

THIRD ANNUAL BULLETIN  
THE CLASSICAL ASSOCIATION OF NEW ENGLAND.

---

THIRD ANNUAL MEETING, SMITH COLLEGE,  
NORTHAMPTON, MASSACHUSETTS, APRIL 3 AND 4, 1908.

---

REPORT OF BUSINESS MEETING.

---

SECRETARY'S REPORT.

---

The membership at the end of last year was two hundred and fifty. During the year two members have died,—Professor Thomas D. Seymour of Yale University and Miss Annie H. Hull of the Portland (Maine) High School. Eight members have resigned, of whom one has changed his occupation, one has retired from active teaching, three have changed their residence, while the other three have resigned for personal reasons. Eighty-five new members have been added—a net gain of seventy-five—thereby making the present membership three hundred and twenty-five.

Two new sections have been formed during the year, one in Rhode Island and one in Eastern Massachusetts. Massachusetts now has an eastern and a western section and each of the other states has one. A meeting has been held during the past year in each of these seven sections; and all have been attended with great success. A report of each of these meetings has been given in the *Classical Journal*.

## TREASURER'S REPORT.

## RECEIPTS.

Balance on hand April 5, 1907,	\$121 10
1 membership fee of the year 1906-'07 at \$2.00,	2 00
301 membership fees of the year 1907-'08 at \$2.00,	602 00
3 membership fees of the year 1908-'09 at \$2.00,	6 00
Interest on deposit in bank,	8 29
	<hr/>
	\$739 39

## EXPENDITURES.

Supplementary expenses of annual meeting at Andover, Mass., April 5 and 6, 1907, - -	\$ 3 00
299 Subscriptions to <i>Classical Journal</i> , - -	299 00
Supplies for the Sec.-Treas., - - - -	20 02
Postage for the Sec.-Treas., - - - -	16 41
Incidental expenses of the Sec.-Treas., (telegrams, telephone calls, express charges, typewriting, etc.), - - - -	3 10
Postage, stationery and printing, incidental to the various state and section meetings, -	61 66
Postage, stationery, printing, etc., for Northamp- ton meeting of April 3 and 4, 1908, - -	38 80
Report of the Annual meeting of 1907, - -	53 75
Traveling expenses of the members of the Execu- tive Committee, to attend one business meet- ing, - - - -	19 58
Balance on hand, April 3, 1908, -	224 07
	<hr/>
	\$739 39

## REPORT OF THE EXECUTIVE COMMITTEE.

The Executive Committee has held two meetings during the year, as follows:—I. May 25, 1907, at Worcester; II. April 3, 1908, at Northampton.

The important business transacted at these meetings was as follows:—

I. 1. The Executive Committee organized with the election of Charles H. Forbes as chairman and of George E. Howes as secretary.

2. The expenses incurred to date were approved.

3. The secretary was instructed to write a note to Professor Charles Eliot Norton conveying to him the appreciation of the honor conferred upon the Association by his acceptance of election to membership.

4. In accordance with the vote of the Association passed April 5, 1907, which authorized the Executive Committee to elect two \*Associate-Editors of the *Classical Journal*, the committee elected Professor Charles D. Adams of Dartmouth College, and Mr. Clarence W. Gleason of the Volkman School, Boston.

II. 1. The expenses incurred to date were approved.

2. The secretary was instructed to publish a brief report of the coming meeting at Smith College, and to send this report to all members of this Association, and to others at his discretion.

3. The Executive Committee voted to recommend to the Association that the payment of the first annual dues be considered as covering the indebtedness for membership for a full year from the time of payment, and that dues for succeeding years be payable at the corresponding time.

## OFFICERS ELECTED.

President, John H. Hewitt, Williams College, Williamstown, Massachusetts.

Vice-President, Charles U. Clark, Yale University, New Haven, Connecticut.

