

Richès kiltirèl Ayiti: yon min ki poko esplwate
(The cultural richness of Haiti: an unexploited mine)

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Fevriye 2015 : February 2015

Sou kisa chèchè, anseyan, ekriyen, elèv ka ekri pou esplwate richès kiltirèl Ayiti?

On what can researchers, teachers, writers, students write to exploit the cultural richness of Haiti?

Se yon tèz ki ta pi long pase rivyè *Le Nil* si pou n ta devlope l an lon e an laj. Men se yon kesyon enpòtan ki ka oryante nou nan lòt direksyon pou n panse, e repanse a richès kiltirèl Ayiti, ki, nan yon sans, poko vrèman esplwate.

It's a thesis that would be longer than the *Nile River* if we were to develop it in depth. But it's an important question that can orient us in other directions to think and rethink about the cultural richness of Haiti, in a way, that has not yet been exploited.

Se pa paske pa gen ekriyen ayisyen, men petèt se do yon kesyon *oryantasyon* lè yo chwazi sa pou ekri, rechèch pou fè (ki ka yon obligasyon) san panse sou yon *nesesite* pou ekri sou yon seri sijè kle, sijè de baz pou kite dèyè yon testaman pou jenerasyon ki poko wè solèy jodi, e pou ouvri plis fenèt nan kad rechèch, men ak fokis sou aspè kiltirèl peyi d Ayiti.

It's not because there aren't Haitian writers, but maybe it maybe a question of *orientation* when they choose what to write, research to do (that can be an obligation) without thinking on the "necessity" to write on series of key subjects, basic subjects to leave behind a testament for generations that have not yet seen today's sun, and open more windows to research but with focus on the cultural aspect of Haiti.

Aprè yon seri (gwo) rechèch, tèz, atik kèk chèchè (etranje kou natif) konn ekri sou Ayiti, anpil fwa yo bliye esplwate tout richès kiltirèl peyi sa a (ak plim yo) pou pwofite ekri sou sa (menm si se ta se kèk atik).

After some (great) research, theses and dissertations, articles some researchers (foreign as well as natives) write about Haiti, many times they forget to exploit all of the cultural richness of that country (with their pen) to take advantage about that (even it is some articles).

Lè n ap fè rechèch sou yon sijè, oubyen yon tèm an patikilye, nou vin apresye anpil fwa tout sa nou te ka jwenn ki ekri sou li.

When researching on a subject, or on a particular theme, often times we come to appreciate all that's we are able to find on it.

Lontan, pou moun ki aletranje (ou menm an Ayiti) ki t ap ekri, fè rechèch sou lòt peyi ou lòt kilti, sa te pi difisil pou yo paske fò yo ta al fouye atik (nan jounal, rev, liv) ki pibliye pou ta wè sa yo di sou sijè a, epi eseye jwenn kèk moun ki ta soti nan peyi /kilti sa a (pandan yo aletranje) pou ta entèvyoure yo.

In the past, for people who are abroad (or even in Haiti) who were writing, and researching on other countries or culture, it would more difficult for them because they would have to look for articles (from newspapers, journals), published books to see what they say on the subject, finding some people from this country /culture (while abroad) to interview them.

Men ak entènèt la jounen jodi, nenpòt kote nou ta ye nan lemond, osi lontan moun pibliye sou entènèt la (sou yon sijè patikilye), n ap gen aksè li piblikasyon elektwonik lan.

But with the internet access today, anywhere we may be in the world, as long as people publish online (on a particular subject), we will have access reading the electronic publication.

Sou ki tèm nou ka ekri (ki ta gen yon aspè kiltirèl, ki ta yon nesosite pou ekri sou li)? Se yon repons ki depan de chak moun ki vle ekri, kisa yo vle ekri, e konnen enpòtans sa genyen kòm yon èv imanité (pou ede lòt moun k ap ekri, sa k ap fè rechèch, oryante moun pou ekri plis sou yon sijè espesyal oubyen devlope l plis).

