



(Editors note: Please read, and reread this column).

During recent weeks we discussed the horror of the Goldwater takeover of the Republican Party seen by most of you via the TV tube, my own lost week the week after (there must be some connection) and several thoughts; one of which got lost, thought number Five, I think it was. Today's sermon has to do with a very terse but complete, a very simple but lovely, way of stating some of life's truths--By means of Haiku.

Haiku (pronounced "hy-ee-koo") consists of three lines of blank or non-rhyming verse. The first line contains five syllables, the second, seven syllables and the third, five syllables. This form originated with the Chinese and was refined and highly developed by the Japanese.

Originally, Haiku represented an exchange between two men of knowledge wherein one, usually the younger of the two, would state a thought using seventeen syllables as outlined above. After the younger man would make his statement, it would be the function of the elder to add two lines with seven syllables in the first and five syllables in the second. These two lines would serve to complete the thought; explain it; alter it; top it; or, in some way, enhance it.

One could make an analogy to the twelve bar blues in music wherein a statement is made in four bars of music, repeated, then explained. Example:

"If the blues were whiskey, I would be drunk all of the time"

"If the blues were whiskey, I would be drunk all of the time"

Then the explanation:

"If I get drunk, baby, I will leave you behind"

Most of the early oriental repartees were spoken and few examples exist but there are many fine collections of the three line, seventeen syllable, Haikus now in print.

One of the finest collections is available in paperback, compiled by a man named Henderson and published by Doubleday. Another good book is in paperback, entitled "Zen in English literature and Oriental Classics" by R.H. Blyth. The latter book does not confine itself to Haiku but it does give excellent examples of comparative statements by the great western poets and writers side by side with similar thoughts of their eastern or oriental counterparts. Blyth's tome should be must reading in all english

TEACHING SUBS SOUGHT

APPLICATIONS for substitute teachers in the Clark County School District are now being taken at the new Education Center, 2832 East Flamingo Road. Teachers employed in this capacity last year and those interested in substituting during 1964-65, especially retired teachers, should contact the District's personnel office (736-2978) for complete details.

Compensation is \$20 daily; all substitutes must have a Nevada teaching certificate before they can be employed. Mrs. Marie Humphries, examiner, can furnish certification information at the State of Nevada Building, 215 East Bonanza Road, Room 213.

For those substitutes on the junior-senior high school level, certification requirements include a Bachelor's Degree from an accredited college or university including at least six semester hours in secondary education. Elementary school certification requires at least 62 semester hours at an accredited college or university with at least six of these hours in elementary education.

courses at the high school and/or college levels.

Enough preliminary, your first Haiku example; (Please don't count the syllables as I am quoting the translation from the Japanese)

"The old pond
A frog jumps in --
Plop."

Another:
"The butterfly
Resting upon the temple bell,
Asleep."

Think about both of these especially the second thought. In a sense, we are all butterflies sitting on a temple bell, asleep a great deal of the time. There is another version:

"Butterfly on the
Temple bell, asleep, just one
Moment until noon."

This last is my own version with seventeen syllables (count them). Picture the butterfly high in the steeple overlooking the town while down below someone is ready to pull the clapper, the bell will sound and the resultant concussion will end our butterfly.

John Donne, and later, Hemingway, had similar thoughts: "For Whom the Bell Tolls".

Was not our late President Kennedy on that dreadful day in Dallas, the butterfly on the bell? Are we not all butterflies? Or frogs? Are not all butterflies and frogs (and all else) each of us? Are we not each the other?

More, next week.



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