

This type because I forgot to initialize the printer

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#309
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Dear Tom,

Enclosures ---

On "Aesthetics": Abstract - I fear I class you with D. Quayle? I spell versos, and rectos, and, of course, potatos, and I guess I'd better start with tos (pedal extremities, i.e.).

Note 1: although there/their style?? Something a computerspeller won't ordinarily catch.

P. 2: almost excessive striving for variety - recto/verso - obverse/reverse. It's duller, but give less room for confusion, if you eliminate one pair, while you're dealing with one object.

just after note 4: "it has not been noted in discussions of" seems to imply that it isn't noted in PTT1. I bravely assume that you really mean that the hoi {NO, I must say either that the polloi or that hoi polloi} polloi neglect the fundamental work of Bennett&Olivier, which ought by analogy be the very nicely pronounceable BOPTT 1 & 2.

Note 7, without looking up Heller, which I should do: figure (OK) on the reverse / figure (?) on the obverse. Does he/ do you/ mean "text"?

Note 12: I suppose let it stand, but I think somewhere in my papers there may be some evidence that I speculated on this, and may even have decided?

Note 15: "failed to take into account" - bit harsh, I think. He may have written those paragraphs before he saw the scribal analysis, even though they got published in the same volume. That he had assumptions about the roles of administration and administrators and Minoans and Mycenaean is undoubted. But they (m.Erachtens) are much less fierce than Evans', e.g.

Note 17: Held (sic), or held (sic)?

p. 8 last line: The deer (like the fishes) have singulars and plural like deer and fish; its only the little dears that have -s plurals.

Overalls: Good job.

MVBDBL: Wow!

p.2 line 5 : With/with ?

p.7 line 9 : must change. Alice Kober never drew tablets. She did copy lots and lots in her handwriting. In the file of photos (actually most of them proofs, and very fadable (fadeable?) - fragile (OK) there are lots of tracings of tablets, and I suppose probably they are her tracings - but I can't be sure. I'm not aware that I ever really thought about it, and I ought to look while I'm down there to see if there's any evidence. These are tracings of the drawings of Evans' - at least I think the great bulk of them are Evans' and not his special dessinateur, and there are several others pretty competent, and then a batch done by or at the behest of JLMYres for SM II. Distinguishable by hand - and I probably ought to go through SM II, and identify the work of each type.

The business of Bernal was a great surprise. But laudable.

as in over the head!
Yours
Emmett

pp. 12-13. That's a teaser. Sensible advice. Apparently timeless. Set off as a quotation. Author unidentified. Hardly to be attributed to me; at least it follows a grammatical/syntactical rule that I try to shun. But is there a datable/dateable element in "invest your own ego"?

Captions to #4. Is this photo from the set in the green file drawers in manilla envelopes and all? If so, it is part of the same set published in SM II &c., and goes back to 1909 plus minus 8 years. And credit should go to Evans' photographer, whose name is probably well known, only I forget it at the moment. And it got into the study collection of ELB through the collection of AEK, who surely got it with the help of JLM, from the archives of AE.

*I guess
ca 1904*

Overalls: Wow!

This, so far, is written 30 June 1992, but it has to wait for printing until I get a replacement toner cartridge for my printer, which has run out after printing lots of stuff for me from the time of purchase in Austin, in the midst of printing out some 50 pages for MacKendrick.

A really good transcriber of tape - that's awfully hard to do. Hard also to figure out how to change what's reported to have been said (already partly rationalized by the transcriber) to what might have been said. I really hate to give up "there is of course budding change in seal use", and I, for the other one, could not get beyond "Now, with hand less sore, I should point". That is an actual reference to a real event in my grade school career in Cleveland - I think maybe I told it to you once.

Anyhow, I return it, with a glossy version I have typed up, so that you can send it back to its proper place. I don't have the addresses of the Roman Orioles, and I don't think Italian postmen would appreciate "Joe (Gioseffi) Blow, Turin (Torino)."

Prospectus of the course:

Thanks for working it up. I've suggested minor changes.

But oy oy oy about grading policy. You must also develop this into a suitable one, and if you modify it beyond recognition and then register it, I promise to read it, and abide by it.

The chief element is a paper. Now since this is a crazy course, and only crazy people, and since all Texans are sane, it follows there will be few takers. So I ought to be able to read them all, affix hypothetical grades, and turn the grades in between the last day of classes, or even exams, and the proper due date for handing in the grades? Especially since I've not got a very heavy course load. It should be apparent that, since I'm an outsider, I might be expected to flee Austin at the earliest possible date. (Actually, since New Orleans is in New Orleans, I might well hang around a bit.)

I don't want to give any quizzes. Unless it turns out they can't spell. Is a final exam de rigeur? Impossible now to imagine what I'd ask, improbable then. I wouldn't mind thinking up a mid-term, mostly to check up that they've been reading some things, and listening in class, as well as (I hope) participating a bit. Hard to imagine how to set a mid-term that wouldn't turn out all A's plus one B+.

Pick out some-pair-thing you've read, and pan one and praise the other? Provide suggestions on what we and I ought to talk about the second half? By about the time of a mid-term I'd like the choices made (at least preliminary ones) of paper-subject, followed closely by two three pages of synopsis + potential bibliography. I suppose I should promise, and remind myself, to report to them promptly after the mid-term time, that they are doing OK. To make it spicy, how about assessing the stuff up through the mid-term as 1/3, and the stuff at the end of the term at 1/2, and my free-association at 1/6?

I'm going to print this out before I put in the expensive toner cartridge I bought today 30 June 1992 just to see if the old one mended its ways overnight.