On what theme can we write? (that would have a cultural aspect, that would be a necessity to write about it), is something that depends on each person who wants to write (and what they want to write) and know the importance that has as a humanitarian work (to help other people who are writing, those who are researching, orienting people to write more on a particular subject or to develop it in depth). So, in general, don't think if you write a one, two, tree page(s) article it's not important. It's not the length of what we write that will make people to take us for great writers, but it's rather its essence, weight, how an audience is going to interpret it, and it's value for that audience... That way, in this same line of ideas, we come up with a list of terms for people who are writing about Haiti to be able to look at, explore, develop, go and research more on them. Let's take a look at some of them:

Donk an jeneral, pa panse si ou ekri yon atik yon paj, de paj, twa paj li pa ta enpòtan. Se pa longè sa nou ekri a ki pral fè yo pran nou pou gwo ekriyen, men pito esans, pwa li, kòman yon odyans pral entèprete l, se ki valè l genyen pou odyans sa a... Konsa, nan menm liy ide sa a, nou relve yon lis tèm pou moun k ap ekri sou Ayiti ta gade, explore, devlope, ou al fè plis rechèch sou yo. Ann gade kèk ladan yo:

ABIMAN. Rad moun mete pou diferan okazyon, e.g, pou al lachas, legliz, lekòl (inifòm), nan antèman, nan fèt, nan klib (klèb, nayklib /nayklèb), nan maryaj /fyansay, nan plaj, nan pwomnad, nan randevou (pou al flannen, pou al nan sinema, travay, nan biwo, nan jaden, nan faktori, nan magazen, nan lari, elt.), vizite moun ki gen mòtalite...].

AKTIVITE JOU SAMDI. Se jou bese leve (jou moun pi okipe sitou nan gran vil yo)...

AKTIVITE LEKÒL KA FÈ AK ELÈV (sitou jou vandredi). Nan aktivite sa yo, nou ka mansyone tout sa lekòl te ka fè kòm aktivite, aktivite ki te ka kreye pou ede elèv (elaji konesans yo) pou ede sosyete a demen...

Pa egz: *anseye yon metye kèlkonk, kijan pou itilize òdinatè (konpwoutè), enpòtans pou konnen CPR (pou sekouri yon moun ki an detrès, e ki bezwen premye swen); vizite lopital (pou pran konsyans pou konnen apwopo plizyè maladi, e kijan moun ka eseye evite yo); pran konsyans pou pwoteje sante Bondye ba yo;*

pran konsyans pou fè prevansyon, konsyans pou konprann moun enfim (bezwen yo, e kijan pou gen lacharite pou ede yo);

patisipe nan plante pyebwa (pou ede nan pwojè rebwazman); pran konsyans pou gen pitye pou ede moun ki maladi; òganize pwomnad (sa yo ka aprann de yo);

vizite lopital; vizite prizon (pou pran konsyans de sa yo pa dwe fè nan sosyete a dekwa pou pa peye konsekans lan pita); vizite diferan zòn Ayiti (pou espoze timoun yo a reyalite peyi

DRESSING. Clothes people wear for different occasions: e.g., to go hunting, to church, to school (uniform), to a funeral, to a party, to a club, to the beach, on a fieldtrip, to a *rendez-vous*, to the movies, to work (in an office, in the field, in a factory, in a store, in the streets, etc.), visit people in mourning...].

ACTIVITIES ON SATURDAYS. A day full with activities, the busiest day for people (in the cities)...

ACTIVITIES SCHOOLS CAN DO WITH STUDENTS (especially on Fridays). In these activities, we can mention all that schools could have done as activities, activities that could have created to help students (broaden their knowledge) to help the society tomorrow...

