Lesson 1

Valuing Our Elders’ Wisdom

YOUR GOALS

This lesson allows you to appreciate the wisdom of our ancestors that continues to influence our experiences. Discover how their proverbs serve as guideposts towards strengthening our values. You must aim to:

1. Express whether a statement is true or false based on what you know.
2. Recognize differences in voice levels and speech patterns.
3. Determine words or expressions in a selection that are similar or opposite.
4. Use information presented in an article to infer, to evaluate, and to express critical ideas.
5. Discuss the features of proverbs, their intended purpose, and the setting during which they were produced.
6. Use appropriate volume and enunciation in a given communication situation.
7. Identify the unique features and properties of oral language.
8. Observe rules on subject-verb agreement.
9. Recognize the features and codes of the library’s information sources.

YOUR INITIAL TASKS

Task 1. True or False?

On a half-sheet of paper, write T if the statement is true according to what you know and F if it is false. Be ready to explain your answer with a partner.

_____ 1. Philippine literature existed even before the Spaniards came.
_____ 2. Proverbs express the unending wisdom of the old.
_____ 3. Proverbs communicate only traditional beliefs and values.
_____ 4. The form of proverbs is chiefly poetic.
_____ 5. It is difficult to preserve proverbs.
Task 2. What did they say?

Complete the grid below as you listen to the recording.

<table>
<thead>
<tr>
<th>Recording</th>
<th>Descriptions of the Speaker’s Voice</th>
<th>Descriptions of the Speaker’s Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task 3. Similar or Opposite?

In terms of meaning, a word may be synonymous (similar) or antonymous (opposite) to another. Form the correct pairs of synonyms and antonyms used in the selection.

<table>
<thead>
<tr>
<th>compiled</th>
<th>native</th>
<th>ancestors</th>
<th>gathered</th>
</tr>
</thead>
<tbody>
<tr>
<td>comprehensive</td>
<td>limited</td>
<td>complex</td>
<td>brief</td>
</tr>
<tr>
<td>elders</td>
<td>simple</td>
<td>lengthy</td>
<td>indigenous</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synonyms</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

YOUR TEXT

Words of Wisdom

Damiana L. Eugenio, the mother of Philippine Folklore compiled and edited what may very well be considered as the most comprehensive collection of proverbs in our country. There is a limited number of works like this in existence. She spent a lifetime collecting pieces of folk literature that reveal our ancestors’ wisdom. When she gathered proverbs from various areas in our country, she declared that our elders lived by simple, yet very meaningful rules of righteous living. In fact, she asserted that even the Spaniards who colonized our country noticed how proverbs formed part of the native spirit. Spanish missionaries were found to have translated such proverbs and other oral expressions in Spanish in order for their fellow religious people to learn our indigenous languages. By doing so, they were able to interact with the early Filipinos their and eventually introduce the Catholic faith.

Proverbs are brief instructive expressions that suggest a specific action, behavior, or judgment. Referred to by some scholars as “the wisdom of many and the wit of one”, they are commonly written in the form of short assertions or poetic two-liners which have rhyme. It is interesting to note that people are easily struck by proverbs when they are woven in conversations or writings. This is perhaps because they have the power to teach people the more essential truths about life and the complexity of living.
Compared to lengthy narrations, descriptions, or argumentations, proverbs are able to effect quickly a change in view or disposition.

In Filipino, proverbs are called salawikain or sawikain. They prescribe norms, impart a lesson, or emphasize traditions and beliefs in a community. In the anthology of Damiana L. Eugenio, she classified proverbs into six categories: (1) proverbs expressing a general attitude towards life and the laws that govern life; (2) ethical proverbs recommending certain virtues and condemning certain vices; (3) proverbs expressing a system of values; (4) proverbs expressing general truths and observations about life and human nature; (5) humorous proverbs and (6) miscellaneous proverbs. Below are examples of each category.

1. **Proverbs expressing a general attitude towards life and the laws that govern life**

   *Walang ligaya sa lupa na di dinilig ng luha.* (Tagalog)
   There is no earthly joy that is not watered with tears.

   *Say liket ban-bantayey ermen.* (Pangasinan)
   Joy is always guarded by sorrow.

   *Ang kapalaran ko di ko man hanapin, dudulog lalapit kung talagang akin.* (Tagalog)
   The good fortune which is intended for me will come even without my seeking it.

2. **Ethical proverbs recommending certain virtues and condemning certain vices**

   *Walang utang na di pinagbayaran.* (Tagalog)
   No debt remains unpaid.