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

Executive Committee (for two years) Miss Ruth B. Franklin, Rogers' High School, Newport, Rhode Island, and George S. Stevenson, Coburn Classical Institute, Waterville, Maine. (The other members of the Executive Committee,

\*The editors desire members to send to them or to the other editors of the *Journal* papers with a view to publication.

whose terms expire in 1909, are Miss Lida Shaw King, The Women's College in Brown University, Providence, Rhode Island and Herbert L. Kittredge, High School, Westfield, Massachusetts.)

Nominating Committee, Henry M. Tyler (chairman), Smith College, Northampton, Massachusetts, J. Edmund Barss, Hotchkiss School, Lakeville, Connecticut, and Frank G. Moore, Dartmouth College, Hanover, N. H.

#### BUSINESS TRANSACTED.

1. George H. Browne, Browne and Nichols School, Cambridge, Massachusetts was appointed \*auditor of the Treasurer's accounts.

2. It was voted to accept the recommendation of the Executive Committee in reference to annual dues, viz: that the payment of the first annual dues be considered as covering the indebtedness for membership for a full year from the time of payment, and that dues for succeeding years be payable at the corresponding time.

3. It was voted that a committee of five be appointed by the Chairman to gather, by correspondence with members, such facts and hints as may be obtainable in regard to successful methods of teaching the classics, and to present at the next annual meeting the results obtained. The committee appointed consists of the following members:—George L. Plimpton (chairman), Tilton Seminary, H. E. Burton, Dartmouth College, Charles U. Clark, Yale University, James J. Robinson, Hotchkiss School, and George E. Howes, Williams College.

4. The following resolutions were passed unanimously:—

*Resolved*, that the Classical Association of New England urge the New England Association of Colleges and Preparatory Schools to take favorable action upon the resolutions concerning uniform entrance requirements presented to that body in October last, and now under consideration by its committee; also that the general cause be commended to the New England Association of College Presidents.

"I have examined the Treasurer's account and the vouchers therefor and find everything correct, as stated, and the balance in the bank as called for."

GEORGE H. BROWNE.

*Resolved*, that this Association request the American Philological Association, as the only available society organized upon a national basis, to appoint a commission, representing the several local associations, the colleges, and the schools, to formulate classical entrance requirements in accordance with the resolution adopted by that association at its last annual meeting, held in Chicago, December, 1907.

*Resolved*, that this Association invite the Classical Associations of the Middle States and Maryland and of the Middle West and South to join in this petition to the American Philological Association.

*Resolved*, that the Chair appoint a committee of three members to execute the above resolutions; to consider the desirability of reviving the Commission of New England Colleges on the Entrance Examination, with enlargement of its scope; and to take such further action in the interest of uniform entrance requirements as shall be deemed advisable. The following members were appointed to serve on the committee:—John C. Kirtland (Chairman), Phillips Academy, Exeter, Harry de F. Smith, Amherst College, and Frank E. Woodruff, Bowdoin College.

#### RESOLUTION OF THANKS.

The following resolution was adopted by a unanimous rising vote:—

The Classical Association of New England assembled in the final session of its third annual meeting places on record its hearty appreciation of the kindly and generous hospitality extended it by the authorities of Smith College, and especially its thanks to Professor and Mrs. H. M. Tyler, and Miss Julia H. Caverno for their unselfish efforts in behalf of the greater success and happiness of its meeting; and the Association further expresses its gratitude to its own officers for the past year, whose wise and unwearied labors have contributed so markedly to the strength and prosperity of the organization.

The Secretary is hereby requested to send a copy of this minute to each of the persons concerned.

## \*BRIEF REPORT OF PROGRAM.

FRIDAY AFTERNOON, APRIL 3.

1. *Words of Welcome*, by Professor Henry M. Tyler, Smith College, with *Response* by Professor Charles H. Forbes, President of the Association.

In the absence of President Seelye, Professor Tyler welcomed the Association to Smith College. He called attention to the fact that the elective courses at Smith in both Latin and Greek are well attended. The members of the Association were particularly invited to visit the various collections of paintings, pottery, and casts.

