

NINTH ANNUAL BULLETIN
THE CLASSICAL ASSOCIATION OF NEW ENGLAND

NINTH ANNUAL MEETING, DARTMOUTH COLLEGE,
HANOVER, NEW HAMPSHIRE, APRIL 3 AND 4, 1914

REPORT OF BUSINESS MEETING

SECRETARY'S REPORT

The membership at the close of last year was 371. During the past year two members have died,—Dr. Harlan P. Amen, head master of Phillips Academy, Exeter, and Miss Annie S. Montague, professor at Wellesley College. Seven members have resigned for various reasons and nine have been dropped from the list through failure to pay their dues.

Twenty-seven new members have joined the Association and one former member has re-entered. There has been, therefore, a net gain of 10 members. The present membership is 381.

There have been five successful meetings reported from the state or section branches of the Association.

TREASURER'S REPORT

RECEIPTS

Balance on hand April 11, 1913	\$400.45
1 membership fee of the year 1911-'12	2.00
39 membership fees of the year 1912-'13	78.00
285 membership fees of the year 1913-'14	570.00
7 membership fees of the year 1914-'15	14.00
From University of Chicago Press, for expenses incurred in connection with Classical Philology	15.00
Interest on deposit in bank	15.93
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	\$1,095.38

EXPENDITURES

Report of the annual meeting of 1913	\$ 56.50
Expenses of visiting delegates	13.40
291 subscriptions to the Classical Journal	291.00
Postage for the Secretary-Treasurer	45.00
Stationery for the Secretary-Treasurer	3.50
Incidental expenses (express, etc.) for the Secretary-Treasurer	4.62
Traveling expenses of the President, in connection with a conference held with the Secretary in regard to the annual program	2.70
Expenses incidental to the various state and section meetings	41.70
Printing of various notices, application blanks, bills, etc.	28.95
Printing of programs and postcards for annual meeting at Dartmouth College	13.75
Clerical services during the year	25.62
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	\$526.74
Balance on hand April 3, 1914	568.64
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	\$1,095.38

REPORT OF THE EXECUTIVE COMMITTEE

The largest part of the routine business of the year has been carried on through correspondence. The President and the Secretary have had one personal conference in regard to the program of the annual meeting. There has been one meeting of the Executive Committee, held at Hanover, N. H., April 3, 1914.

The important business transacted by the Executive Committee is as follows:—

1. The expenses incurred during the year were approved, and the Treasurer's report was approved, subject to audit.
2. The Secretary was instructed to publish a brief report of the meeting at Dartmouth College and to send a copy of this report to each member of this Association, and to other persons at his discretion.

3. The Secretary-Treasurer was instructed to send a note to those members of the Association who are in arrears for more than two years, informing them that, according to the Constitution, their names will be dropped from the list of members, unless their dues are promptly paid, but expressing the hope that they will decide to retain their membership.

4. The Executive Committee voted to recommend to the Association that a resolution be adopted to the effect that it is inexpedient to accept the courteous invitation received from the officials of the Panama Pacific International Exposition to hold the next annual (or a special) meeting at the Exposition Grounds; and furthermore that the Secretary be instructed to express to the proper officials the thanks of this Association for this kind invitation.

5. The Executive Committee voted to recommend to the Association that the incidental expenses of postage, express, etc., incurred in his official capacity by the Association's representative as one of the Managing Editors of the *Classical Journal*, be paid from the treasury of the Association.

6. The Executive Committee reports that Professor Charles U. Clark of Yale University will represent this Association at the annual meeting of the Classical Association of the Atlantic States, to be held in New York City.

7. The Executive Committee reports that it is hoped that Professor Clifford H. Moore of Harvard University will represent this Association at the annual meeting of the Classical Association of the Middle West and South, to be held at the University of Iowa.

8. The Executive Committee reports that, in making out the program for this year, it adopted the plan recommended by the Association at the last annual meeting. Some of the speakers, however, were drafted into the service.

9. The Executive Committee reports that the University of Chicago Press renews its most generous offer of previous years and it will furnish to the members of the Association *Classical Philology* at the rate of \$1.50 a year, which is one-half the regular subscription price, provided that the subscriptions are sent to it through the Secretary of this Association.

OFFICERS ELECTED

President, Miss Alice Walton, Wellesley College, Wellesley, Massachusetts.

Vice-President, William T. Peck, Classical High School, Providence, Rhode Island.

Secretary-Treasurer, George E. Howes, Williams College, Williamstown, Massachusetts.

Executive Committee (for two years), Joseph W. Hewitt, Wesleyan University, Middletown, Connecticut, and Miss Julia K. Ordway, Girls' Latin School, Boston, Massachusetts. (The other members of the Executive Committee whose terms expire in 1914 are Samuel E. Bassett, University of Vermont, Burlington, Vermont, and Miss Alice M. Wing, Central High School, Springfield, Massachusetts.)

Nominating Committee, Clarence W. Gleason, Roxbury Latin School, Roxbury, Massachusetts, Miss M. Adèle Allen, High School, Holyoke, Massachusetts, and Paul Nixon, Bowdoin College, Brunswick, Maine.

BUSINESS TRANSACTED

1. Professor Charles B. Gulick, Harvard University, Cambridge, Massachusetts, and Mr. Willard Reed, Browne and Nichols School, Cambridge, Massachusetts, were appointed auditors of the Treasurer's accounts.*

2. The following resolution was adopted:—*Resolved*, that the Association deems it inexpedient to accept the courteous invitation received from the officials of the Panama Pacific International Exposition to hold the next annual (or a special) meeting at the Exposition Grounds; and furthermore that the Secretary be instructed to express to the proper officials the thanks of the Association for this kind invitation.

3. It was voted that the incidental expenses of postage, express, etc., incurred in his official capacity by the Association's representative as one of the Managing Editors of the *Classical Journal*, be paid from the treasury of the Association.

