

Newsletter of The Association of Indiana Teachers of Japanese

Spring Edition-March 2002

Letter from President of AITJ

皆さん、今日は！

Greetings from snowy Northwest Indiana. I hope everyone is enjoying a happy, healthy, and productive second semester. This is an especially busy time for many of us, as we get ready for textbook adoption, the Japan Bowl competition, and scheduling for next year.

It was great to see many of you at this fall's IFLTA conference (it would be even better to see more of you next year!) and I hope the chance to look through textbooks and speak with your colleagues about each book was helpful. Recently we've had some interesting discussions via e-mail on the texts people are interested in, and many teachers now seem to be leaning toward Adventures in Japanese; others are more interested in Ima and Japanese for Young People. I'm a real fan of AIJ1 and AIJ2 and plan on adopting them. If anyone would like to start a dialogue on texts, please e-mail me at clmsparks@hotmail.com and I will forward your message to the entire AITJ membership.

On another note, by the time you read this our Japan Bowl regional competition will have taken place and three Indiana teams will be headed to the national competition in Washington, DC. I'd like to give a huge thank you to Kathy Streit for organizing our regional competition on March 9 and hosting it at Franklin Community High School.

ありがとう！！For those of you who aren't participating this year, I urge you to join in the fun next year. This is a great way to motivate our students and to give the students who always want to learn more kanji or more vocabulary or more culture an outlet for their energy and excitement.

Proposals are due at the end of the school year.

Have a great spring!
Cathy Sparks

TANKA CORNER

On Spring 2002, Indiana

雪みぞれ
やよいのそらか
むつきのか
誰もわからぬ
インディアナの春

Guohe Zheng, Ball State University

Table of contents

Letter from AI TJ President.....Cathy Sparks

Tanka: Spring 2002, Indiana.....Guohe Zheng

Photo: Japanese Intern in Muncie...Karen Dowling

Reports on Events:

Japan Bowl.....Cathy Sparks

Trip to Japan.....Akiko Kakuktani

Essays:

Japanese Culture in Change...Guohe Zheng

Early Ed in FL.....Sadatoshi Tomizawa

Ancient Tradition alive among Students
.....Guohe Zheng

Moral Story: Cracked Pot

Announcement:

Earlham Summer Program...Akiko Kakuktani

2002 IFLTA Form
Membership Form
Member Directory

Japanese Interns



Karen Dowling (front row first person on the left) , students of Central and Southside High Schools in Muncie meeting Mayor Dan Canan with KITE student teachers from Japan. Mio Kawasato and Miki Matsuhashi became Honorary Muncie Citizens February 25, 2002. They are teaching with Mrs. Dowling for 3 weeks as well as living with her.

----- REPORTS ON EVENTS -----

Results from Japan Bowl 2002

On Saturday, March 9 more than fifty students from eight different high schools competed in the Indiana Japan Bowl competition held at Franklin Community High School. Students competed in teams of three to answer questions about Japanese language and culture. In the second-year competition Chesterton High School finished first, Michigan City A team finished second, and Franklin finished third. At the third-year level, Franklin finished first, North Central finished second, and Harrison finished third. Finally, at the fourth-year level Franklin finished first and Bluffton and North Central tied for second. The first place teams from Chesterton and Franklin will be representing Indiana at the national competition on March 30 in Washington DC. Thanks to Kathy Streit at Franklin Community High School for hosting - a huge job very well done! Thanks also to judges Junko Dosaka, Noriko Kinoshita, Yuriko Ling, and Yasuko Ito Watt, assistant moderators Jennifer Streit, Jani Takamure, Kate Curry, and Jason Streit, and scorekeepers Amy Cunningham, Gwen Craig, Lynette Browder, and Mandy Grow. We are so grateful for your time and help.

Finally, thanks and congratulations to all of the students and teachers who participated. I hope everyone had fun learning and competing. Hope to have as many schools as possible participating next year!

