

Book. The are by Lectures  
Interchange Story

MUTUAL ESTEEM



~~Lect. Stories~~

MUTUAL RESPECT ESTEEM

When I was lecturing at Victoria B.C. I went into the hotel barber shop to get my hair cut. The barber passed his comb back & forward through my hair and said:

"Well, sir, if I had a head of hair like yours I'd make an awful lot of money selling <sup>hair</sup> tonic."

"Yes," I answered, "and if I was as bald as you are, I could double my fees as a humorist."

We parted with expressions of mutual esteem.

I told the stories that night to my audience. But he's telling it still to his. #



Part of the  
book Here are  
my lectures }  
before

Recovery after Graduation l.c.

OR  
Looking Back on College

~~Done before August 1<sup>st</sup>~~

Aug 2. up to 23 — 2500 words

pages 1-16

Aug 7

ready to type

NDG  
(sic)

g/

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4-A

McGILL UNIVERSITY  
UNIVERSITY EXAMINATIONS

FILL IN THE FOLLOWING :

SUBJECT .....

YEAR .....

(Matriculation, or 1st, 2nd, 3rd, etc., year.)

DATE OF EXAMINATION .....

CANDIDATE'S NUMBER .....

NUMBER OF BOOKS HANDED IN .....

CANDIDATE'S SIGNATURE .....

OBSERVE THE FOLLOWING RULES:

1. Use the left hand pages for rough work and write answers on right hand pages only. All your writing must be handed in.
2. Mark your number, subject and particulars as to year and date on all books used and place additional books inside first book when handing in.
3. Candidates are only permitted to ask questions of the presiding examiner in cases of supposed errors in the papers, and no explanation whatsoever shall be given by the examiner as to the meaning or purport of the questions set; but he may publicly announce corrections of errors.
4. This book must not be torn or mutilated in any way and must not be taken from the examination room.
5. Candidates requiring additional books or other supplies should raise the hand.
6. Candidates must enter in the margin nothing but the number or letter of the question they are about to answer.
7. No candidate shall be permitted to enter the examination room after the expiration of one half hour, or to leave during the first half hour from the time scheduled for commencing.

CAUTION

Candidates guilty of any of the following or similar, dishonest practices shall be immediately dismissed from the examination and shall be liable to permanent disqualification for membership in McGill University—

- (a) Making use of any books, papers or memoranda, other than those provided by the examiner.
- (b) Speaking or communicating with other candidates under any circumstances whatever.
- (c) Exposing written papers to the view of other candidates.

The plea of accident or forgetfulness shall not be received.



Aug 12 37

For Miss Montgomery

27 Elm St

pp 19-33 (inc) &

Chapter Recovery after Graduation

& Book Here are my lectures

type 2  
copies

BE VERY  
CAREFUL OF  
BOOK SENT HEREWITH

ESPECIALLY RED LEATHER  
BOOK



I am to address tonight this large and enthusiastic college audience on Recovery after graduation and whether it is possible. Some of you, I see, looking around at your professors on this platform, shake your heads. You feel that recovery is not possible. But you must not <sup>mis</sup>understand my meaning. I am not speaking of complete recovery which, I quite agree, is out of the question, but of partial recovery. I shall try to show you tonight that while in some ways the effects of education are irreparable it is yet possible, by careful living in later life so to correct the mistakes of college training that one



2

can preserve one's education as a  
reductio ad absurdum for old age.

¶ In this task let me explain my  
qualification: I come before you as, <sup>what is called</sup> a  
ripe classical scholar, — you know  
them; they get so ripe that they fall off  
the stem like pumpkins. I have spent  
all my life, over sixty years, in school &  
class rooms: I began at <sup>four</sup> three years <sup>old</sup>  
and only stopped when they made me. If I  
am not educated, I don't know who  
is; I must be; and yet I confess that  
when I try to gather together what is left  
of my education there seems little of  
it except wreckage. It hardly seems more  
than a lot of it  
too



That a wa

but it hardly seems more than <sup>a</sup> set  
 of disconnected <sup>fragments</sup> ~~fragments~~ Take Latin  
 what have I left <sup>of it</sup> after an intense study of  
 ten years? Well, - mainly such things as  
 this, that ad, ante, con, in, and inter,  
ob, post, pro, sub and super, - govern  
 something. But what they govern I don't  
 recall. Then there is another crowd, - quis,  
lis, vas, nix, mas, mus, faux, strix, - that  
 have something ~~wrong~~ with them, but I don't  
 know what they are.

- I know that they are irregular, <sup>highly irregular,</sup> ~~in~~ the  
 plural (they certainly look it) but I  
 forget what their particular line of  
 irregularity is.



Or take Geometry, — what we used to call Euclid because we had to learn it just as he wrote it, — I know a lot of it still. But the vital parts have dropped out. For instance, I know that the angles at the base of an isosceles triangle are equal, and if the equal sides are produced, — something terrific happens! But what, I can ~~recall~~ recall.