*The undersigned, appointed to audit the accounts of G. E. Howes, Treasurer, have examined the accounts and have found proper vouchers for all payments made, and certify that everything has been found correct.

C. B. Gulick
Willard Reed."

4. The following resolution was introduced by Dr. Clifford P. Clark of Dartmouth College.

"In view of the general dissatisfaction with regard to the widespread and indiscriminate use of translations as an aid to the reading of assigned portions of the classical authors, *Resolved*, that we, the members of the New England Classical Association, express ourselves as favoring some plan of sight examinations as the final and supreme test for promotion in the college Latin of the Freshman year."

As the time for discussion was limited, on motion of the Secretary it was voted, that this resolution be laid upon the table, to be taken up at the next annual meeting as a part of the regular program.

5. On motion of Professor Charles D. Adams of Dartmouth College a vote was taken to learn the sentiment of the members as to the advisability of suggesting to the Executive Committee that the meeting hereafter begin on Friday morning and continue through Saturday afternoon. A large majority of those present approved.

6. Mr. Albert S. Perkins of the Dorchester High School introduced a *Resolution* to the effect, that it is the sentiment of this Association that the different state or section branches should strive earnestly to increase the membership in their respective localities, and should plan to have three meetings a year. On motion it was voted that this resolution be referred to the Executive Committee.

*7. The Secretary read a most cordial letter from Professor J. Irving Manatt inviting the Association to have its next annual meeting at Brown University. This invitation was referred to the Executive Committee, with the recommendation that it be accepted.

RESOLUTION OF THANKS

On motion of Mr. George H. Browne, a *Resolution* was passed to the effect, that the heartiest thanks of the Classical Association of New England be extended to the authorities of Dartmouth College for their most generous hospitality in the entertainment of the Association, to all the members of the Classical Department for their helpful service in making the meeting so successful, and to those who are not members of the Association who, by presenting papers or addresses, contributed so markedly to the value of the program.

"The Executive Committee has voted to accept this cordial invitation.

*BRIEF REPORT OF PROGRAM

FRIDAY AFTERNOON

1. Welcome by Dean Craven Laycock, Dartmouth College, with response by Mr. William F. Abbot, President of the Association.

As President Nichols was called out of town by important business, Dean Laycock extended the heartiest greetings of Dartmouth College to the Association. He read the introductory remarks made by Oliver Wendell Holmes many years ago at Dartmouth, when he was called upon to act as a substitute for Rufus Choate. After referring wittily to the train service that made the opening of the afternoon service a half-hour late, he went on to describe his own preparation for College in the Classical course, and his continued study of the Classics in college. To-day as Dean he advises enquiring parents to have their sons prepare for college by taking the classical course, for he believes that that course gives them the best preparation regardless of the work that they are to do in later years.

President Abbot thanked Dean Laycock, in behalf of the Association, for his most cordial welcome and for the expression of his genuine belief in the value of a classical training. He called attention to the statistics recently collected by Dean West of Princeton, from the work of the last six years in that college, as published in the March number of the Educational Review. These figures show that the students that have been prepared in the classical course and have taken the required Greek work in college have in most subjects proven superior to the students that have had a non-classical training.

2. "The Golden Age, as Treated by the Greek and Latin Poets", Professor George M. Chase, Bates College.

In order to bring the paper within the time allowed, it was found necessary to limit the discussion to Hesiod, Vergil, and Ovid. Hesiod in the well known passage in the Works and Days, describes a golden race, who lived in a condition of idyllic blessedness; followed by races of silver and bronze, by the heroes of the period of the Trojan War, and lastly by his

*Because of the limited space in this bulletin only the briefest abstract of the papers is possible. Many of them will appear in full in classical and other publications.

own, the race of iron. The Golden Age, which is paralleled in other early Greek traditions, was probably the idealized remembrance of the period that preceded the great migrations. The account of the bronze race is doubtless colored by traditions of the literal bronze age.

Hesiod's account of the Golden Age was repeated by later Greek poets. But it was Plato who added the conception of a future Golden Age. This conception was incorporated in the Stoic system, with its theory of successive world cycles. Introduced by Stoic philosophy to Rome, the idea of a coming Golden Age became familiar to all classes. Vergil found in it a congenial medium for celebrating the era of world peace and well-being inaugurated by Augustus. He elaborated the conception most fully, if somewhat naively, in the Fourth Eclogue, and returned to the theme at least twice in the Aeneid. Ovid in the Metamorphoses reproduces the conventional Golden Age of Hesiod, but with traits characteristically Roman, and others due to the poet's individuality.

3. "Wit and Humour in Xenophon", Professor Samuel E. Bassett, University of Vermont.

Xenophon frequently emphasizes the value of the jest; unlike Plato, who was never known to laugh immoderately, he believes in hearty laughter. The Symposium, Cyropaedia and Anabasis best illustrate his fondness for the humorous. His practical nature led him to employ wit and humour to cheer the soldiers in times of danger and discouragement as well as to lighten the tedium of drilling, and to extricate himself from awkward predicaments. Perhaps because he wrote for the popular reader his wit inclines towards the obvious and his humour often seems to be introduced for its own sake. His fondness for biographical details caused him to recount many a witty remark and humorous anecdote, and he was quick to note the humorous side of an eccentric character.

Like many other Greek writers Xenophon frequently employs the pun. Naturally much of his wit savours of the camp-fire and the battle-field. Above all he likes to represent his characters at table, "desipientes in loco." Many of the stock characters of the world's humour are found in his writings: the amorous man; the greedy and the gluttonous; the silent and the morose; the dull servant; the short man and the homely man. Woman's foibles are not the subject of his

mirth. He is always good-natured and does not indulge in satire.

In the first four books of the Anabasis are more than a score of witty or humorous passages. Attention to these will increase the interest of the beginner.