E.g.: *teaching them a trade somehow, how to use computers, the importance to know CPR (to save a person in distress, and who needs first care); visiting hospitals (to be conscious to know about many diseases, and how people can try to avoid them); be conscious to protect the health that God gives them;*

be conscious to make prevention, conscious to understand handicapped people (their needs, and how to have pity to help them);

participating in planting trees (to help in reforestation projects), be conscious to have a heart to help people who are sick; organizing fieldtrip (what they can learn from them);

visiting hospitals; visiting prisons (to be conscious of what they shouldn't do in society so that they don't the consequence later); visiting in different areas of Haiti (to

a, e pou pran konsyans pou aprann kontribye nan devlopman peyi yo olye y aprann kontribye nan destriksyon l pito);

vizite miçe (dar, istorik... pou aprann apresye kontribisyon lòt moun nan diferan domèn); *vizite* Repiblik Dominikèn ou Sendomeng (pou bay elèv chans obsève /konpare de peyi sou plizyè aspè, chans pou al gade kòman bagay yo ye aletranje, e kòman yo fèt)...

Pou plis detay sou aktivite lekòl Ayiti ka fè jou vandredi, nou envite w li atik sa a: [Ayiti: pou yon edikasyon pratik lè vandredi](#). E pou obsève peyi etranje ki pi pre Ayiti, nou envite w li woman peyizan e istorik, [Sezon sechrès Ayiti](#) (ed., 2014).

Pou moun ki pale anglè ou ki pi alèz nan lang anglè k ap fè rechèch sou Ayiti, y ap gen aksè a vèsyon anglè a, *Season of drought in Haiti* (avan lontan), e pou moun ki pale panyòl, a vèsyon espayòl la (*Temporada de sequia en Haiti*).

AKTIVITE PEYIZAN FÈ [e.g. *anfèmen* /*poteke* tè; *angrese bèt* pou vann (kabrit, kochon, poul, kòdenn (kodenn, kodèn, dend); *ale nan gagè* (gadyè), *chatre bèt* (chen, kochon), *fè founo* (founacho) pou bati kay; *fouye* manyòk, *mazonbèl* (mazounbèl), patat, yanm; *fè gadinay bèt* (tankou kabrit, kana, kochon, kòdenn, poul, zwa); *fè kòve* (konbit) pou plante apre lapli tonbe, pou rekòlte mayi, pitimi, sekle (sakle) tè /jaden; *sizye bwa* (pou fè planch, pou fè sèkèy, pou fè kofray pou konstriksyon);

expose children to Haiti's reality, and to be conscious to learn how to contribute to the country's development instead of learning to contribute rather in its destruction);

Visiting museums (of art, historical ones... learning to appreciate the contributions of other people in different domains); *visiting* the Dominican Republic (to give students a chance to observe /compare two countries in many aspects, a chance to go and see how things are, and how they're being done abroad)...

For more details on activities that schools in Haiti can do on Fridays, we invite you to read this article: [Haiti: for a practical education on Fridays](#). And to observe a foreign country, the closest to Haiti, we invite you to read the peasant and historical novel, [Sezon sechrès Ayiti](#) (ed., 2014).

For English speakers or people who are more at ease in the English language who are researching on Haiti, they will soon have access to the English version (*Season of drought in Haiti*), and Spanish speakers to the Spanish version (*Temporada de sequia en Haiti*).

ACTIVITIES PEASANTS DO [e.g., *leasing* land; *fattening animals* to sell (goat, pig, chicken, turkey), *going* to cockfight activities; *castrating* animals (dog, pigs); *making* 'founo' to build houses; *harvesting* yucca, *mazonbèl**, sweet potatoes, yam; *raising animals* such as goat, duck, pig, turkey, chicken, goose; *organizing* 'kòve' (or collective working in the field or to work on something), *planting* after rainfall, *harvesting* corn, millet, *mowing* land, garden; *sawing wood* (to make board, coffin, to use as frame for construction);

travay nan eskwad ou an ti gwoup, *travay nan jaden*, *travay tè dimwatye* (asosye stè); *vann bagay nan mache* (jou mache nan zòn nan, pote pwodui al vann nan mache); *vann jounen*, *vann kadè* (bout kadè), *travay asosye* (ti gwoup, youn ede lòt) ...

working in 'eskwad' or small group, *working in gardens*, *working land as sharecroppers*, *selling thing in the (open) market* (on local market days, bringing products to be sold in the market), *selling jounen, (bout) kadè*, *working as associates* (small group, one helps another) ...