Professor Forbes expressed the thanks of the Association for the courtesy and welcome extended to its members, by the representatives of Smith College.

2. "*Some Suggestions on the Preparation of Students in Greek and Latin.*"

Professor W. K. Denison, Tufts College.

The writer aimed to emphasize the necessity of more attention to mythology. In this connection he urged a wider reading of Ovid. Quite apart from Ovid, however, systematic study of the Greek myths is important, for they are tales of charming simplicity, capable of arousing the interest and exciting the imagination of the young. Then, too, a genuine knowledge of mythology is a valuable adjunct for the understanding of modern as well as ancient literature. Students entering college ought also to know more of the relations between ancient and modern life, and to be taught to see Greek and Roman life in their proper perspective.

3. "*The What and the How of Classical Instruction.*"

J. Edmund Barss, Hotchkiss School.

Much classical teaching is aimless. The greatest enemies of classical learning are the classically learned, because

\*It is, of course, impossible—in the limited space of this bulletin—to do even scantiest justice to the papers presented at this series of meetings. It seems advisable, however, to make a report, even though it be in the briefest language. The various speakers have co-operated in making this possible. For the following numbers, however, the Secretary is responsible:—Friday afternoon, nos. 1, 5, 6, 7, and 8; Friday evening, no. 1; Saturday morning, nos. 3 and 6; Saturday afternoon, no. 2.

they have not considered their problems, nor come to any agreement regarding their solution. There is no pedagogic of classical teaching in America—nothing to insure that the tyro will not waste effort in blind groping.

The true aim is the acquisition of language rather than mere passing from author to author. There must be a consistent development from year to year. In the classroom there should be division of labor. The chief function and privilege of the teacher is to instruct his pupils in the art of reading.

4. "*Some Aspects of the Situation in Latin.*"

Headmaster George H. Browne, Browne and Nichols School.

The industrial and the social aspect of the situation in Latin is like that in all liberal studies under the revolutionized conditions since 1870. "The educational result in Latin bears now no reasonable proportion to the time spent." Hence, the *economical* aspect: we must simplify, vitalize; reduce declensions and conjugations to one each; relate forms by function to the spontaneous language processes of English-speaking beginners,—horizontally by stems; suspend grammatical quiz and logical analysis until a practical mastery of forms and of selected words that are used oftenest facilitates the ready translation of *any* easy Latin from Ennius to Macrobius. Vitalize, simplify. At least, let's stew our prunes.

5. "*Things we do not think of.*"

Professor W. S. Burrage, Middlebury College.

The factor of successful classical teaching most emphasized by the speaker was that of close intimacy between teacher and pupil. This intimacy may be best developed, perhaps, by absolute frankness on the part of the teacher,—a frankness that admits the difficulties involved in the correct interpretation of classical authors. In response to this confession the teacher may find a corresponding frankness in the pupil,—a frankness that reveals the exact difficulties that confront him. Then will the teacher's influence be the strongest and the pupil's interest the keenest, and together will they work in congenial fellowship to obtain the best fruits that the classics have to offer.

6. *Discussion of the foregoing papers, open to all.*

The greater part of the discussion centered about Ovid and the teaching of mythology. Whether mythology should be taught by the English or by the classical department seemed not so material as to be sure that it was taught somewhere in the High School course. With regard to Ovid it was the general experience of those teachers that expressed their views, that it was only after students had read many hundred verses of Ovid that he became easy for them, though he was generally interesting.

Mr. Willard Reed, of Browne and Nichols School, Cambridge, repeated his suggestion of the previous year that a committee be appointed to investigate the teaching of classics and report next year. The statement of the motion and the appointment of the committee appear under the business items.

7. *"Classical Archaeology in 1907."*

Dr. J. M. Paton, Cambridge.

During the past year the discoveries in classical archaeology have served for the most part to increase our knowledge of details rather than to modify our established views.