4. "The Use and Influence of Translations in School and College", Dr. C. P. Clark, Dartmouth College.

The translation habit, i. e. the using of a so-called "pony" or "trot," is the most insidious influence tending to undermine Latin study. I make this statement in all seriousness, with due consideration for the opinions of others, basing it largely on the evidence that has come to me from at least thirty of the leading educational institutions in this country.

¹ I began four years ago to gather statistics with regard to the use of translations in the schools that were represented by the Freshmen in Dartmouth college. All answers were returned unsigned. My first question was:—"Did you use a translation before coming to Dartmouth? If so, to what extent?" A tabulation of the answers showed that 53 % of all Dartmouth Freshmen were more or less addicted to the use of a translation before coming to Dartmouth.

² The second question related to the use of translations among the Freshmen while in college. It was found that by the end of the Freshmen year only 11 % of the men had not used a translation. The number of men from the Freshman class electing Latin the Sophomore year was about 13 %. A census of the Sophomores who had already elected Latin showed that 85 % of them had not used a translation the Freshman year. Is there not some vital connection between the use of translations and the number of men electing Latin?

From my questionnaire to the schools and colleges it was found that the following methods were in use, or at least suggested as useful, for curbing translations. 1) By the lecture method; 2) By compulsion, in the form of a pledge or law; 3) By making the student a butt of ridicule; 4) By using the Direct Method; 5) By insistence on important details; 6) By the Princeton systems, old and new; 7) By making sight translation the final and supreme test for promotion.

This last suggestion was the one agreed on by all who were interrogated as the only sure remedy. My plan may be outlined under these two headings, The Work, and The Stimulus.

The Work may be sub-divided into 1) the prepared text work; 2) the memory work; 3) the sight text work. The Stimulus in the preparatory work should be based on a series of sight tests averaging one each month, with promotion from one division to another dependent upon these tests. In college the two goals might well be, 1) ability to interpret prose at sight of the difficulty of Livy; 2) ability to interpret poetry, the first three books of the Odes of Horace.

That a portion of this briefly outlined plan is feasible and workable has been proved by our experience here at Dartmouth. To show, however, to the best advantage, I believe that the reward idea should be incorporated into our system of study as a stimulus, and that above all our standard of promotion should depend entirely on the ability to interpret Latin at sight.

5. "Rambles in Roman Africa" (illustrated), Professor Karl P. Harrington, Wesleyan University.

Approaching Africa by way of Sicily and the Aegates Islands, the traveler first visits Carthage, its Byrsa, now almost bare of Carthaginian or even Roman ruins, the Roman amphitheater, cisterns, theater, odeon, houses, the mass of basilica ruins, the site of the business part of the ancient city, and reflects upon the almost overwhelming associations of the place. A trip down the coast to Susa (Hadrumetum) and El-Djem, (Thysdrus) with its enormous amphitheater, is followed by an inspection of the ruins and excavations of Dougga (Thugga), where the magnificent theater, capitol, monument in the Carthaginian style, temple of Caelestis, arches, and other structures are beautifully situated. At Bulla Regia there are interesting excavations in progress, showing already baths, a nymphaeum, temple of Apollo, and a fine two-story house. Tebessa (Theveste) has a richly-adorned temple in unusually good preservation, a four-sided arch of Caracalla, and a remarkable basilica. Here was stationed the third Augustan legion, afterwards removed to Lambaesis. Announa corresponds to the ancient Thibilis, and has many ruins, in a lonely and romantic situation, including arches, houses, the forum and inscriptions. At Lambaesis is the finest example of a fortified Roman camp, adapted to illuminate the subject of military antiquities for teachers of Caesar. Here, too, was an outside city, which grew up for the homes and family life of a legion thus permanently stationed away from Rome. Tingad

is an ideal city to illustrate life in a Roman *colonia*, its arrangement, careful development, convenient appointments, and numerous inscriptions giving us a peculiarly good insight into the details of business, politics, pleasure, and relation to the central government. The forum, temples, monuments, theater, baths and other conveniences, markets, and library, afford an excellent opportunity to study the subject. Finally, the unique situation of Cirra, and its historic associations are considered.

FRIDAY EVENING

1. "In Memory of Dr. Amen", Professor John C. Kirtland, Phillips Exeter Academy.

It is fitting that Dr. Amen be commemorated by this Association as a steadfast and powerful vindicator of the classical discipline; and our words in memory of him are spoken with peculiar fitness in this college. The relations between Dartmouth and Exeter have been intimate since the end of the eighteenth century. Dartmouth, too, bestowed upon Dr. Amen its highest academical distinction, making him a Doctor of Letters in 1910. At that time President Nichols used of him the words "man of strength and gentleness," which aptly summed up his essential character.

Harlan Page Amen, seventh principal of the Phillips Exeter Academy, died at Exeter from apoplexy, November 9, 1913. He was born at Sinking Spring, Ohio, April 14, 1853. He was a student in Phillips Exeter Academy from 1872 to 1875; and continued his classical studies at Harvard College, from which he was graduated in 1879. From that time until 1895 he taught Greek and Latin in Riverview Academy Poughkeepsie, N. Y., and became joint principal of the school in 1882. In 1895 the trustees of Phillips Exeter Academy elected him principal. This position he retained until his death. Under his able leadership the Academy recovered its former prestige. His belief in the value of a classical training was unswerving. He was a member of this Association, and a life member of the Archaeological Institute of America, and of the American Philological Association.

Dr. Amen's success came from the characteristics which shaped his life,—singleness of purpose, self-sacrifice, absolute

simplicity. There is no doubt that he broke down a vigorous body through sheer self-forgetfulness.

"This was his dream; nor did he idly gaze

As if enraptured of some castled steep

Of cloudland glorious in the setting sun;

But wrought with tireless hand through crowded days,

Like one who hastened lest the eternal sleep

Should steal upon him ere his work was done."