ANTÈMAN (*lantèman*). Tradisyon (lavil /andeyò); aktivite; koutmen zanmi /fanmi ka bay, vwazen; planifikasyon; pran ponya /bay ponya (prete lajan ak gwo enterè); vann tè pou peye det antèman; akò ant eritye avan tè a vann (pou evite hing-hang).

FUNERAL. Tradition (in the city /countryside); activities; help from friends /relatives, neighbors; planification; *pran ponya /bay ponya* or borrowing /lending money with high interest rate; sell land to pay expenses of the funeral; agreement between heirs before land is sold).

DESANM. •5 desanm: debakman Christophe Colomb (1503) nan *Hispaniola*; •24 desanm: Nwèl (aspè relijye /kiltirèl /komèsyal /sosyal).

DECEMBER 5th: Christopher Columbus' arrival (1503) in Hispaniola; •December 24th: Christmas (religious /cultural aspect).

DIMANCH PAK. (Aspè relijye /kiltirèl, selebrasyon, manje espesyal, aktivite).

EASTER SUNDAY (Religious /cultural aspect, special food, activities).

FÈT PATWONAL. (Aktivite).

LOCAL HOLYDAYS (activities).

GAGÈ (*gadyè*) – aktite, distraksyon sitou an pwovens); arèn kote kòk (kalite, batay) ap voye kout zepon. Moun parye (sou kòk yo) lajan sou yo)...; enpòtans gagè genyen pou Ayisyen, pou peyizan...; aktivite komèsyal (machann ki vin vann jou gagè)...; swen (yo bay) kòk yo davans (ba yo mayi, dekreta yo, deplimen anba kou yo, mete sapatann pou yo, netwaye /file zepon yo, soufle tafya sou yo...).

COCKFIGHT. – Activities, distraction mostly in the provinces. Arena where cockfights are fighting. People bet money on them. It's a great distraction (mostly in the provinces in Haiti)... The importance of *gagè* for Haitians, for peasants... commercial activities (vendors who come to sell things on the day of the *gagè* activity)... care (given) to cockfights in advance (feeding them with corn, dekreta them, unpluck soft feathers under their necks, put *sapatann* on their spurs, clean /sharpen their spurs, blow *tafya* on them...)

INIFÒM LEKÒL (abiman, obligasyon). Pifò lekòl Ayiti (prive kou piblik) dwe gen inifòm. Anpil ladan yo pote inisyèl lekòl la. Sa idantifye apatenans elèv la a yon enstitisyon; si l gen yon pwoblèm nan lari, li fasil pou idantifye l (menm si l pa ta gen yon katdidantite nasyonal obligatwa sou li). Inifòm nan ka parèt yon *prestij* pou elèv la (lè l mete l) paske, otomatikman, li idantifye apatenans elèv la a yon enstitisyon an patikilye. An menm tan tou, gen elèv ki ka kreye sèten prejije kont lòt (ki ta frekante lekòl ki pa tèlman gen gran renome).

ISTWA (*Bwa Kayiman, Fò Jak & Aleksann, Milo, Plas Sentàn, Pon Wouj, Sansousi...* se kèk lye istorik nou ka mansyone, lye pou elèv ta dwe vizite, epi ekri sou yo to).

JANVYE. (1^e Janvye: Joudlan; Fèt Endepandans. •2 Janvye: Jou Zansèt yo (fondatè nasyon an).. •6 Janvye : *Epifani* (aspè relijye).

KANAVAL. (aktivite kiltirel, distraksyon) Selebre ant mwa fevriye /mas; bann, cha, chante, degizman, dekorasyon cha, gwoup mizisyen, rèn kanaval e abiman yo).

LACHAS (*Zwazo yo chase: kòdenn mawon, pentad mawon, poul dlo (kanna mawon), ranmye, toutrèl (katzèl, yon tip toutrèl), zòtolan (zantolan), zwa. Animal yo chase: chat mawon*).