If in <sup>short</sup> education the more I look at ~~as~~ about it, the more <sup>thus</sup> it seems to be ~~as~~ about it something <sup>purposeless</sup> purposeless, something that could vanish and leave no trace, having no real meaning or inspiration.

So I turn to ask where I got it.



I began my education in Glad at the age of four in what was then called a Dame's School. I can still recall the misery of standing up with a little class in front of a big map and raising my hands up & down with the others and choking down my tears as I repeated. "The top of the map is always north, the bottom south, the right hand ~~east~~ east the left hand west". In spite of my tears ~~and~~ I had a bright intelligence and it seems to me that if the map was turned upside down things would be the other way. But in the little dame's school nothing was ever explained. You had to learn it



(6)

just as it stood. In the same way when  
the geography class was done we learned  
to hear <sup>of</sup> a little book called Grammar,  
the statement that "There are eight parts  
of speech, the noun the pronoun, the  
adjective, the verb the adverb the  
preposition the conjunction and the  
interjection." It was just a mass of words. We  
had the least idea of what a part of  
speech meant. This was my first  
introduction to that central problem in  
education, <sup>if</sup> whether to teach by explanation  
as or teach <sup>by beginning</sup> beginning without any. All modern  
theories and all modern schools make much  
of the idea of teaching <sup>by what</sup> ~~from~~ what explains



itself, of "proceeding from the known to the unknown" and from the abstract to the concrete. But there's something in the same school method after all. You get it there, and yet I don't know, - I realize that that top-of-the-map stuff has given me a false conception of the physical world ever since. The South Pole really seems to be down under somewhere. If the teacher had had modern method and stood us on our heads, - ah, then we would have grasped it.

I must not venture too far on the topic, especially as it comes in lecture on,  
but any can see at once the interest of



(8)

" From the James school I passed  
to other institutions. It was my lot in  
life to come out to Canada at the  
age of six, was to settle ~~so far~~ <sup>100</sup> far  
from towns or railways to admit of regular  
schooling. Even the nearest 'little red  
school' in the township was too far away  
for us to walk to. So for a year or so  
we were taught at home. Here were in  
those days a number of little  
manuals that were specially prepared  
to meet such cases. Affectionate  
mothers in exile, whose <sup>own</sup> education  
had lapsed, could gather their little  
flock round ~~near~~ their knees & teach <sup>out</sup> 1



(8)

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(9)

d the manuals prepared by Mrs  
Magrall and Mrs Marcatt and  
Peter Parley. These were wonderful little  
books all <sup>composed</sup> in question and answer.

As most of the questions were what  
Lawson call 'leading questions', - suggesting  
their own answer, the method was  
what might be <sup>described as</sup> called a cinch. I have  
written a whole essay on it, in one of  
my books to which I refer if you for it  
in detail, but ~~I can~~ (and see that you go to  
it) but I can only ~~now~~ give you an  
odd sample of it here. Mrs Magrall  
for example, had a compendium of  
General history in which she would ask



Did not the Romans claim to be descended from Romulus and Remus?

And the answer (written in the book as Ans, echoes back). They did!

Q "Was not the first Roman king whom we have an authentic account Numa Pompilius?" The answer

satisfied all doubt, "He was"

Q <sup>press</sup> Proper under this system was rapid beyond anything in our present colleges. An intelligent child could

~~scrape~~ scoop up the whole of Assyrian

history in half an hour "was not

the ~~Babylonian~~ <sup>Ashur-ban-</sup> Assyrian king Ashur-ban-  
-ipal called the Romans Sardarapalus?

Answer "He was". Think of the accuracy and the profundity of it



Continue

There is something orbically —

———— It ought to

see text

English Funny Pieces

p 10 - 11

—————



with the questions books and the  
Peter <sup>arley</sup> they went another queer sort of  
book long out of use, called <sup>a</sup>Chronology.

It was for learning dates. The one I  
remember was Slater's Chronology. It  
started with the idea that you had  
to know the date of everything, as if look  
it for granted that no one could remember  
dates without artificial aid. This was  
before the days of telephone numbers, which  
<sup>have</sup> means the human mind ~~to hold figures~~  
<sub>think in figures</sub> <sup>of</sup> you who  
can remember the number of a farmer's  
<sup>on a suburban exchange</sup> party line with supplementary rings to it, will  
have no trouble with the norman conquest.

But Slater felt that the race needed  
help as he gave it. He invented a set



of key sentences easily remembered the letters of which most ingeniously indicated the date of the event talked about. Most ingenious, as long as you remember the key. For example, the book began with the date of the creation of the world, — a point of nice importance, — I wish I knew it: The ~~secret~~ secret lies somewhere in the key sentence "Read of Adam's Sin and Sore Repentance." But for me the secret <sup>has been</sup> ~~was~~ lost. Slater knew when the world was created; so did I, as a child, now it is gone.