2. "Horace's Most Ancient Mariner", Professor George Dwight Kellogg, Union College.

The paper is an interpretative study of Horace Ode I, 3. The "most ancient mariner" is the man of *robur et aes triplex*, whose heart must have been oak thrice encased in brass. The figure is taken from the casing of a sturdy ship.

Hildebrandt (Philologus LXX, 52-64) would have us believe "nicht bloss im Schiffe, auch in der Brust;" but by the familiar brachylogy "suggestion by contrast" the obvious inference must be "he had a *heart of oak* thrice encased in brass because *his flimsy raft* had no such guarantee of strength." The Kiessling-Heinze edition maintains, perhaps correctly, that Horace had no definite "first sailor" in mind. Greek mythology and popular or philosophical tradition played with the idea of the first ship and its inventor. As inventors are mentioned: Poseidon, Prometheus, Athena, Nauplius, Nereus, Phorcys or some other sea-god, Isis, Tolma (audacia), Natura, or "some divinity;" Deucalion and Pyrrha, the Phaeacians, Jason and the Argonauts, and Danaus are among the first sailors. The *prima ratis* of the first sailor was probably a raft. The earliest attempt on record would seem to be Deucalion's voyage in the *larnax* devised by the aid of his father Prometheus. Poseidonius and the Stoics held that ships were first invented by the "philosophers:" Seneca, that they were invented by "mere man" from observing the habits of fish. Oppian suggests the nautilus as the model. Critias says the Carians invented merchant-ships. Popular philosophy had the saying "God willing you could sail even upon a mat of rushes" (Plutarch, De Pythiae Oraculis, 406 B, quoting some tragic poet, cf. Bergk P. L. G. I, 478), a proverb applied by Aristophanes, (Peace, 699) to Sophocles, "for gain he would sail even upon a mat." That sea-faring began from man's lust for gain became the stock theme of cynic and stoic moral-

ists, Alexandrine poets and their imitators. Man's presumption in mastering the sea is also a common theme, e. g. Soph. Antig., 302 ff. If Horace, Ode I, 3 be interpreted in the light of Epode XVI, Ode I, 2 and Vergil, Ecl. IV and VI, we might be justified in assuming that Horace was not only composing a conventional *propempticon* to Vergil, but deliberately playing on familiar Vergilian themes: the first sailor was Deucalion, son of Prometheus, the sailors who dared face Hadria and the Acroceraunia were the Argonauts (Strabo, I, c. 21.), the impious craft which helped debase the Saturnian age belonged to avaricious sailors. If this supposition be correct, we have an additional reason for denying any lapse in good taste. (cf. G. L. Hendrickson, Cl. J. III, 100-104.)

3. *"The Painted Stelae Discovered at Pagasae" (illustrated), Miss Alice Walton, Wellesley College.

The speaker described the various types of stelae found at Pagasae and illustrated them by lantern slides made from photographs of the stelae that are now in the museum at Volo, and from a few colored copies that are in the Metropolitan Museum, New York City.

SATURDAY MORNING

1. "The value of the Classics to a Student of English," Professor Curtis Hidden Page, Dartmouth College.

The classics are valuable to the student and teacher of English, first, for his work in composition. For the classics, if well taught, give two things: training in the power of exact thought; and a sense of the exact values of language. No other training is comparable with the study of the classics for these purposes.

Second, a sense of the exact value of words is fully as important to the hearer or reader as to the user of them. It is indispensable for exact communication and mutual understanding. If the bone and sinew of the English language are Anglo-Saxon, the brain of it is Latin and Greek. Both the scientifically exact statement of any but the most elementary facts, and the expression of all abstract thought, in English, depend mainly upon words of classical origin. "Economic efficiency"

*This paper will appear in an early number of a new archaeological journal.

in the communication and comprehension of the newest knowledge and thought, depends upon "Greek roots", which are not "dead", but sending up new shoots every day. And not only the brain, but the flesh and complexion of the language—the words full of color and connotation—are mostly classical. So that even on the side of language, the classics are more important than Anglo-Saxon to the student of English.

On the side of literature there can be no doubt of this—so much so, that we certainly ought to require Greek rather than Anglo-Saxon, if not both, of candidates for the Ph. D. in English.

Lack of knowledge of the classics leaves much of English literature not only unintelligible in its allusions, but unfelt in its imaginative suggestions. The Elizabethan age, the age of Milton, of Dryden, the Augustan age, are all steeped in the classics. From these central periods we may look back as far as Chaucer, and forward to Tennyson and Browning, for devoted disciples of the classics. To be admitted to the best "clubs", from the Mermaid Tavern to the Saturday Club, to appreciate the best jokes, to understand some of the noblest scenes, of English literature, we must know our classics. Complete knowledge of the Greek drama, and of much more in Greek literature, is essential to any intelligent reading of several of Browning's more important poems. Though Shakspeare himself had "little Latin", the age and atmosphere he lived in had much, and we must have much in order to read him rightly.

Finally, in this age of relativity and democracy (and, in education, of anarchy), we are more than ever in need of standards and of a sense of relative values, whether in education, in literature, or in life. And the classics are still, as they have proved themselves to be for other ages, best fitted to serve this end.

2. "The *Ichneutae* of Sophocles", Miss Amy L. Barbour, Smith College.

After a few introductory remarks on the story of the *Ichneutae* and a statement as to the amount and the condition of the fragments recently discovered, the speaker read an original verse translation of the satyr-play.

3. "Latin as a Vocational Study in the Commercial Course", Mr. Albert S. Perkins, Dorchester High School.

In "Latin as a 'practical' study," published in the *Classical Journal*, vol. VIII, no. 7, April, 1913, the origin and purpose of *vocational Latin* were set forth. In the present paper the purpose is to outline briefly what has been accomplished during the two and a half years the course has been in operation in the Dorchester High School.

