parable, or 'history' as its writer, Velma Pollard, prefers to call it. Starting off in an acrolect standard English it quickly turns into a very basilect Jamaican creole.

Friend

I was a stranger in the place

stop there on the way to somewhere else because night catch me.

The morning I wake up¹ a man come up to me and say a² have something to show you that a been keeping years now to find somebody to show it to. Why is me him show,⁸

*How him know say*⁴ *me woulda understand it?*

Me read it and me laugh and me no think nothing more bout it.

Another time me go to foreign⁵. As me reach⁶ me see the man. Nex day me hear say⁴ them have something that everybody shoulda try see but you have to drive car go there and you know me no drive a foreign⁵. The man come up to me and smile and hold on to me like me and him a fren so me say to him do me a favour noh

drive me and me fren dem⁷ go look pon the something. Him say alright as long as him can carry fi him⁸ fren dem too. So we go.

After that me no see the man f⁴ lang lang time till me go a¹⁰ wan foreign¹¹ near to where fi him yaad de¹². When me do see him him say him know say⁴ me never intend fi mek¹³ him see me, for me no sen come tell¹⁴ him say me a come¹⁵. Anyway him still talk to me and say me mus spen likkle¹⁶ time with him. Me say alright. Him carry me a wan place me cant describe it how it pretty¹⁷. A¹⁸ pure gravel and rock and although a¹⁸ seaside¹⁹ no sand no di¹² deh²⁰. And the rock dem⁷ have pattern like batik and tie-dye. We sidung²¹ and talk - mostly him talk and me listen bout some sad sad things what happen to him. And sometime we just keep quiet and consider. Me cant describe to nobody how it feel likesay²² me know the man from me born¹⁷ and me no know him you know.

The next time we meet, people see how me an him talk nice and them say something ina something but not a thing no in deh more than me and him just move easy like how Lorna say you have flour and somebody else have water and the two of unuh^{2,3} coulda all make bread together but *a*¹⁸ more like him have clay and me have water and we make a nice big yabba pot together.

Him say me woulda did like him if me did know him when him did young²⁴. What you think him mean by that? Him mean him agree with me that we can just be friends good friends and thats that.

And me say give thanks for me no want fi know him bad ways how much woman him have how him beat him wife and how him foot big and dirty and maybe him no want fi know how me careless careless and nasty so it better we just gwaan²⁵ sidung a tree root and talk or sidung a seaside and gaze everytime we meet one another.

> Velma Pollard University of the West Indies

[Editor's note: Most of the typical creole features of this very basilectal text (with a few standard 'acrolectal' features especially before the writer 'warms up') are noted below. Not commented on are the typical verb forms uninflected for tense, person, aspect, and the typical general pronoun forms (*mi, him*) for all case functions.

¹'In the morning when I woke up'. ²'I'. ³'Why is (it) me he shows (it to)'. ⁴complementiser: 'that'. ⁵a foreign 'abroad'. ⁶'arrived'. ⁷dem associative plural marker. ⁸ fi optional possessive marker: fi dem 'his'. ⁹'for'; can also mean 'to'. ¹⁰'to'. ¹¹ 'a certain foreign country'. ¹²de (also d): locative 'be' so, 'where his home was'. ¹³fi mek 'to let'. ¹⁴sen come tell him' send (a message) here to tell him'. ¹⁵ say me a come 'that I was coming' (a is progressive aspect marker). ¹⁶'little'. ¹⁷how it pretty 'how pretty it was': no copula. ¹⁸here a has yet another function, that of copula 'be': '(it) was'. ¹⁹beach'. ²⁰deh 'there': 'no sand was there/(there) was no sand there'. ²¹sidung 'sat down'. ²²likesay 'as though'. ²³ unuh plural 'you' (of West African origin). ²⁴ did is the completive aspect marker for verbs in the three cases (in the last one there is no copula with adjectives). ²⁵gwaan 'go'.]

Guyana

Indentured laborers from India (also known as *bound coolies*) were taken to British Guiana from 1838 to 1917 to work on sugar plantations. Those from the Tamil region, known as *Madrasi coolies*, took with them their worship of the Hindu Mother Goddess in her regional form of Mariamma. This is referred to as *Madrasi religion* and is most commonly known as *Kalimai Puja* («Mother Kali worship»), perhaps because of contact with north Indians in Guyana as well as through association between Mari and Kali in Tamil Nadu