9/ But from this kind of home teaching  
 I passed on, at twelve years old, to  
 a real school, ~~the~~ <sup>the</sup> typical classical  
 school on the British model, Upper  
 Canada College. Then ~~at~~ and during a  
 course at the ~~University~~ <sup>university</sup> of Toronto ~~that~~ <sup>which</sup>  
 followed, I received an old-fashioned training  
 in the classics & humanities, I am still  
 wondering whether the whole thing was ridiculous  
 or marvellous. I have no prejudices biases in  
 the matter as I don't know which it was.  
 So I can give offense to no one in <sup>quoting</sup>  
 speaking of it. Under that system of education  
 we learned nothing of science, — no geology <sup>or</sup>  
 physics or evolution <sup>biology</sup> or chemistry, — nothing  
 or at all the things that give us up to



to points where it ~~varishes~~ varishes in a cloud of his ~~double opinion~~

, as far as we have it, our explanation of the world we live in, - as far, that is, as up to where it varishes in ignorance as mystery. We had ~~nothing~~ <sup>nothing</sup> of all that. We

had nothing of course, economics as what is ~~vain~~ vain gloving called social science. of

that I am glad. I have no doubt where these subjects belong. We had ~~nothing~~ nothing of modern history, - since the begin of the reign of

Queen Victoria truly of modern international relations. What we did have was entirely

Latin & Greek, - <sup>and when we</sup> when we had grazed off the surface, we dug down <sup>into</sup> into its roots. We learned

consequence



I treat such things as the allies in the Peloponnesian war (see above), the route ~~the~~ perhaps followed by <sup>Ulysses</sup> ~~Alexander~~, and perhaps not, in the Aegean sea, of the

names of the nine muses, the ~~series~~ with associated gods, goddesses and devils.

devils ~~and~~. We attached an inordinate

importance to saying Sophocles instead

Sophōkēlos ~~the~~ We turned incomprehensible

Latin into ~~the~~ worse Greek and turned

beautiful Greek poetry into Latin verse

that sounded ~~like~~ as harsh as the

back fire of a gasoline truck.

¶ On the face of it, it all seems crazy.

Yet sometimes I am haunted with the

idea that <sup>the system</sup> it turned out singularly cultivated

men. I remember the case of an <sup>English</sup> Greek



But when I have elsewhere justified  
as defending the classics by saying "after  
all, Greek made us what we are". In  
his case of course it sounds ridiculous  
but in my own, I'm not sure.

If the ~~truth~~<sup>truth</sup> is perhaps that a classical  
education in attempts one thing effects  
another. ~~It gives you~~ In trying to get  
you imbued with <sup>the</sup> language & literature of  
the ancient world (both of them, as  
I see it now, things of no consequence  
except as history) it trains your mind  
with a hard discipline that fits it for  
modern life. ~~Therefore~~ The best way to learn  
business correspondence, is to try to translate



later prov. The silly ~~people~~ <sup>(B)</sup> <sup>instruction</sup> teaching a  
commercial school teacher business combination  
by explaining that F.O.B means "free on  
board", as that letter should begin, Yours  
and the 4<sup>th</sup> ult. in re. Smith to hand and  
in reply would say — But the F.O.B  
stuff can be learned by a clerical boy in  
an hour (~~at~~ <sup>literally</sup> so, all in its parts  
or fits ~~illustration~~ <sup>abbreviating</sup>) as the  
"reply-would-say" stuff is just rotten fish.  
Any boy who could write the clear  
regular sentences that I ~~learn~~ <sup>and</sup> <sup>my</sup> ~~by~~  
teaching learns to write at secretary,  
would be a shining light in a business  
office ☺.



(19)

So there it is Education can only  
succeed in <sup>being</sup> practical & not  
trying to be so. Just as happiness never  
comes when called but only at  
backrounds when disregarded in favour  
of duty. And so in the ancient  
world and the Peloponnesian war  
the wanderings of Ulysses, — well,  
the very distance & it all, the  
<sup>unworldliness</sup> unworldliness of it, opened as it were  
another <sup>door</sup> ~~door~~ <sup>out of our daily life,</sup> from ~~life~~, leading to the  
magic garden of imagination. I doubt  
if you can open it as well with studies  
& the trade routes of <sup>today</sup> today's statisticians of  
the Panama Canal. Perhaps it is better to  
<sup>hear</sup> hear in school of tumults long since



rushed in ~~by~~ science and d'vatives  
 long ago', ~~paraphrased~~ <sup>over</sup> which times  
 hand has long since obliterated pain, -  
<sup>for thousands</sup>  
 better these Pelagianic allies in tall  
leaves + <sup>tossing</sup> ~~tossing~~ plumes, massed into  
 phalanxes', Then the recital of the  
 daily <sup>agony</sup> ~~of my~~ <sup>adventure</sup> chain.