LAGO KACHE (lajounen, leswa); lagoon lè lekòl bay rekreyasyon. Lago /bijou... lagoon

SCHOOL UNIFORM (dress, obligation). Most schools in Haiti (private, public) should have uniforms. Many of them have the initial of the school. That identifies the student belonging to an institution; if he has a problem in the streets, it makes it easy to identify him (even if he didn't have a mandatory national I.D card on him). The uniform may appear to be a prestige for the student (when wearing it) because, automatically, it identifies the student's belonging to a particular institution. Also, at the same time, there are students that may create certain prejudices against others (who would attend schools which may not have great reputations).

HISTORY (*Bwa Kayiman, Fò Jak & Aleksann, Milo, Plas Sentàn, Pon Wouj, Sansousi...* are some historical sites we can mention, sites that students should have visited, and write about them also).

JANUARY (January 1st: New Year's day; Independence Day. •January 2nd: Ancestors' Day. •January 6th: Epiphany (religious aspect).

CARNIVAL. Celebrated between February /March. (Bands, float, songs, **degizman**, decoration of floats, group of musicians and their costumes).

HUNTING (*Birds they hunt: wild turkey, (wild) guinea fowl, 'poul dlo' (wild duck), 'ranmye', dove ('katzèl': a type of dove), 'zòtolan', geese. Animals they hunt : wild cats*).

HYDE-AND-SEEK (day time, at night). *Lago* during (school) recess. . *Lago /bijou...*

fini, al kache (bouche). Lago nan dlo (ak mango; tire lobe; plonjon /pike...). *lago fini, al kache (bouche)*. Lago* (with mango in the water; tire lobe; diving...).

LANMÒ ak **ANTÈMAN** (lantèman), tradisyon. **DEATH and BURRIAL.** Tradition.

LESIV (andeyò, nan sous /rivyè jou samdi, blayi pou tann rad, savon lave, zoranj si, bergamòt (beganmòt); lesiv pou lave rad yon defen apre lamò l. **LAUNDRY** (in the provinces, in a spring /river on Saturdays, *blayi* to spread out clothes, laundry soap, sour oranges, **bergamot**).

LYE ISTORIK (ak vizit gide, e.g: *Akayè, Bwa Kayiman (Bwa Kay Iman), Gonayiv* (pou kisa), Machan, Vètyè...)). **HISTORIC SITES** (with guided visits, e.g: *Akayè, Bwa Kayiman (Bwa Kay Iman), Gonayiv* (why), Machan, Vètyè...).

MADIGRA (bann madigra, jou madigra, non bann yo, madigra sal (an pwovens), selebrasyon madigra an pwovens) (aspè kiltirèl). **MADIGRA** (**madigra** band, **madigra** day, name of bands, **madigra** sal, **madigra** celebration in the provinces) (cultural aspect).

MANJE ESPESYAL (epòk, zòn, espesyalite). **SPECIAL FOOD** (time, zone, specialty).

MARYAJ /FYANSAY (mandasyon, demann) nan vil, an pwovens, kijan sa fèt; tradisyon). **MARRIAGE /ENGAGEMENT** (in the city, in the provinces; tradition).

ME. 1^e Me: Fèt Travay (aspè sosyal); •18 Me: Fèt drapo (aspè kiltirèl /istorik), parad; •Jou Inivèsite; •23 Me: Fèt Souverènte Nasyonal (jou ki dedye a prezidans repiblik la). **MAY.** •May 1st: Labor Day (social aspect); •May 18th Flag Day (cultural /historical aspect), parade; •Universities Day); •May 23rd : National Sovereign Day (day dedicated to the presidency of the Republic).

NOVANM. •1^e Novanm: Latousen; •2 Novanm: Fèt Mò; •18 Novanm: Batay Vertières (jou ki komemore viktwa twoup ayisyen yo sou fòs fransè yo, 1803). **NOVEMBER.** •November 1^e: All souls Day; •November 2nd. Day of the Deads; •November 18th: Battle of Vertières. (A day commemorating the victory of the Haitian troops over the French Forces, 1803).