   *Dai mo pagpaagahan an magigibo mo ngonyan.* (Bikol)
   Do not put off for tomorrow what you can do for today.

   *Ayau mo in kahui pila’a ha kawa’an mo bunga.* (Tausug)
   Do not cut the tree to get the fruit.

3. **Proverbs expressing a system of values**

   *Ti nasadot a baro cas carne a nadangro.* (Ilokano)
   A lazy young man is like foul-smelling meat.

   *Ang mga tulo singgot sa taong manggulubhaton paga bayran gayud sa guihapon.* (Boholano)
   Every drop of perspiration of an industrious man will be rewarded accordingly.

   *Isa ka tuig nga tiponon, isa ka takna wagwagon.* (Hiligaynon)
   It takes only a moment to squander what took a year to save.

4. **Proverbs expressing general truths and observations about life and human nature**

   *Huli man at magaling, ay naihahabol din.* (Tagalog)
   A good thing is never too late.

   *Ti saan a matimtemec, nauyong no macaunget.* (Ilokano)
   The quite person is slow to anger but terrible when aroused.

   *Ing mayap a babai, maiguit ya karing rubi.* (Pampango)
   A good woman is worth more than rubies.

5. **Humorous proverbs**

   *Ang gugma sang tigulang daw igui nga nagakamang.* (Hiligaynon)
The love of an old man is like a snail that crawls.

_Ako kanhi cabalyero nga wala’y kambilingan; pagdawat sa matrimonio, sa hinanali ng lawas mingniwang._ (Cebuano)

I was formerly a gentleman without a care at all, but when I got married, my body shrank and became small.

_Kay tagal nanindahan, kabili-bili’y balindang._ (Tagalog)

After shopping for a long time, he ended up with a poor purchase.

6. Miscellaneous proverbs (typically expressive of specific realities to a certain area)

_Ing matudtud a pemangca e na balu lebasa’ ng sapa._ (Pampango)

The sleeping boatman does not know the streams he has passed.

_Mapipia nu sumavat ka a maysaosaod su sagap as canu caviden mu du calawangan q manalamad su among._ (Ivatan)

It is better to go home and weave a net than to stay on the shore and watch the fish.

_Dica agcapcapoy no bassit ti inapoy; dica agnengnengneng no bassit ti diningdeng._ (Ilokano)

Don’t be too slow if there’s only a little rice; don’t be too shy if there’s only a little viand.

Our proverbs are not only witty expressions. They are also our cultural treasures. As we continue to use them in various spoken or written forms and as we explore ways of representing them in graphic, musical, or dramatic modes, we facilitate their preservation. And through these, we strengthen our identity as a people.

---

**YOUR DISCOVERY TASKS**

**Task 1. Locate, Reflect, Evaluate!**

Locate information in the selection to determine whether each statement is true (T) or false (F).

_____ 1. Only a few people work on compiling folk literature.

_____ 2. Proverbs and other forms of folk literature were introduced by the Spaniards.

_____ 3. Our ancestors’ proverbs served as guideposts for upright living.

_____ 4. All proverbs are poetic and figurative in nature.

_____ 5. Proverbs may have geographical origins.

_____ 6. People react to the meaning of proverbs quite quickly.

_____ 7. Proverbs are more superior than other literary forms in expressing messages.

_____ 8. If proverbs can instruct, they can definitely prescribe.

_____ 9. It is impossible to classify and categorize our numerous proverbs.

_____ 10. Our proverbs reflect a lot of things about our culture and identity.
Task 2. Classify!

Use Damiana Eugenio’s system to classify the following proverbs. Use the given codes.

G – proverbs expressing a general attitude towards life and the laws that govern life
E – ethical proverbs recommending certain virtues and condemning certain vices
V – proverbs expressing a system of values
T – proverbs expressing general truths/observations about life and human nature
H – humorous proverbs
M – miscellaneous proverbs

____ 1. *Matibay ang walis, palibhasa'y magkabigkis.*
   A broom is sturdy because its strands are tightly bound.

____ 2. *Sa taong walang takot, walang mataas na bakod.*
   To a fearless person, no fence is high enough.

   Whatever the tree, so is the fruit.

____ 4. *Aanhin pa ang damo, kung patay na ang kabayo.*
   What good is the grass if the horse is already dead.

____ 5. *Kung may isinuksok, may madudukot.*
   If you save, you have something to withdraw.

____ 6. *Ang magalang na sagot, nakakapawi ng pagod.*
   A respectful retort wipes away weariness.

____ 7. *Ang hindi marunong magmahal sa sariling wika, daig pa ang malangsang isda.*
   He who does not love the national language is worse than a smelly fish.