# So perhaps the old education was  
 best. Yet it did carry the fault  
 that a lot of it was terribly artificial.  
 It was all so full of learning by heart, of  
 lists and tricks <sup>and devices as to</sup> ~~as to~~ <sup>things,</sup> ~~how to remember~~ that  
 it seemed, much of it, were mechanics & I  
 remember that even in <sup>such</sup> ~~such~~ machinery  
 I and my fellows required a very



high ingenuity. We became experts at  
 passing examinations, just as burglars are  
 experts at picking locks. ~~For my own~~  
 This of course  
 could chiefly be done in <sup>the</sup> classics. In mathematics  
 it was hard to 'get by'. Yet I remember  
 inventing a ~~solution~~ system for the solution  
 of equations by unity over one of the  
 expressions concerned at the top left corner  
 and the other at the bottom right with  
 filling in <sup>under one and above the other</sup> ~~after the~~ with each of anything  
 everything that <sup>seemed equal to either of them</sup> ~~was equal to them~~. When these  
 met in the middle the thing was <sup>done</sup> done. Since  
 all equals are equal, it was also all  
 correct. It meant of course ~~that~~ that  
 in the middle was a brilliant piece  
 of synthesis in perceiving the equality of



times in the center. They, the hammer  
being himself a mathematician, would  
admit and envy.

But <sup>his</sup> sub, good fortune in mathematics  
were far and far between. In <sup>and probably</sup> the classics, it  
was quite different. After I had  
ceased to be a professor and could  
safely divulge the secrets of the trade  
I once wrote down for ~~the benefit~~ by  
ex-students some precepts on the art  
of passing ~~the examination~~. I reproduce  
a sample or two in this place.

" Here first is the case of Latin  
translation . . . .

English Edition of Funny Prices  
p 4 ————— page 5. Ok. cit (cont)



Contin page 5

(23)

The summation of what is  
called \_\_\_\_\_

\_\_\_\_\_ to page 7

and Mark's Bestens

as marked

\_\_\_\_\_

(400)



If all that, you'll be glad to know is just the introduction, we are now sitting near to the lecture itself. What the introduction has been trying to say is that there seems to be something wrong with education. Instead of learning things for their own sake because we want to, we learn things as a purely mechanical exercise because we have to. Unless we go through the organised compulsory curriculum of a school and college we can't get the legal qualification to enter a profession. In order to be a dentist a must first know what



logarithm is and in order to be a horse doctor you have to learn Latin.

The idea is that ~~any~~ anyone who has tackled a Latin irregular verb has no trouble with the inside of a horse.

Sometimes it <sup>works</sup> works. Last summer when

at the little place I call my farm

I sent for a veterinary surgeon to come

over to see what was wrong with my

old horse. He came & looked puzzled

& said that he guessed the horse was

in a <sup>sort of</sup> <sup>sort</sup> decline. A few days

later I fetched him again but still

all he could suggest was that the

horse had fallen into a decline. When



he came ~~the third time~~ and said  
and gave the opinion the  
third time, I said, "Ah, now,  
~~oh, well~~ That's  
the third declension, I know all about  
That"

9 <sup>Thus</sup> So the great central problem opens  
up as to <sup>how</sup> far education has got  
to be compulsory as how far purely  
spontaneous, — leaving for leaving's sake  
the things we want to know. At first  
sight and without afterthought any one would  
say that ideal education, if it were  
possible, would be the untrammelled pur-  
-suit of knowledge for its own sake. 9/  
<sup>probably</sup> would, <sup>be</sup> added that the ideal is not  
possible and hence education must be



be organised as compulsory and disciplinary  
~~replacing the~~. But it is doubtful whether  
 the other thing is the ideal way. Compulsion  
 has its uses. If a boy learns not to  
 at school except to keep seated and  
 silent, that in itself is good. We have to  
 be made to do things: our frail human  
 nature otherwise wouldn't live up to  
 its own aspirations. Take ~~as an~~ as an  
 minor instance such a ~~case~~ case as  
 compulsory attendance at lectures. ~~When I~~ <sup>must the</sup>  
 student be made to go, and checked off on a  
 list like a factory hand? Yes, I think so.  
 When I first went to teach at McGill  
 where such a rule was in force, I was



horrified at it. I had been used to what  
 seems ~~the~~ superior liberty of other colleges <sup>seeming more</sup>  
<sup>seemingly worthy</sup> worthy of a man. But in reality students  
<sup>cut</sup> cut lectures from idleness, from whom, <sup>or from</sup>  
 accident and later on wish that they  
 had been made to be present.

I recall the case of my late  
 distinguished colleague . . . .

. . . see text of  
 Pursuit of knowledge  
 pp 23 + 24

. . . to the words

he was never once late  
 p 24. l. 6.