Cathy Sparks, AITJ President

Trip to Japan

Ball State University and Earlham College conducted a three-year curriculum development initiative project called "Japanese for Elementary and Middle School Classrooms" from 1999 to 2001. The purpose of the project was to implement Japanese language and culture instruction in K-8 classrooms. Six teams from five school corporations, Muncie, Crawfordsville, Gary, Elkhart and Tippecanoe participated in the project. While Ball State University administered two summer workshops, 1999 and 2000, Earlham College took the full responsibility for three follow-up workshops and a study trip to Japan, 2001. The main purpose of the trip was to conclude our three year project by visiting Tochigi Prefecture, a sister state of Indiana, and major cities, observing schools, and interacting with school teachers and children, and spending time with Japanese families as well as fostering language skills and cultural knowledge they had acquired for the past three years. The trip began on June 14 and was completed on June 30. The group visited Kyoto, Hiroshima, Himeji, Tochigi and Tokyo. In addition, the participants were divided into three groups and visited places of their own choices. In addition to various activities with Tochigi Board of Education, and host schools and families, Muncie School Corporation has established sister school relationships with the Board of Education of Shiroishi near Sendai during the trip. and started to organize exchange activities between the two city schools. The trip was the culmination of the project. All participating administrators and teachers thoroughly enjoyed the trip and acquired a sense of accomplishment for the three-year project. They also appreciated the opportunity for the project and the support of the State Department of Education.

Akiko Kakutani
Director of the Project 2000-2001
Earlham College

ESSAYS

Japanese Culture in Change as Seen in Japanese Media

Guohe Zheng
Ball State University

One distinctive feature of Japanese culture involves the use of often ritualized and

sometimes complicated language. Expressions like "Itadakimasu" or "Gobusatahiteorimasu" are perhaps two of the more familiar examples. Those who occasionally have the need to write formal letters in Japanese will recognize the importance of knowing what appropriate opening greetings and final greetings to use in a correspondence. And the problem is not just limited to foreigners, either. One glance at the shelves of an average bookstore in Tokyo would be sufficient to give you some idea of how many native Japanese also have the need to consult on this matter of language formalities—chances are you will see dozens of "help yourself" books available for people who are not fluent with the style of formal letter writing in Japanese.—But things are changing now. This article introduces one way in which a quiet change in this aspect of Japanese culture is under way, as reported in Japanese media.

Let us start from a few examples. It is said that Chinese Premier Zhu Rongji does not like to meet delegations from Japanese financial organizations. The reason, according to the media, is that he feels "meeting the Japanese is not stimulating because they are too ceremonious," and that he has "trouble in getting what they are really trying to say."

Another episode involves an official of the LDP, or the Liberal and Democratic Party, who at one time traveled a long way to meet with the then British Prime Minister Margaret Thatcher. After the official shook hands with the Prime Minister, he delivered a lengthy speech on seasonal matters. Thereafter, he went on to dwell on the matter of how great United Kingdom was. Seeing that he would never get to his main business, the annoyed Margaret Thatcher was finally out of her patience. She stood up and, saying "I am busy," left the room.

If the media is to be believed, the problem does not seem to exist only with Japanese financiers, nor does Chinese Premier's feeling seems to be isolated.

But upon seeing the coverage of stories of this type in the media, the Japanese government came out to defend this practice of formalities. One Japanese government spokesman, for example,

explained that "it is simply not in the Japanese national character to jump to the business all of a sudden from the beginning" when meeting with people. Certainly, the need for these fixed expressions is demonstrated by the fact that they are not only amply introduced and explained in those "help yourself" books, but also incorporated into many Japanese computer software. One example can perhaps illustrate what is at issue. The following is an expression that might be found commonly to open a business letter written late fall or early winter in Japan.

Kokan no koro, kisha masumasu goseisho no koto to oyorokobimoshiagemasu. Heiso wa kakubetsu no gokohai o tawamari, makotoni arigato gozaimasu.

Roughly translated, it would mean something like "As the weather is getting colder and colder, we trust your honorable company is becoming more and more peaceful and prosperous. Our humble company has always been graced with your good offices, and we would like to express our sincere appreciation." As thus far into the letter nothing has been mentioned about what prompted the letter in the first place, critics of this practice argue that both the sender and the recipient of letters with an opening like this would be quite fed up with it.

