An investigation of the folk tales of Apayao which could be included in literature study for secondary schools.

Specific Problems:

1. Who are the Apayaos? What life-style do they present?
2. What are the major unwritten folk tales of the Apayaos which portray their life-style?
3. What are some of their minor folk tales?

Methods and Materials Used:

This investigation is a general descriptive survey which made use of interviews from knowledgeable informants, participant-observation, personal visits and referential readings.

Findings:

After a thorough investigation of the folk tales of Apayao, the researcher has found out the following:

1. The Apayaos are a cultural aggregation in the Northernmost part of Luzon. They present a life of a cultural community who are simple and toiling for their livelihood; daring in their struggles towards acculturation; polytheistic in their religious beliefs; and do not enjoy fully the benefits of civilization.
2. There are only two major folk tales of these people and they are: ABYOSAN, the Apayao epic and DUNGKUAN AND DUMARIYA, their longest narrative romance, which are unwritten.
3. The minor folk tales of these people are fables, legends, myths and anecdotes that are numerous and popularized only in the municipalities of Conner, Clanasan and Kabugao. Only a few of them have been published.
Conclusions:

1. The Apayao are a cultural minority group who because of their meagerness in number and their remoteness to urbanization, five on the highlands of the northernmost part of Luzon. They present a life of a cultural minority who are: (a) simple and toil for their livelihood because of poverty and insufficient knowledge of the technical know-how of living, (b) daring in their struggles towards acculturation for fear of being outnumbered and ejected from their cultural setting, (c) polytheistic in their beliefs due to the security of religious missions to disseminate the words of God to them and (d) do not enjoy fully the benefits of civilization due to the inaccessibility of vehicular transportation which impedes educational and governmental affairs from being brought closer to them.

2. (a) ABYOGAN and DUNGKUAN AND DUMARIYA show cultural values such as patriotism, family solidarity, sacrifice, etc., and literacy values such as fiction, artistry, vivid imagery and other values. (b) ABYOSAN, the Apayao epic, is accepted mostly by the Apayao as their most prominent and major folk tale due to its length, artistry and its values radiating courage, love, patriotism, sacrifice and others. This piece appears to be orally narrated in prose from in spite of its being an epic and remained untranslated wholly in English because these people lack prominent local journalists who could refine it and put it in writing.

3. The legends, myths, fables and anecdotes exude some notable moral values such as honesty, piety, obedience, love, etc., and they are not popularized in some Apayao areas like Luna, Pudtol, Flora and Sta. Marcela, because these are Ilocano-dominated. Although these minor tales were gathered and published, there has never been an intensive study about them.

Recommendations:

1. Vehicular transportation should be constructed or at least worked out for construction in the area in order that these far-flung tribes can enjoy the benefits of civilization such as education, religion and government so that these could play important roles in their life-styles.

2. ABYOSAN, the longest existing epic has to be written in its poetry form, from its native lyrics to its English translation so that it could gain its recognition as the literacy masterpiece of the Apayao.

3. There has to be an intensive study of the legends to put emphasis on how the Apayao express their life-style so that cultural majority neighbors will understand them fully by realizing and reading these legends.
4. The culture and folk tales of the Apayaos have to be preserved by publication in books, magazines or the like in order to give them national recognition.

5. ABYOSAN and DUNGKUTAN AND DUMARIYA should be included in Philippine literature for secondary schools because they are rich in cultural values such as nationalism, sacrifice, etc., and literacy values such as fiction, artistry, vivid imagery, etc., to bring out appreciation, knowledge and values among the studentry.