Apart from the Latin books Webster's Academic Dictionary is the only reference book needed. The pupils hunt up words based upon Latin roots met in the course, apply prefixes and suffixes, and record in note books as many derivatives as possible, classified as to parts of speech and defined. Few Latin words yield less than a half dozen, some as many as 50 or 60. After finishing the beginners' book the pupils read selections from *Gradatim*, *Gate to Caesar*, the *Second Year Latin*, the *Gallie War*, *Ovid*, *Cicero* and *Vergil*, always making word lists as described above. The refining influence of the literature is an important feature.

Acting on a suggestion made by Professor Holmes of the Department of Education of Harvard University, a series of measurements of Latin and non-Latin commercial pupils of equal ability was made by the English Department of the Dorchester High School, to determine the added power in English words acquired by a study of Latin.

The results were as follows :

	AVERAGES	
	LATIN	NON-LATIN
JANUARY AND FEBRUARY, 1914		
1. Spelling	82.5	72.6
2. Use of Words and Sentences	57.5	40.6
3. Definitions and Parts of Speech	69.5	33.3
4. Meaning of Words and Spelling	57.0	27.5
5. Excellence in Vocabulary	36.0	6.8
JUNE, 1913		
6. Meaning of Words and Spelling	65.3	12.3
	6) 367.8	6) 193.1
	61.3	32.18
	32.18	
Difference	29.12	

No. 6 was particularly impressive, since the words were more difficult. In this test among the non-Latin pupils the highest mark was 30 %, and five zeros were recorded. In the

Latin group the lowest mark was 30 %, and the highest 100 %, with only three below 50 %.

The following definitions were given by non-Latin pupils : " *Concussion*, an accident ; leaves some people with a disease of the brain." " *Potent*, something which hangs overhead ; hence, a warning." " *Militant*, a woman who destroys everything within her reach ; a suffragette." " *Pendant*, a Harvard-Yale game."

Do not pass lightly over the idea of vocational Latin, since it is hoped not only that boys and girls are helped to a greater earning capacity, but that, in the words of Professor Holmes, "a new line of defence for Latin has been struck, which may prove of the utmost importance for the future of the study."

Suggestion : a new requirement for admission to college in the derivation of English words from the Latin, optional with advanced Latin composition.

4. "A Recent Visit to Greece" (illustrated), Professor George E. Howes, Williams College.

The speaker described some of the experiences in connection with a trip to Greece of last year, with especial emphasis laid upon a visit to Delphi and a ride from Delphi to Livadia. Some changes in the external and internal conditions in Greece during the last ten years were noted. Photographs of various members of the Royal Family and of Venizelos were shown, and some anecdotes and incidents of their life were related. Experiences of several Greeks who returned from America to their native land were narrated, to show the deep-seated patriotism that is to be found among these people to-day. A visit to barracks where Turkish prisoners were confined and an interview with Turkish officers were described.

A few views of Canea, Crete, were shown, where the boat from Catania for the Piraeus anchors for a few hours. Then in the trip to Delphi appeared views of the railroad and carriage-road along the Isthmus, the Corinthian Canal, the port of Itea, and the drive up through the plain. At Delphi foundations of the Serpentine Column, of the Altar of the Chians, and of the Temple of Apollo were shown, together with views of the Treasury of the Athenians, the Stoa of the Athenians, the theater, the stadium, the gymnasium, etc. In the museum were seen the Bronze Charioteer, the Dancing Caryatid

tides, many figures from the Gigantomachy of the Cnidian Treasury, and others.

On the way from Delphi to Livadia were seen Arachova and several views of the "Schiste." Scenes of Livadia were shown.

The last pictures were of Patras where, under the guidance of a Philadelphian Greek, the speaker visited the barracks and photographed Turkish prisoners in various activities, such as eating, washing dishes, washing clothes, etc.

The very last picture, taken from the hotel window in Patras, showed the harbor, with the Martha Washington waiting to take her passengers—including the speaker—back to their native land.

*LIST OF MEMBERS

[The names of those that were registered as in attendance at the Dartmouth College meeting are marked with an asterisk (*) in the list.]