While the media may be outspoken in criticizing these stagnant formalities in Japanese, it also extols those who attempt to break off from the confinement of the old convention. One example of the break-off was highly praised in the daily newspaper Asahi Shimbun. In this example, a housewife from Osaka asked U.S. President Bill Clinton a question when the latter was visiting Japan last year. The questions is quoted as follows:

「クリントンさん、はじめまして。私は二人の子どもがいる主婦です。よろしくお願ひします。モニカさんの件でお聞きしたいんです。ヒラリー夫人と娘さんにどのように謝りはったんかお聞きしたいんです。それからね、私やったらね、許されへんわとか思うんですよ。でも、あのお二人は本当にね、許して下さったんですか。」

Roughly translated, it would be something like:

Mr. Clinton, hi. I am a housewife with two children. Nice to meet you. I have a question about your affair with Ms. Lewinsky. I wonder how hard you have tried to apologize to Mrs. Clinton and your daughter. Also, if I were in their position, I probably wouldn't forgive you. But have they really forgiven you?

The grade *Asahi Shimbun* gave to this housewife is an "A": The greeting is brief and appropriate, the question is clear and straightforward, and speaker's opinion is frank.

Wouldn't you welcome more changes like this in Japanese culture?

(Source for this article is the *Tensei Jingo* column of *Asahi Shimbun* November 25, 1998.)

.....

Benefits And Implications Of Learning Foreign Languages At The K - 5 Level

Sadatoshi Tomizawa
Ball State University

A commonly held belief recognizes that the younger one is when learning a foreign language, the easier and better the learning is. This concept of learning languages in the early years is now generally referred to as Early Language Learning (ELL). Based on knowledge about the positive benefits of learning a language at a young age, the learning of foreign languages at the early grades of K - 5 has taken on new importance over the past decade. At the national level, the professional organization of the National Network for Early Language Learning (NNELL) has been established and is dedicated to teaching foreign languages to children. Their mission statement is as follows:

"to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. NNELL provides leadership, support and service to those committed to early language learning and

coordinates efforts to make language learning in programs of excellence a reality for all children." (National Network for Early Language Learning, 2002)

A few years ago, an Indiana chapter of NNELL was formed as the Indiana Network for Early Language Learning (IN-NELL). Their mission is much the same as that of the national organization and is as follows:

"to promote opportunities for children to develop competence in at least one language other than their native language. We are committed to bringing quality programs and excellence in teaching to the students of Indiana." (Indiana Chapter of the National Network for Early Language Learners)

The IN-NELL chapter held its third annual conference on March 9 of this year at Carmel, Indiana. I attended this conference for the first time and not only learned more about NNELL and IN-NELL, but also refreshed my understanding of why it is beneficial for young children to learn foreign languages prior to going to middle or high school. I would like to share some of the information that I obtained about this issue.

During the 1990s, TIME magazine and Newsweek both published a series of articles encouraging the start of foreign language learning at the earliest age possible, before puberty at the latest (Nash, 1997; Lach, 1997). Researchers call this critical period of a child's early years the window of opportunity, which generally closes before age ten. The articles' claim was based on a number of findings using data on the brain.

The brain of a child during this opportune time for learning their native language as well as a foreign or second language has the following characteristics:

-The young brain is receptive to foreign/second language learning. The optimal window of opportunity for learning a foreign language is between 5 and 10 years of age, and this applies to learning music as well. During this time, certain pathways in the brain are forming, making it extremely efficient for the brain to learn new things such as a foreign language.

-Young children are naturally curious about new things such as pronunciation and the culture of another country. The young brain can capitalize on the innate curiosity and make a child try new things without hesitation.

-Young children are excellent mimics and enjoy repetition and simple drills, which are an integral part of learning any language.

-Young children tend to see things as they are without comparison, eliminating the process of learning a foreign language through translation. This way of learning results in a true sense of being bilingual or even tri-lingual.

Needless to say, continuation of studies in the foreign language after the early years will provide opportunity for the learner to achieve a professional level of language skills.

Besides the efficiency of learning a foreign language, other benefits are produced for those learning languages at an early age. These benefits include the following:

-Students who learn a foreign language have a better understanding of their native language.

-Those who have learned a foreign language for more than four years, achieve higher scores on the verbal section of SAT.

-Students who have studied a foreign language are more creative and better at solving complex problems.

These findings certainly support the notion that young children have an easier and more efficient experience in learning foreign languages than older children or adults do. Also, the benefits of foreign language learning extend to overall school performance.

Beyond the academic setting, foreign language skills, including cultural knowledge, provide a competitive advantage to those in the workforce by opening up more employment opportunities. As economies and communications become more and more global, the importance of knowing a foreign language increases. The children of today will be working in such a global network. Preparing these children is a must for this country. Paul Simon, former Democratic Senator and Chairman of the Board of the National Foreign Language Center at the University of Maryland, wrote an article for the Washington Post in response to the September 11 terrorist attacks (Simon, 2001). In the article, he points out the necessity of teaching foreign languages.

Now is the time to renew and expand our federal investment in the National Security Education Program (NSEP), as well as in other language programs . . . In every national crisis from the Cold War through Vietnam, Desert Storm, Bosnia and Kosovo, our nation has lamented its foreign language shortfalls. But then the crisis "goes away" and we return to business as usual. One of the messages of September 11 is that business as usual is no longer an acceptable option.

References

College Entrance Examination Board. 1992. *College bound seniors: 1992 profile of SAT and achievement test takers*. New York: College Entrance Examination Board. ERIC: ED 351 352

Indiana Chapter of the National Network for Early Language Learners [Homepage of the Indiana Chapter of the National Network for Early Language Learners] [Online] Available: <http://www.parktudor.pvt.k12.in.us/INNELL/kids.htm>

Lach, J. 1997. Cultivating the mind. *Newsweek Special Issue*. Spring/summer, p. 38 – 39.

Nash, J.M. 1997. Fertile minds. *Time*, 149 (5) p. 49-56. National Network for Early Language Learning What is *NNELL*? [Homepage of National Network for Early Language Learning] [Online] Available: <http://www.educ.iastate.edu/nnell>

Simon, P. 2001. Beef up the country's foreign language skills. *Washington Post*. Tuesday, October 23, 2001: p. A23.

Ancient Poetic Tradition Alive Among Students In Japan

Guohe Zheng, Ball State University

Foreigners visiting Japan for the first time is bound to be amazed by the prominent presence of traditional culture in the midst of modernity in this technologically highly advanced country. Scattered near the glistening high risings in Shinjuku district in downtown Tokyo, for example, are numerous Buddhist temples dated centuries back; across from Marunouchi and Tokyo Station, the nerve center of Japan's biggest companies and the hub of Japan's massive train system respectively, is the Edo Castle, built 400 years ago as the headquarters of Japan's last Shogunate but now the Imperial Palace; against the background of a snowcapped Mt. Fuji looming majestically in the blue sky, a slim bullet train shoots at 210 km/ph every few minutes through large patches of rice fields. On a more personal level, a PC in the home would sit next to a Buddhist altar; a Sony high vision TV set is oftentimes found in a *tatami* mat living room with a *kotatsu* heater and *zabuton* cushions in the middle; a robot pet dog is a recent addition to the toys of children in Japan who celebrate Doll Festival in March for girls and Koi Fish Festival in May for boys, both customs are several hundred years old. The presence of tradition in modernity is not, however, limited only to things physical or material in Japan. Tradition is a vital part in cultural and intellectual life of the Japanese

as well. The unprecedented popularity that *waka* poetry enjoys among Japanese students is a good example: on January 15th every year, one hundred new *waka* poems are selected and published by Toyo University in an anthology entitled *Gendai Gakusei Hyakunin Isshu*, or A Modern Anthology: One Hundred Poems by One Hundred Student Poets.

The history of *waka* poetry can be traced back to at least as early as the eighth century. The word *waka* consists of two Chinese characters meaning "Japanese" and "poetry" respectively. The first characterization of *waka* was given by a poet named Ki no Tsurayuki (868-945) in this way: "The poetry of Japan has its seed in the human heart and blossoms forth in innumerable leaves of words... It is poetry which, without exertion, moves heaven and earth, pacifies invisible gods and demons, softens the relations between men and women and calms the hearts of fierce warriors." The word *waka* was probably coined at about the time Tsurayuki was writing as a way to distinguish the poetry written by the Japanese in their own language from what they read and wrote in Chinese, source of much of Japan's poetic inspiration. Tsurayuki's definition of the word is from his Preface to the first royally commissioned anthology of *waka* poetry compiled in A.D. 905. Since then, numerous collections have appeared, royally commissioned and otherwise. The anthology most familiar to ordinary Japanese today is undoubtedly the *Hyakunin Isshu*, or "One Hundred Poems by One Hundred Poets," compiled in about A.D. 1235. Indeed, the *Hyakunin Isshu* is so familiar to the Japanese that there is hardly a home in Japan where these verses, or at least some of them, are not committed to memory. A game of "poem card" is still widely played in Japan in which the skill consists of fitting parts of different verses together. It is after this classical collection that the modern student anthology is named.