____ 8. *Ang mabigat ay gumagaan, kung pinagtutulungan.*
   A heavy burden is lightened if everyone participates in carrying it.

____ 9. *Ang buhay ay parang gulong, minsang nasa ibabaw, minsang nasa ilalim.*
   Life is like a wheel; sometimes you are on top, sometimes you are in the bottom.

____ 10. *Ang pili ng pili, natatapat sa bungi.*
    One who is choosy ends up with the least attractive choice.

Task 3. Tune in!

Copy the table below on a half-sheet of paper. As you listen twice to a short dialogue, write your observations and notes under the appropriate columns.

<table>
<thead>
<tr>
<th>Characteristics of Student’s Voice</th>
<th>Characteristics of Elderly’s Voice</th>
<th>Quality of Conversation</th>
<th>Difficulties in Listening of the Speakers</th>
</tr>
</thead>
</table>


Task 4. Are You Sure?

Study each sentence below. If Leo, a student, said it is grammatical and you are sure it is true, write ‘correct’. If he said it is ungrammatical and it is indeed true, rewrite the sentence. Do the same if Leo said it is grammatical but actually, it is not.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Leo said, it is…</th>
<th>Your Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Folk literary forms from our regions are varied.</td>
<td>grammatical</td>
<td></td>
</tr>
<tr>
<td>2. The researcher with all his assistants explain such claim to be true.</td>
<td>ungrammatical</td>
<td></td>
</tr>
<tr>
<td>3. It was emphasized that the number of folk literary forms have increased.</td>
<td>ungrammatical</td>
<td></td>
</tr>
<tr>
<td>4. The research center which published related reports supports the observation.</td>
<td>grammatical</td>
<td></td>
</tr>
<tr>
<td>5. The researcher, accompanied by local translators were able to gather proverbs.</td>
<td>grammatical</td>
<td></td>
</tr>
<tr>
<td>6. There are still many questions about folk literature that need to be answered.</td>
<td>grammatical</td>
<td></td>
</tr>
<tr>
<td>7. Folk literature, including oral forms remain a source of ethnic knowledge.</td>
<td>ungrammatical</td>
<td></td>
</tr>
<tr>
<td>8. The translations of folk literature helps us overcome difficulties in understanding.</td>
<td>grammatical</td>
<td></td>
</tr>
<tr>
<td>9. A compilation that contain folk literature has to be given recognition.</td>
<td>ungrammatical</td>
<td></td>
</tr>
<tr>
<td>10. The government with the help of private groups promotes folk literature research.</td>
<td>grammatical</td>
<td></td>
</tr>
</tbody>
</table>

Task 5. Sentence Writing

Using the information that the chart below provides, write two sentences that observe the subject-verb agreement rule for each of the cases listed. Use a half sheet of paper for your answers.

**Highlights of the Hornedo P. Sanlaksa Foundation Proverbs Collection Project**

<table>
<thead>
<tr>
<th>Researcher</th>
<th>Team Members</th>
<th>Number of Proverbs</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simeon L. Cruz</td>
<td>9 students, 2 translators</td>
<td>245</td>
<td>Northern Luzon</td>
</tr>
<tr>
<td>Candida O. Ramos</td>
<td>4 students, 4 translators</td>
<td>164</td>
<td>Eastern and Western Visayas</td>
</tr>
<tr>
<td>Conrado F. Santos</td>
<td>16 students, 5 translators</td>
<td>1,104</td>
<td>Central and Southern Luzon</td>
</tr>
<tr>
<td>Estrelita J. Perez</td>
<td>8 students, 3 translators</td>
<td>987</td>
<td>Northern and Western Mindano</td>
</tr>
<tr>
<td>Dominador Q. Factor</td>
<td>12 students, 12 translators</td>
<td>2,135</td>
<td>Central Luzon and Central Visayas</td>
</tr>
</tbody>
</table>

Case | Sentences
---|---
A/The number
There is/are
Intervening phrase
Intervening clause

**YOUR FINAL TASK**

A Glorious Past

Locate the items found in the list in the appropriate section/s of our library. Provide the other needed information. Complete the statements that follow the grid. Write your answers on a whole sheet of paper.

<table>
<thead>
<tr>
<th>I looked for…</th>
<th>I discovered…</th>
<th>I located the information in the…</th>
</tr>
</thead>
<tbody>
<tr>
<td>a unique non-Tagalog proverb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>information about the indigenous group or region where the proverb is from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a news report or feature article about the chosen group or region</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the information I gathered, I gained three important insights: