

Aguilan, E. G. (1989). *Indigenous songs, rhymes and chants in the life cycle of the I-Sagada*. (Unpublished master's thesis). Baguio City: Baguio Colleges Foundation.

Physical location: University of the Cordilleras Library, Baguio City

ABSTRACT

The purpose of this research is to contribute to the archive materials on indigenous culture of the Igorot particularly that of the I-Sagada. Its aim was primarily to collect indigenous songs, rhymes and chants in the life cycle of the I-Sagada; that of childhood, adolescence, marriage and death. It is the belief of the researcher, that if we are to appreciate our heritage, it is necessary that we have a distinct identity as a cultural being. The songs, rhymes and chants form part of such an identity.

In order to come up with enough indigenous songs, rhymes and chants, the researcher made use of the third year literature class of Saint Mary's School, school year 1988-1989. They had a vast collection of Igorot songs, rhymes and chants from their grandparents who are still living. The authenticity of the songs, rhymes and chants were verified by the researcher through daily interactions with the people of Sagada, she being a resident of the place. Textual translations into English was done by the researcher in consultation with some of her colleagues at Saint Mary's School where she teaches. The notations of the songs was done by a local resident of Sagada who herself knows the songs, rhymes and chants and has also undergone formal schooling in music.

Findings

1. There are many indigenous songs, rhymes and chants in the life cycle of the I-Sagada.
2. The songs, rhymes and chants are sung by the people as they move through the different life stages such as birth, childhood, adolescence, courtship, marriage and death.
3. These indigenous songs, rhymes and chants form part of the cultural heritage of the I-Sagada which embody the values, ideals and life patterns of the people.
4. The values of fertility, strength, permanence, firmness, health and contentment are always emphasized in the songs, rhymes and chants.

Conclusions

After collecting, categorizing and analyzing the collection of songs, rhymes and chants the following conclusions are formulated:

1. Social norms are established by the Sagada society and the I-Sagada child learns from within his social environment.
2. The playthings of the I-Sagada child reflect the kind of work the people in the community do.
3. Reflections of the I-Sagada world is that it is a rural area.
4. Values of courage are instilled in the I-Sagada at an early age.
5. Education serves as an avenue for improving the quality of life.
6. Values of work and the love of nature are foremost in the life of the I-Sagada.
7. The life cycle of an I-Sagada is accompanied by varied rituals, chants, rhymes and songs are always used.

Recommendations

From the findings, implications affect the education of the I-Sagada, and the researcher recommends the following:

1. The study of the local culture in all its aspect should be incorporated in Social Studies, Literature, Music and the Arts.
2. Students should be more exposed to local culture through dramatics, visual presentation, participations and observation of unfolding events within the community as part of classroom work.
3. Collection and documentation of past and existing indigenous songs, rhymes and chants of the I-Sagada should be encouraged among students.
4. For schools like Saint Mary's School who has pioneered in the collection of indigenous songs, rhymes and chants, they should publish these in the Sagada Postboy which is a local newspaper.
5. Further studies on the Sagada local culture should be encouraged among teachers, so as to understand better the I-Sagada and his behaviour.