The student anthology was started in 1987. According to President Sugano Takuo of Toyo University, the publication of a modern *waka* anthology was originally planned merely as part of the program to celebrate the 100th anniversary of the founding of the University,

known for its tradition of advancing native Japanese culture. To that end, the selection committee called for contributions from middle school, high school and college students. To the amazement of the selection committee, students throughout Japan responded much more enthusiastically to the call than had been expected. The committee collected 2,470 contributions the first year. Soon, the enthusiasm proved to be long lasting and increasingly intensified, and, eventually, what started as a one-time only project became a new tradition for Toyo University. When the tenth anthology was published in 1996, the number of contributors reached 24,343, ten times that of the first year. When the 15th anthology appeared on January 15, 2002, the figure jumped to 69,970, testifying to the ever-increasing interest of Japan's younger generation in their poetic tradition. (To put the figure in perspective, if some college were to pursue a similar project in this country, an average of about 1,400 students must contribute from each of the fifty states to reach that number!)

Waka is very different from what we know about poetry in the West. It uses no rhyme or alliteration, and little rhythm as we understand it. The only rule is that it must have thirty-one syllables arranged into five lines each with a fixed number of syllables: 5-7-5-7-7. In ancient collections, classical Japanese diction and grammar is used and some technical conventions are followed; the topics in these collections are also largely confined to nature, love, travel and rituals. But the verses in the student anthologies use mostly modern Japanese, and, other than adhering to the fixed structure of 5-7-5-7-7, are quite flexible in techniques. It seems that the student poets feel that they can express themselves best with modern language even though all of them have at least some training in classical language as part of their secondary education.

A wide range of topics are dealt with in these student anthologies. Some of the poems, for example, are devoted to the school life of these poets.

While soundly asleep
in class of Japanese history,
How many hundred years,
How many dynasties,
Have passed by with me in dream?

“Wash it off! Do it!”
The teacher keeps telling me.
But the muddy spot
In my working uniform
Is a medal in my mind.

Many poets sought inspiration in love,
friendship and family, perhaps a reflection of
the legacy of the classical collections. The
delicate sentiments of the young poets and
their sensibilities to the nuances of language
are obvious in their poetry.

As you and I
Are separated too far
In the class picture,
I folded the photograph,
Just to bring us together.

The telephone call
from you this evening.
The destination
is lost to the new boots
I have just bought, for tonight.

The word “Sayonara,”
It would make me feel lonely
I cannot say it.
What I exchanged with you
Are “Jaane” and “Jaana” instead.

Writing the word “FRIEND,”
I found myself contemplating:
The spelling and meaning
Of the last half of the word
Makes one feel strangely uncertain.

While knowing it well--
Nothing is there in the mailbox--
I peeped inside still:
“Won't today be the day when
a letter from mom would come?”

If these poems carry on the traditions of the
classical collections, the student anthologies

also demonstrate an unmistakable awareness of and a deep concern for social issues, a topic not prominent in Japanese poetic tradition. Since the beginning of the 1990s, Japan has been experiencing its worst recession after the war. Moreover central Japan was hit hard by a powerful earthquake which shattered much of Osaka and Kobe area in 1995. On top of that, the indiscriminate killing by poisonous gas by the cult of Omushinrikyo in Tokyo's subway system, the murdering of students by students in schools, one shocking incident after another shook the nation, once considered the safest in the world. All these have been carefully observed and seriously pondered by Japanese younger generation, as is evident in many of the *waka* poems in the student anthologies.

Hard as I have tried
On a cold winter morning
Riding on a bike,
The lingering recession just
Has no jobs to offer to me.

The memory is still fresh:
How selflessly people helped each other
After the earthquake.
Then the news of poison gas came,
Casting me in doubt again of humanity.

Why is it? -And why?
Humans should have become so
Cruel and murderous?
--The seed of the tragedy
Is found in the twisted mind.

The attention turns from Japans' domestic woes to global issues in some of these "social poems."

A "gift" from the adults,
An expensive debt and a lesson,
Is global warming.
Hey, you and I, our generation,
We swear we shall make a change.

The images created by the following poems of this category are quite poignant.

Having not been
Informed of the leak of
Radioactive materials
A lonely deaf-mute person
Riding on a bike outside.