- Abbe, Elizabeth F., Melrose High
 *Abbot, William F., Classical High, Worcester
 *Adams, Charles D., Dartmouth College
 Adams, Louise, South Boston
 *Allen, Bernard M., Phillips Academy, Andover
 Allen, Carleton M., Dummer Academy, So. Byfield
 Allen, Florence C., Brattleboro
 *Allen, Mary Adèle, Holyoke High
 Allen, May Alice, Capen School, Northampton
 Allinson, Francis G., Brown University
 Andrews, Ruth, Taconic School, Lakeville
 Armstrong, Josephine S., Pawtucket
 Arrowsmith, R., Orange, N. J.
 Atherton, Edward H., Girls' Latin School, Boston
 Aurelio, William G., Boston University
 Averill, Sarah M., English High, Worcester
 *Ayres, Grace, Winthrop High
 *Babbitt, Frank Cole, Trinity College
 Bacon, Charles Edward, Boston
 Baldwin, Alice C., Cambridge
 Ball, Francis K., Boston
 Bancroft, Cecil K., Phillips Academy, Andover
 Bancroft, Edith, Greenwich
 *Barbour, Amy L., Smith College
 Barnes, Clara W., South Boston High
 Barrangon, Lucy L., Northampton
 Barret, J. Roy C., Trinity College
 Barss, J. Edmund, Hotchkiss School, Lakeville
 Bassett, Emma N., East Northfield
 *Bassett, Samuel E., University of Vermont
 Bedinger, Grace Vinton, Boston
 Bennet, Allen R., Phillips Academy, Andover
 Benson, Clara M., Bradford Academy, Bradford
 *Benton, Mary L., Smith College
 Bigelow, J. Elizabeth, Mount Hermon
 Billings, Charles, Troy Conference Academy, Ponitney
 Billings, Sherrard, Groton School, Groton
 Bishop, Edith L., Hyde Park High
 Blake, Lucy E., Sanborn Seminary, Kingstou, N. H.
 Bonney, Luther L., Dean Academy, Franklin, Mass.
 Boddy, Bertha M., Charlton School, New York, N. Y.
 Boone, Augusta J., Meriden High
 *Brackett, Haven D., Clark College
 Brabbury, Gibson E., Hartford
 Brady, John Everett, Smith College
 Breckenridge, Alice H., Meriden High
 *Bridge, Josiah, Westminster School, Stmsbury, Conn.
 Brooks, Annie S., Malden
 Brooks, Ina C., Northampton High
 Brooks, Lucy J., Northfield Seminary, E. Northfield
 Brown, C. W., Middlesex School, Concord, Mass.
 Brown, Lester D., Hotchkiss School, Lakeville
 *Browne, George H., Browne and Nichols School, Cambridge
 Bryant, Edward S., Everett
 *Buckingham, Mary H., Boston
 *Bunnell, Frank S., Norwich Free Academy
 Burrage, W. S., Middlebury College
 Burnham, Fred W., Goddard Seminary, Barre, Vt.
 *Burton, Harry E., Dartmouth College
 Bytel, Miriam A., Saint Mary's School, Garden City, N. Y.
 Caldwell, Mary G., Dana Hall School
 Wellesley
 Cameron, Donald, Boston University
 Carr, Edmund S., Salisbury School, Salisbury
 Carroll, Charles S., North High, Worcester
 Caverno, Julia H., Smith College
 Chace, Zilpha, Brockton High
 Chapin, Angie Clara, Wellesley College
 Chase, George D., University of Maine
 Chase, George H., Harvard University
 *Chase, George M., Bates College
 Chittenden, Merritt D., Burlington
 Claffin, Edith P., Bridgeport
 Clark, Charles Upson, Yale University
 *Clark, Clifford P., Dartmouth College
 Clark, David Taggart, Williams College
 Clark, Genevra F., Thorndike, Mass.
 Coffin, Ernest A., Hartford High
 Comstock, David Y., Fall River High
 Cook, Edith M., Brockton High
 *Cook, Oliver R., South High, Worcester
 *Cooley, Arthur S., Amherst College
 Cowles, William L., Amherst College
 Critchett, Eunice A., Brighton High
 Cummings, Mabel Homer, Boston
 Cummins, Caroline S., Cambridge
 Curtis, Mabel Gair, Somerville Latin
 Cushing, W. L., Simsbury, Conn.
 Cushing, William S., Simsbury, Conn.
 Dame, Alfred M., Williams College
 Davis, George H., Chelsea High
 Davis, S. Warren, Newton High
 Day, Emma, Gardiner High, Maine
 Deane, Sidney N., Smith College
 Delano, Charles W., South High, Worcester
 *Denison, William K., Tufts College
 Derry, Cecil Thayer, Cambridge High and Latin
 Dickerman, Sherwood O., Williams College
 *Dimock, George E., Jr., New Haven
 Dinand, Joseph N., Holy Cross College
 Doran, Eleanor A., St. Johnsbury
 Dow, Mary H., Winslow High, Waterville
 Drake, Herbert E., Providence
 Drake, Persis P., Boston
 *Duley, F. L., Northfield Seminary, East Northfield
 Earle, Louise S., Lynn
 Eastham, Susie W., Beverly
 Edwards, Katharine M., Wellesley College
 *Elwell, J. H., Amherst College
 Epps, Mary Lizzie, Ansonia High
 Evans, Alfred H., Northampton High
 Fairbanks, Arthur, Museum of Fine Arts, Boston
 Fessenden, Frederick J., Fessenden School, W. Newton
 *Fletcher, Caroline R., Wellesley College
 Fletcher, Walter H., Orleans High
 Flint, Helen C., Mt. Holyoke College
 Flood, John C., St. Mark's School, Southboro
 Flower, Herbert P., So. Lancaster
 Forbes, Charles H., Phillips Academy, Andover
 Foster, Frances R., Taunton
 Fox, George L., University School, New Haven

*This list includes the names of those who were members of the Association at the time of the meeting at Dartmouth College and also the names of eight members who have joined since that time. The names of four members who have resigned since the annual meeting are omitted. The list is corrected up to May 2, 1914. Members are requested to inform the Secretary of any error in name or address, and to notify him of any change in address.

- *Franklin, Ruth B., Rogers High, Newport, R. I.
Fuller, Harriet P., Providence
Fuller, J. H., Hardwick Academy, Hardwick, Vt.
Gadsby, H. H., Drury Academy, North Adams
Galbraith, John S., Williams College
*Gallagher, William, Thayer Academy, So. Braintree
Gall, Caroline Morris, Mt. Holyoke College
Gammons, Elizabeth, Springfield
Gardner, Catherine A., Portland, Conn.
Gardner, W. A., Groton School, Groton
Gasson, Thomas I., Boston College
Gifford, Seth K., Moses Brown School, Providence
Gillespie, Walter H., Phillips Academy, Exeter
*Gleason, Clarence W., Roxbury Latin School
Goodell, Thomas D., Yale University
Goodspeed, Helen J., Fitchburg
Goodwin, May B., Newton High
Goodwin, William D., Pittsfield High
Gragg, Florence Alden, Smith College
Grant, Bearice A., Woburn
Gray, William Dodge, Northampton
Greenwood, Helen M., Ashburnham
Gregory, E. Helena, Classical High, Providence
Griswold, Kate D., Boston
*Guick, Charles Burton, Harvard University
Gulliver, Charlotte C., Norwich Free Academy
Hack, Roy Kenneth, Harvard University
Hall, Edith B., Woodstock, Conn.
Ham, Ernest G., Randolph, Vt.
Hammond, Alice B., New Haven High
Harkness, Albert G., Brown University
*Harrington, Karl P., Wesleyan University
Harris, W. F., Cambridge
Harstrom, Carl Axel, Harstrom School, Norwalk
Hatch, William M., Boston
Hawes, Adeline Belle, Wellesley College
Hayes, S. Elsie, Bar Harbor
*Hazen, Edwin H., Mt. Hermon
Heldel, W. A., Wesleyan University
Henson, Annie May, Worcester
Hendrickson, George L., Yale University
Hewitt, John H., Williams College
*Hewitt, Jose, h William, Wesleyan University
Hicks, Mabel P., Beverly
Higley, Edwin H., Groton School, Groton
*Hill, Helen Fairbanks, Lowell
*Hill, Katharine L., Williams, Memorial Institute, New London
Hitch, Mary F., New Bedford
Hoadley, Laura L., East Northfield
Hoag, Helen E., Mt. Holyoke College
Hobbrook, L. Florence, Stamford
Hooper, Bertha C., Wheeler School, North Stonington
Houghton, Herbert P., Amherst College
Howard, Albert A., Harvard University
Howard, Judson B., St. Paul's School, Concord
*Howes, George E., Williams College
Hubbell, Harry M., Yale University
Hughes, J. Edward, Williamstown
*Humphrey, Alice C., St. Mary's School, Concord, N. H.
*Husband, R. W., Dartmouth College
Hutchinson, Charles W., Middlesex School, Concord, Mass.
Hutchinson, Florence E., Framingham High
Ingersoll, J. W. D., Yale University
Ingham, Charles S., Dummer Academy, So. Byfield
Jackson, C. N., Harvard University
Jenkins, Thornton, Malden High
Johnson, Florence E., Worcester
Joline, O. C., Taft School, Watertown, Conn.
Jordan, Mary A., Montclair, N. J.
Jordan, Susie May, Newton
Jordan, Theresa R., Auburn High
Judd, Samuel E., King School, Stamford
Kelley, Clarence E., Milton, N. H.
Kelley, Mary E., David Prouty High, Spencer
Kemp, Z. Willis, Sanborn Seminary, Kingston, N. H.
Kendall, Dorothy, Cambridge School for Girls, Cambridge
Kendall, James M., St. Paul's School, Concord
Kennedy, Frank A., West Roxbury
Kimball, M. Alice, Girls' Latin School, Boston
Kingsley, Frances H., Central High, Springfield
*Kirland, John C., Phillips Academy, Exeter
Kittredge, Herbert W., Westfield High
Knapp, Fred A., Bates College
*Knox, Charles S., St. Paul's School, Concord
Ladd, Babson S., Boston
Lakin, Adelaide M., Waterville, Maine
Leacock, Arthur G., Phillips Academy, Exeter
Lear, Ada, Lawrence High
Libbey, P. S., Berlin High, N. H.
Libby, George H., Manchester High, N. H.
Litchfield, Henry W., Bryantville, Mass.
*Lockey, Frances L., Leominster High
Lord, Edith S., Ware
*Lord, George D., Dartmouth College
*Lord, John K., Dartmouth College
Lothrop, Lydia, Summit, N. J.
Loughhead, Charles B., Cambridge
Lowell, D. O. S., Roxbury Latin School
Lynch, Carrie V., Dorchester Centre
*McDuffee, Walter V., Central High, Springfield
MacDuffie, John, MacDuffie School, Springfield
McElwain, Mary B., Smith College
*McLam, May Belle, Concord High, N. H.
Maloney, Alice M., Nashua
Manatt, J. Irving, Brown University
Mather, Maurice W., Cambridge
*Miller, A. Bertha, Wellesley College
*Miller, Bessie M., Drury Academy, North Adams
Miller, Theodore A., Harvard University
Mills, Blanche E., Pittsfield
Mills, Mabel O., West Roxbury High
Mitchell, Josephine L., Somerville
Moody, Jay Arthur, St. George's School, Newport, R. I.
Moore, Clifford H., Harvard University
Moore, Royal A., Bacon Academy, Colchester
Morgan, Bertha D., Holyoke High
Morrill, Frances H., Waterville High, Maine
Morris, Edward P., Yale University
*Morse, Sidney N., Williston Seminary, Easthampton
Morton, Sydney B., Taft School, Watertown
Moses, Camilla, Natick
Mullally, Elizabeth K., Burnham School, Northampton
Mullen, James A., Holy Cross College
Nejako, Frances T., Middletown
Newhall, Samuel H., Phillips Academy, Exeter
Newton, Emily N., Holyoke
Nichols, M. Louise, Miss Porter's School, Farmington
*Nixon, Paul, Bowdoin College
O'Flaherty, Mary P., Hartford High
Ogle, Marbury B., University of Vermont
Ordway, Julia K., Girls' Latin School, Boston
Packard, Howard S., University School, Detroit
Parker, Charles P., Harvard University
Parsons, Mary N., Plunkerton Academy, Derry Village, N. H.
Parsons, Olive S., Rogers Hall School, Lowell
Paton, James M., Paris, France
Patten, Anna C., Middletown, Conn.
Peabody, Endicott, Groton School, Groton
Peck, Robert E., St. Paul's School, Concord