If we take the compulsory college  
 dress, the caps and gown, without  
 which in my undergraduate days  
 no student might enter a lecture  
 room. To some minds the rule seems  
 ridiculous and barbarous. I don't find  
 it so. Some false notion of ~~public~~  
 equality . . . . .

see Pursuit of Knowledge  
 p 25 line 14  
 . . . . .  
 to words at end of  
 p 16

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9/1

(30)

Look back <sup>then,</sup> over modern education and  
you see the conflict between these two  
principles of spontaneity and compulsion run  
all through it still at work. When our  
education first emerged from the cloisters of  
the church to become a general instrument of  
human knowledge the principle of compulsion  
dominated it. Boys were taught at the  
point of the rod, 'Share the rod and spoil  
the child' was the maxim of the teacher. One  
as a typical figure  
recalls, at this ~~long~~ <sup>early</sup> period of education  
the great Dr Busby of Westminster School <sup>(over)</sup>  
He was so majestic that he would <sup>not</sup> let  
even King Charles II walk in front of  
him "a great man," said Sir Roger de



Insert

He used to boast that  
he had laid his rods on  
no less than sixteen bishops.



de Coverley, " he cared my grandfather".  
Dr Busby's little changes learned, as I  
say, at the point of the stick. It didn't  
matter whether Smith Minor, entering Form  
I wanted to learn or not. He had  
to

see Pursuit of Knowledge

l 28 line 10 . . . .

. . . . continue { omit in line 14  
The words  
unlike little  
smile

to page 29 l 4 . . . faced

and conquered © (end at conquest)



If such was the Bushy method and there was a lot in it. But an entirely different idea presently grew up in France and found expression from Jean Jacques Rousseau in his book Emile, ou de l'Education. Rousseau was a queer creature, contemptible in his private life, yet destined to typify in the domain of government, of morals of education the opening of a new era. Rousseau's eminence probably consisted in finding <sup>his</sup> the words to say what everyone was already thinking. The psychologists tell us that that is about as far as 'originality' gets. We have apparently just two or three 'mass thoughts' at a time, like a ~~the~~ herd of cattle and whatever calls out opinions



are caught by infection from the crowd. At any rate Rousseau's doctrine of the state of nature as a <sup>lost</sup> paradise & a return to natural liberty as the key to happiness, as they say in French, faisait fortune. His Contrat Social of 1762 went round the <sup>world</sup> & his fiction of Little Emile's education became the basis of great changes.

Little Emile ~~was the stark~~ and his lot was an exact contrast to Smith's Minor. The two boys are long since dead . . . .

Copy } p 29 line 6  
 Pursuit of Knowledge } to end of Chapter



If we turn to see to what extent we can allow each of these <sup>conflicting</sup> conflicting principles <sup>to</sup> place in our education. Plainly enough in a democratic state where everybody has to learn to read & write there must at least be a set curriculum of times and hours, of grades and classes, of promotions and graduations. You can't get away from it. But at least you can try to see that the shadow never takes the place of the substance, <sup>nor</sup> the machine attempt to replace the principle of life.

The best example is seen in written examinations. In my opinion they are the curse of education. They are also absolutely



necessary. They spoil everything. And you can't do without them. Education without compulsory mechanic tests would, for the common run of us, turn to mush. If all I need for a degree in Persian literature is to <sup>go away and</sup> read it, or rather to come back and say I ~~read~~ read it, I'll get it fast enough. That would do for a genius; - that was the education of Isaac Newton and of Gibbon: but it is not for you. You've got to be ~~examined~~ examined as carefully as a horse.

9 see 36



If yet on the face of it, it  
~~It~~ is utterly ridiculous to attempt to reduce  
 real knowledge to set forms of questions  
 and answers that can be valued as a  
 carpenter measures lumber. The exaction  
 of a high percentage of excellence in a  
 written examination compels an altogether  
 unnatural and unwholesome accuracy of information.  
~~A person learning~~ <sup>no 9</sup> ~~there~~ What is needed  
 first is the broad outline of a subject  
 and a deep interest in knowing about it. The  
 attempt to get a high percentage on a written  
 examination defeats its own end, — each last  
 increment of accuracy is obtained at higher  
 & higher cost. ~~What is needed~~ <sup>no 9</sup> The reality  
 of the subject is lost in the agony of trying to



(37)

remember it. ~~What is needed for~~ in  
~~learning a language~~ Thus in learning languages  
accuracy at first is out of place. A boy  
who learns all the <sup>French</sup> irregular verbs out of a list  
before he <sup>uses</sup> French or <sup>reads</sup> French will never  
get beyond <sup>a</sup> list. He might get a job in  
a French laundry but that's all. ~~For language~~  
~~you need first a rough & ready way of~~  
~~using some of it~~

① The same is true of history and  
knowledge in general. What is first needed  
is a ~~rough~~ smattering, so to speak, not  
accurate detail ~~at~~ - the landscape first, the trees after.