They are playing there
Young children of Yugoslavia
Riding on a jet fighter
Of the American air force
Holding machine guns in hand.

The first year of the new millennium was a particularly gloomy one. The following two poems allow us a glimpse of how the gloomy world was reflected in the eyes of Japan's younger generation.

My school trip abroad
Has changed destination
As America
Started the retaliation
Against global terrorism.

Staring into distance
Underneath the brownish sky
Thick with fine sand
Blown across by a savage wind
Are the big eyes of an Afghan girl.

The unprecedented boom of *waka* poetry among students in Japan has attracted much attention from the media. For example, the *Asahi Shimbun*, a Japanese equivalent of New York Times, carries a commentary every year on the day of the publication of the *Gendai Gakuksei Hyakunin Isshu*. Moreover, well-known *waka* poets have been invited to select the best poems from the student anthologies already published to compile new collections or to write critiques on student *waka* poetry. One of these famous poets is Machi Tawara, a former high school language teacher whose 1982 *waka* collection *Salad Anniversary* captivated young Japanese and is said to have revolutionized modern *waka* in Japan.

Why are so many young Japanese attracted to *waka*? Tawara's reflections on her own road to be a *waka* poet may give us some clue. In a book

released in 1993, she said that 5-7-5-7-7 is a structure that has been practiced for well over a thousand years in Japan. To know the world of *waka* is to take a trip to a history of over a thousand years. Since a poet writes to express his or her own feelings, it is also to stare oneself in the eye. "Since the only rule [of *waka* poetry] is 5-7-5-7-7, it is extremely difficult to create a world within that constraint; since only a single rule applies, it allows one much freedom at the same time. The world of thirty-one syllables is unlimited indeed." Her words seem to have captured the nature of the current *waka* boom among Japanese students, a point that is supported by the following example.

The most enjoyable
Is when, in class of classics,
Love poetry is taught.
Timeless are the songs and
The poets' tenderness I can relate to.

In his Preface to the 1998 student *waka* anthology, President Sugano of Toyo University emphasized the significance of the new tradition of his university. In this age of globalizaion, any nation wishing to survive and win the respect of the world community must maintain its own identity. "*Waka* is Japanese poetry that touches people's heart with its smooth rhythm and succinct expression; it is also a splendid part of Japanese culture rooted in our daily life." This statement clearly harks back to the definition of *waka* by Tsurayuki.

In the current boom of *waka* poetry among students in Japan, not only can we see the flow of an ancient Japanese poetic tradition, we can also obtain a glimpse into the mind of Japan's younger generation. Perhaps the logo that Toyo University uses to call for contributions best captures the spirit of the boom. It features a group of young students, full of vitality in baseball outfit, are running forward in a line. Running side by side with them is a courtier wearing court dress complete with his characteristic headgear. The message of the logo should be obvious: In taking strides towards the future, Japan's younger generation are taking their heritage with them.

.....
Cracked Pot: from one cracked pot to another???

Contributed by S. Martin - a teacher in Frankfort, IN and Emailed to the editor by Michael Peterson

A water bearer in India had two large pots, each hung on each end of a pole which he carried across his neck. One of the pots had a crack in it, and while the other pot was perfect and always delivered a full portion of water at the end of the long walk from the stream to the master's house, the cracked pot arrived only half full. For a full two years this went on daily, with the bearer delivering only one and a half pots full of water in his master's house. Of course, the perfect pot was proud of its accomplishments, perfect to the end for which it was made.

But the poor cracked pot was ashamed of its own imperfection, and miserable that it was able to accomplish only half of what it had been made to do. After two years of what it perceived to be a bitter failure, it spoke to the water bearer one day by the stream. "I am ashamed of myself, and I want to apologize to you." Why?" asked the bearer. "What are you ashamed of?" "I have been able, for these past two years, to deliver only half my load because this crack in my side causes water to leak out all the way back to your master's house. Because of my flaws, you have to do all of this work, and you don't get full value from your efforts," the pot said.

The water bearer felt sorry for the old cracked pot, and in his compassion he said, "As we return to the master's house, I want you to notice the beautiful flowers along the path." Indeed, as they went up the hill, the old cracked pot took notice of the sun warming the beautiful wild flowers on the side of the path, and this cheered it some. But at the end of the trail, it still felt bad because it had leaked out half its load, and so again it apologized to the bearer for its failure. The bearer said to the pot, "Did you notice that there were