Peck, William T., Classical High, Providence
Pennypacker, Henry, Public Latin School, Boston
*Perkins, Albert S., Dorchester High
Pettingell, Laura K., Miss Capen's School, Northampton
Phelan, W. B., Milton Academy, Milton
*Phillips, J. L., Phillips Academy, Andover
Pickering, Minnie Maud, Mattapan, Mass.
Pierce, Mary E., West Haven High
*Pierson, Esther D., Wellesley Hills
*Phippton, George L., Tilton Seminary, Tilton
Poore, Harriet P., Boston
Poynter, Horace M., Phillips Academy, Andover
Preston, Clara F., Nashua High
Rand, E. K., Harvard University
Randolph, Charles B., Clark College
*Reed, Willard, Browne and Nichols School, Cambridge
Rees, Kelley, Reed College
Reynolds, Horatio M., Yale University
Rice, Alexander H., Boston University
Rice, Frances E., Hudson High, Berlin, Mass.
Rich, Herbert T., Public Latin School, Boston
Rich, Sophronia B., Newton
Richards, H. H., Groton School, Groton
*Richardson, Edith M., Haverhill High
Richardson, Mary Lilia, Smith College
Roberts, Arthur W., Brookline High
Roberts, Harley P., Taft School, Watertown
Robinson, F. N., Phillips Academy, Exeter
Robinson, James J., Hotchkiss School, Lakeville
Robinson, Walter A., Public Latin School, Boston
Root, Florence K., Smith College
*Root, Louise H., Northampton High
*Roote, Clarence B., Northampton High
Roper, Mary R., Miss Low's School, Stamford
Rosenberg, Robert W., Meriden High
Runtz-Rees, Caroline, Greenwich
Ryan, Mary M., Ware
St. Clair, Mary R., Collinsville, Conn.
Sanderson, Ruth E., W. Springfield
Sands, Alice L., Hartford
Sanford, Myron R., Middlebury College
Sargent, Annie L., Johnson High, No. Andover
Sayles, Virginia I., Pittsfield
Scott, Edmund D., Worcester Academy, Worcester
*Seales, Helen M., Mt. Holyoke College
Seusenig, Heber, Rogers High, Newport, R. I.
Sharpe, Benjamin F., Greenwich, N. Y.
Sills, Kenneth C. M., Bowdoin College
Simmons, Adeline G., Girls' Latin School, Boston
Smith, Emily F., Bridgeport
*Smith, Eunice D., Woodstock High, Vt.
Smith, Gertrude B., Westover School, Middlebury, Conn.
Smith, H. de F., Amherst College
Smith, Kendall K., Harvard University
Smith, Maurice B., Gardner High
Smith, M. Louise, Saugatuck, Conn.
Smyth, Herbert Weir, Harvard University
Spaulding, Ernest L., East Jaffrey, N. H.
Spencer, Walter B., West Hartford High
Stark, Mary R., Girls' Latin School, Boston
Stark, Stephen, Mt. Hermon School, Mass.
Stevens, Mary Louise, Malden
Stevenson, George S., Coburn Classical Institute, Waterville, Maine
Stilson, Bertha O., Barre, Vt.
Strong, Maude E., Northampton
Stuart, Helen A., Boston
*Sturgis, S. Warren, Groton School, Groton
*Sylvester, William H., English High, Boston
*Talpey, J. Elizabeth, Concord High, N. H.
Taylor, James P., Saxtons River
Taylor, Joseph R., Boston University
Taylor, Mary E., Mt. Holyoke College
Taylor, Ralph W., South Boston
Thomas, Laura M., Parker School, Chicago
Thompson, William H., Atkinson Academy, Atkinson, N. H.
Thompson, Wilnot H., Jr., Acadia University, Wolfville, N. S.
Thurber, C. H., Boston
Tolman, Olive, Worcester
Towle, Anne G., Manchester High, N. H.
Townsend, Caroline P., Classical High, Worcester
Tracy, Martha D., Bryant Pond, Maine
Trask, Caroline W., Jamaica Plain
Tufts, Edith S., Wellesley College
Tupper, Frederic A., Brighton High
Tyler, Henry M., Smith College
Volkman, A. L. K., Volkman School, Boston
Wade, Charles St. Clair, Tufts College
Waite, Louise S., Wellesley
Walden, John W. H., Cambridge
Walker, Harry E., Exeter High, N. H.
Wallace, Ida May, Newtonville High
*Walton, Alice, Wellesley College
Ward, Fred W., Taunton
Warner, Bessie S., Providence
Warren, B. O., Boston
Waterman, Florence, Bradford Academy, Bradford
Webster, Marion Cecile, Northampton
*Weeks, A. L. (Miss), Springfield
Wellington, Mary J., Manchester High, N. H.
*Wetmore, M. N., Williams College
White, Clarence H., Colby College
White, Helen L., Windham High, Willimantic
White, John Williams, Harvard University
*White, Raymond H., Middlebury College
Whiting, W. H., Greenfield High
Whitman, Burton H., North Attleboro
Whitney, Frank W., Watertown High, Mass.
Whittaker, Stella F., Woonsocket
Wheand, Helen H., Wheaton College
Wier, Jennie B., Brookline
Wightman, Alfred R., Phillips Academy, Exeter
Wilbur, Clinton B., Somerset, Mass.
*Wild, Henry D., Williams College
Williams, A. Louise, Farmington, N. H.
Williams, Charles A., Hudson
Williams, Mary Gilmore, Mt. Holyoke College
Williams, Theodore C., Boston
*Wing, Alice M., Central High, Springfield
Wood, Harlan N., St. Johnsbury Academy, St. Johnsbury
*Woodruff, Frank E., Bowdoin College
Worcester, Catherine E., Miss Capen's School, Northampton
Worcester, John C., West Springfield High
*Wright, F. Warren, Smith College
Wyman, Gullie Annette, Gloucester
Yates, Eleanor B., New Britain High
Zimmerman, Charles E., New Haven High

There were present also guests, and friends of members of the Association, including the following who registered:—

- Elmer E. French, West Lebanon
Maria B. Goodwin, North Adams
Elwin L. Ingalls, Hartford, Vt.
George D. Kellogg, Union College
Marie Merrill, Concord, N. H.
M. M. Mueller, Dartmouth College
Curtis Hidden Page, Dartmouth College
Alice Parker, Mt. Holyoke College
S. C. W. Simpson, Boston
Edith W. Taylor, Roxbury Latin
Frank H. Wilkins, Somerville
Mrs. F. E. Woodruff, Brunswick, Maine.