¶ Yet the moment we break away from  
the unnatural disciplinary test of the



written examination, what is to take  
 its place? We can let students enter  
 pass & quality on their faces, <sup>or</sup> - or at least only <sup>the girls</sup>  
 of Here for example is <sup>Master</sup> Willie Nut about  
 to enter college <sup>So</sup> <sup>in</sup> order to get away  
 from the written examination method they  
 try him out on the new and popular  
 'questionnaire' scheme, - the method of  
 confidential enquiry from those who  
 ought to know. A paper of questions is  
 sent round to Willie Nut's <sup>friends</sup> ~~is sent to~~  
~~his~~ ~~friends~~, something like this: -

see p 39



Type. but make it accurate

1. What is your general idea of the character of Willie Nut, Junior?
2. How would he measure up in an emergency? . . . If some one dropped a brick on him, how would he react to the brick? If he fell off a fifteen-story building, what would he do?
3. What percentage would you say there is in Willie Nut's character, (a) of personality, (b) of likability, (c) of enthusiasm, (d) of homogeneity, (e) of spontaneity, (f) of visibility?
4. Would you consider young William Nut a leader? . . . and, if so, of what? . . . of men or of women? . . . What proportion of women would he lead?
5. Getting down to facts, tell us if Willie Nut has ever been in jail, and if so where and for how long. Tell us at the same time any other dirty thing about him that occurs to you.

9/9 The questionnaires ~~is sent~~ sent were

round to Willie's enemies, it might be possible to get a fairly generous appreciation of what he amounts to. But sent to his friends, it sinks him. The confidential opinion of a man's friends is enough to send him to jail.



Type. but make it accurate

1. What is your general idea of the character of Willie Nut, Junior?
2. How would he measure up in an emergency? . . . If some one dropped a brick on him, how would he react to the brick? If he fell off a fifteen-story building, what would he do?
3. What percentage would you say there is in Willie Nut's character, (a) of personality, (b) of likability, (c) of enthusiasm, (d) of homogeneity, (e) of spontaneity, (f) of visibility?
4. Would you consider young William Nut a leader? . . . and, if so, of what? . . . of men or of women? . . . What proportion of women would he lead?
5. Getting down to facts, tell us if Willie Nut has

ever been in jail, and if so where and for how long. Tell us at the same time any other dirty thing about him that occurs to you.

9/9 The questionnaires ~~is sent~~ sent were

round to Willie's enemies, it might be possible to get a fairly generous appreciation of what he amounts to. But sent to his friends, it sinks him. The confidential opinion of a man's friends is enough to send him to jail.



¶ Another new idea is the Intelligence Test, - intended to find out not what Willie has learned & heard but how snappy a mind he has, and whether he has caught up the items of general knowledge, - such as the diameter of the earth's orbit, and the number of hydrogen atoms in a cubic inch, - without which no business man ought to be one. He must know also the general idea the guiding <sup>outline</sup> plan of history, such as whether the Trojan War came before the French Revolution.

¶ Hence Willie Mull's intelligence test involves questions of these kinds. First,



is the snappy, psychology stuff to get his brain reactions, like this :-

1. Blink your eyes six times while counting five. Reverse the process and unblink them five times, counting six while.
2. Wave your left foot slowly twice around your head.

If then comes the division of useful and necessary information, such as :-

1. What is the difference, in kilograms, between a long and a short ~~longer~~ ton?
2. ~~What is the exact relation between the radius of a circle and its circumference. Let us know when you find~~
2. Explain the action of a photocell



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space 5 lines.

¶ Last of all comes the broad view of historical and current information. Here ~~it is~~ the felt that after all we must expect to

examination suddenly turns soft. ~~It~~ It is felt that after all we must expect to much

~~It~~ <sup>So</sup> They put it to you, <sup>something as follows:—</sup> like this, —

1. What nation <sup>sailed</sup> ~~was~~ set out in the Spanish Armada?

2. ~~Who is the President of the~~ Who was the first President of the United States? Who will be the last?

3. How many legs has a dog?

4. What is the French for, — adieu, omelette, pâté de foie gras,

see 42 a



(42-a)

5. What relation is King George the  
VI to his great grandmother Queen  
Victoria

6. How much is 1 and 1



If looking over such substitute methods as these, makes ~~us~~ <sup>us</sup> realize that, to a great extent, we must keep the old fashioned disciplinary examination. But if we do so, we must never forget how mechanical it is and how it tends to ~~devalue~~ kill the soul of education.