OUT ((dawou, dout).). 1 ^e out: Asonpsyon (vyèy) Mari (aspè relijye).	AUGUST . August 1 st : Assumption of Mary (religious aspect).
PWOMNAD LEKÒL KA FÈ ATRAVÈ PEYI A . Nou ka di lekòl Ayiti poko fè sa, e yo ta dwe mete l obligatwa pou fè l pase sa fè pati enstriksyon sivik.	SCHOOL FIELDTRIP ACROSS THE COUNTRY . We can say that schools in Haiti have not done that yet, and they should have made it mandatory to do it because it's part of Civics' education.
SINEMA . Ale nan sinema (aktivite lavil, aktivite nan kèk vil pwovens, distraksyon); fim ayisyen, fim etranje, fim kòbòy (jèn yo renmen), fim dokimantè.	CINEMA . Going to the movies (city activities, activity in some schools in some cities); Haitian movies, foreign movies, cowboy's movies, documentaries.
SOUP JOUMOU PREMYE JANVYE (tradisyon, aspè kiltirèl).	SQUASH SOUP ON NEW YEAR'S DAY (tradition, cultural aspect).
SEN VALANTEN . (14 fevriye). Fèt anmore (anmoure), anmòrèz (anmourez).	VALENTINE DAY (February 14 th). Lovers's day.
TOUPI (topi). Jwèt <i>toupi</i> , ti gason plis jwe l; diferan tip toupi).	TOUPI . Game mostly played by boys different types of <i>toupi</i> .
TRADISYON (Tout sa nou ka klase anba tèm sa a, sa nou pataje an komen kòm pèp).	TRADITION (All that we can classify under <i>tradition</i> , what we share in common as people).
VEYE (swa avan antèman. <i>Aktivite</i> : bay blag, jwèt kat, (bezig, ti bourik, twa sèt), (jwèt) domino... Manje, bwason... (Tradisyon, aspè kiltirèl /relijye).	WAKE (the eve before the burial. <i>Activity</i> : tell jokes, card games, (<i>bezig, ti bourik, twa sèt</i>), dominos... Food /Drink... (Tradition, cultural /religious aspect).

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NÒT : NOTE

Done pou rechèch ki an rapò ak: Antwopoloji Kiltirèl; Bazdone Kreyòl – Anglè pou rechèch; Edikasyon Ayisyen; Fèt (nasyonal, relijye, sosyal) Ayiti, Istwa Ayiti, Kilti Ayisyen; Kreyòl (zòn atlantik); Kreyòl a baz fransè; Lang Ayisyen; Leksik Kreyòl; Materyèl Didaktik an kreyòl e anglè; Materyèl Didaktik pou Bileng Ayisyen; Rechèch sou (La)kilti /Tradisyon Ayisyen; Tradiksyon (kreyòl – anglè); Tradisyon Ayisyen.

Atlantic creole, Creole /Kreyol Lexicon, Cultural Anthropology, French-based Creole, Haitian Culture, Haitian Education, Haitian History, Haitian Language, Haitian Tradition, Holidays in Haiti, Kreyol – English Database, Research on Haitian Culture and Tradition, Teaching Materials for Haitian Bilingual, Teaching Materials in Creole (Kreyol) and English, Translation : Haitian Creole – English.

* * *

blayi: Pile or pebbles on which they spread out wet clothes to dry up (usually by a spring, river in in the provinces of Haiti).

lago /bijou... *lago fini, al kache (bouche)*. In the hyde-and-seeK game, the person who is going to run catch at least one of the group is the one saying “lago”; members of the group (that’s going run or hyde, depending on the type of *lago*, says ‘bijou’. And then once the caller says “lago fini” members of the group either run (to be caught) or go into hiding. The person who gets caught will then takes turn (to be the caller who is going to run seek for others).

mazonbèl (mazounbèl): A root vegetable bigger than taro that looks like yam.

tafya (klerin): raw rum.

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