If I know of no department of learning where this is more the case than in that of pure literature, the humanities. Our own literature, in our own language, is a thing that ~~we~~ ~~we~~ we ought not to need to study, ~~in the~~, in the narrow sense, but to cultivate and to enjoy with spontaneous



freedom and without ultimate purpose. Yet  
 when the college takes hold <sup>of</sup> it what  
 a changed thing it becomes! ~~Here~~ <sup>We see</sup> ~~to~~ our  
 literature divided into periods and schools,  
 all to be learned by heart and <sup>remembered</sup> ~~recited~~ for  
 example, ~~we~~ <sup>we</sup> must be able to write down the  
 six chief beauties of Milton, and the  
~~seven excellent~~ <sup>seven</sup> leading ~~and~~ characteristics  
 of the Elizabethan age, <sup>and the four vices of the Restoration.</sup> We are to memorize  
 the effect of Shakespeare on ~~Spenser~~ and  
 the reaction of ~~Spenser~~ <sup>Spenser</sup> on Shakespeare and  
 the effect of ~~Spenser~~ <sup>Spenser</sup> on ~~Shakespeare~~.

Spenser and the effect of Spenser on  
 Shakespeare. We must track out any  
 chief tendencies as soon as they begin to swell,



(45)

to and to accept and memorize a standardized<sup>ized</sup>  
list of judgments, ~~a set~~ <sup>an orthodox and accepted</sup> standardized  
measure of the excellencies and eminences  
of our ~~own~~ literature. It is for the most part  
a catalogue of the dead made by the dead,  
such as <sup>is</sup> in the heart of an Egyptian pyramid.  
All this must be learned from little books  
and manuals, and written down from  
lecture notes given by a professor who had  
it all from a dead one, forty years ago.

¶ All of this <sup>is</sup> contrary to the very first principles  
of human thought or progress. Literature thus  
created is killed. Better to have our own  
spirit in good or bad <sup>than</sup> ~~that a false~~ a  
mechanical acceptance of the opinions of others



(46)

men or, worse still, a pedantic affectation  
of appreciation ~~where no~~, for superiority's sake,  
where no reality is. It is told that King  
George III once said "Was there ever such  
stuff as Shakespeare?" I have often thought  
that the good old King at least had the  
root of the matter in him. He said <sup>what</sup> ~~what~~  
he thought and makes an attempt at flight  
on other wings of his own. He was of course  
wrong in his judgment: there is lots of stuff  
~~far~~ worse than Shakespeare. But he was  
right in his sincerity.

As for Shakespeare, I must admit that  
he is all spoiled for me. I cannot pretend to  
judge. I often realize now the wonder of his



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phrase as the long reach of his thought  
"O ut, out, brief cause life's but a walking  
shadow a poor player that struts and  
frots his hour upon the stage and then  
is seen no more. It is a tale told by  
an idiot full of sound & fury and  
signifying nothing."

91 Pretty hard to beat that! But for me  
, I repeat, Shakespeare was spoiled at College.  
I was sentenced to two years of him, and  
carried out the sentence and was duly  
paroled. But I could not then and  
cannot now accept the silly silliness of the  
Shakespearean manuals, the reconstruction  
of his life, based on nothing, and then



Shakespeare

(1)

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VOLUME ONE  
~~THE OUTLINE OF  
SHAKESPEARE~~

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*Designed to make Research Students in Fifteen Minutes. A Ph.D. degree granted immediately after reading it.*

**I. LIFE OF SHAKESPEARE.** We do not know when Shaksper was born nor where he was born. But he is dead.

From internal evidence taken off his works after his death we know that he followed for a time the profession of a lawyer, a sailor and a scrivener and he was also an actor, a bar-tender and an ostler. His wide experience of men and manners was probably gained while a bar-tender. (Compare *Henry V*, Act V, Scene 2, "Say now, gentlemen, what shall yours be?")

But the technical knowledge which is evident upon every page shows also the intellectual training of a lawyer. (Compare *Macbeth*, Act VI, Scene 4.



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## Winnowed Wisdom

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“*What is there in it for me?*”) At the same time we are reminded by many passages of Shakspeare’s intimate knowledge of the sea. (*Romeo and Juliet*, Act VIII, Scene 14. “*How is her head now, nurse?*”)

We know, from his use of English, that Shagsper had no college education.

**HIS PROBABLE PROBABILITIES.** As an actor Shicksper, according to the current legend, was of no great talent. He is said to have acted the part of the ghost and he also probably took such parts as *Enter a citizen*, *a Tucket sounds*, *a Dog barks*, *or a Bell is heard within*. (Note.—We ourselves also have been a Tucket, a Bell, a Dog and so forth in our college dramatic days.—ED.)

In regard to the personality of Shakespere, or what we might call in the language of the day Shakespere the Man, we cannot do better than to quote the following excellent analysis done, we think, by Professor Gilbert Murray, though we believe that Brander Matthews helped him a little on the side.

“Shakespere was probably a genial man who probably liked his friends and probably spent a good deal of time in probable social intercourse. He was probably good tempered and easy going with



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*The Outlines of Everything*

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very likely a bad temper. We know that he drank (Compare *Titus Andronicus*, Act I, Scene 1. "*What is there to drink?*"), but most likely not to excess. (Compare *King Lear*, Act II, Scene 1. "*Stop!*" and see also *Macbeth*, Act X, Scene 20. "*Hold, enough!*") Shakespere was probably fond of children and most likely dogs, but we don't know how he stood on porcupines.

"We imagine Shakspeare sitting among his cronies in Mitre Tavern, joining in the chorus of their probable songs, and draining a probable glass of ale, or at times falling into reverie in which the majestic pageant of Julius Cæsar passes across his brooding mind."

To this excellent analysis we will only add. We can also imagine him sitting anywhere else we like—that in fact is the Chief Charm of Shakesperean criticism.

The one certain thing which we know about Shakespere is that in his will he left his second best bed to his wife.

Since the death of S. his native town—either Stratford-upon-Avon or somewhere else—has become a hallowed spot for the educated tourist. It is strange to stand to-day in the quiet street of the little town and to think that here Shakespere actu-



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## Winnowed Wisdom

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ally lived—either here or elsewhere—and that England's noblest bard once mused among these willows—or others.

**WORKS OF SHAKESPEARE.** Our first mention must be of the Sonnets, written probably, according to Professor Matthews, during Shakesbur's life and not after his death. There is a haunting beauty about these sonnets which prevents us from remembering what they are about. But for the busy man of to-day it is enough to mention, *Drink to me only with thine eyes; Rock Me to Sleep Mother; Hark, Hark the Dogs do Bark.* Oh, yes, quite enough. It will get past him every time.

Among the greatest of Shakespeare's achievements are his historical plays—*Henry I, Henry II, Henry III, Henry IV, Henry V, Henry VI, Henry VII* and *Henry VIII*. It is thought that Shakespeare was engaged on a play dealing with Henry IX when he died. It is said to have been his opinion that having struck a good thing he had better stay with it.

There is doubt as to authorship of part, or all, of some of these historical plays. In the case of *Henry V*, for example, it is held by the best critics that the opening scene (100 lines) was done by Ben Jonson. Then Shakespeare wrote 200 lines (all but half a line in the middle) which undoubtedly is Marlowe's.



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## *The Outlines of Everything*

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possess this accurate recollection rightly consider themselves superior to others.

**SHAKESPEARE AND COMPARATIVE LITERATURE.** Modern scholarship has added greatly to the interest in Shakespeare's work by investigating the sources from which he took his plays. It appears that in practically all cases they were old stuff already. Hamlet quite evidently can be traced to an old Babylonian play called HUM-LID, and this itself is perhaps only a version of a Hindoo tragedy, *The Life of William Johnson*.

The play of Lear was very likely taken by S. from the old Chinese drama of *Li-Po*, while Macbeth, under the skilled investigation of modern scholars, shows distinct traces to a Scotch origin.

In effect, Shakespeare, instead of sitting down and making up a play out of his head, appears to have rummaged among sagas, myths, legends, archives and folk lore, much of which must have taken him years to find.

**PERSONAL APPEARANCE.** In person Shakespeare is generally represented as having a pointed beard and bobbed hair, with a bald forehead, large wild eyes, a salient nose, a retreating chin and a general expression of vacuity, verging on imbecility.

**SUMMARY.** The following characteristics of

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*Winnowed Wisdom*

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Shakespeare's work should be memorized—majesty, sublimity, grace, harmony, altitude, also scope, range, reach, together with grasp, comprehension, force and light, heat and power.

Conclusion : Shakespeare was a very good writer.



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critique of his dramatic work, based  
on ideas & ideals of the drama of which  
he never thought of in his day. The drama  
was, <sup>heroic action and</sup> declamation, grand spectacle in a <sup>grand</sup> great  
matter, <sup>so far</sup> as The Prince of Morocco, a  
(I must not say a com.)  
coloured man from Africa talked like Sandy  
Macbeth from the Hebrides. Our modern <sup>drama as the</sup> intimate picture  
drama as it is, had not yet come into existence.

Here let me read off to you some of  
the stuff that I had to suffer from. I  
have written it down as closely as I  
remember it, from the books we used.

Copy here the extracts  
marked Stakestean: all of  
page 1, all of page 2, pages 3  
4 & 5 as marked. Where the  
typing is copied from print it is  
expected that there will be no  
mistakes.



By all this I do not mean to imply that courses in Greek, and books and teachers are not necessary. The worst lecture ever given in this University, — and that is saying a great deal, — is better than no lecture at all. We cannot learn and think and enjoy in solitude. All art and literature implies a recipient mind, an intercourse. The more you share ~~the~~ and divide <sup>it</sup>, the greater it is, and the more for all. An ~~inspiring~~ <sup>flight</sup> inspiring teacher is a man, and even a dull teacher is at least a window <sup>on</sup> the world. I regard courses in <sup>literature</sup> Greek as the very highest reach of our studies in the Humanities: to remove them, and rely on