For the pre-Hellenic period the most important discoveries are those of Mr. Evans at Cnossus, and of Dr. Doerpfeld at Leucas on the west coast of Greece, which he identifies with the Homeric Ithaca.

For the later period continued progress has been made in excavations by the Germans at Pergamon, the French at Delos, the English at Sparta, and the Americans at Corinth.

At Rome important discoveries have been made, especially on the Palatine. The Italian government has made a grant for the excavation of Herculaneum.

8. A most pleasant social hour was spent in the Faculty Room of Seelye Hall, where Professor and Mrs. Tyler served tea to the members of the Association.

FRIDAY EVENING, APRIL 3.

1. *"In Memoriam." (Professor Seymour)*

Professor H. M. Reynolds, Yale University.

A beautiful and sympathetic tribute was paid to the memory of Professor Seymour by his colleague of many years, Professor Reynolds, who showed what the life and services of this revered instructor and scholar had meant to generations of Yale students and to the large educational world of which he was always an important and helpful element.

2. *"Our Higher Education and the National Life."*

Professor J. H. Hewitt, Williams College.

Nearly all American colleges now admit to the B. A. degree without Greek. In many of these Colleges the experiment of allowing substitutes for Greek has been on trial long enough to furnish us with tests as to the comparative merits of the two sorts of training. The testimony of educators of long experience and statistics gathered from various colleges alike support the view that, as a general thing, students trained in Latin and Greek stand higher in all branches of study than others.

Again, the study of the ancient languages is essential because, in content and form, they are fundamental to a liberal education. Not only are the vocabularies of the more important modern languages largely indebted to Latin and Greek—the very name "Romance" pointing to the parentage of a large group of these languages—but modern literature is so imbued with the spirit of Greece and Rome, and so filled with allusions to ancient thought and life, that only one trained in the classics can fully appreciate or clearly interpret that literature.

The study of the literature of Greece and Rome, furthermore, will encourage that idealism which is becoming more and more an essential element of our higher education. The training which our youth most need is not that which will encourage but that which will hold in check the spirit of commercialism by which the American people are animated.

"An intelligent man," says Plato, "will prize those studies which result in his soul getting soberness, righteousness and wisdom and will less value others".

3. "*Greek Literature in Translation.*"

Professor F. E. Woodruff, Bowdoin College.

Without Greek culture higher education lacks an essential element. Undergraduates specializing in modern literatures have come to feel this. Only a small minority study Greek in college, and the most of these never assimilate the literature. If the body of college graduates are to have a knowledge of Greek literature they must study it in translation. Excellent translations are available. In some colleges such courses have passed beyond the stage of experiment. They cannot impart the insight and appreciation of the thorough Greek scholar, but for students with no Greek, or with the elements only, they are indispensable for vital contact with the sources of our culture.

SATURDAY MORNING, APRIL 4.

1. "*The Reading of Latin Poetry.*"

Professor Charles E. Bennett, Cornell University.

The author briefly recapitulated the considerations against an accentual Latin verse, *i. e.*, a verse dominated by so-called 'ictus.' These considerations were: first, the fact that Latin being essentially a quantitative language would naturally be expected to have a purely quantitative rhythm, without addition of any artificial stress; secondly, the absence of the word 'ictus' as a technical term in the ancient writers on Latin prosody, as well as the absence in general of any designation for the idea commonly attached to 'ictus'; thirdly, the fact that prose *clausulae* of the type, *tēlīgīt pēdē sāxūm*, where the accent was *tēlīgīt* (not *tēlīgīt*), are nevertheless declared by Cicero to have been metrical; fourthly, the fact that Aristoxenus in his sevenfold enumeration of the properties of feet nowhere suggests that feet differed in accent, as he surely would have done had the dactyl (as ordinarily held today) been accented now on the first syllable, now on the second.

The author also called attention to the fact that he did

not stand alone in this theory as to the character of Latin verse, but that other scholars, particularly Gerhard Schultz and Kawczynski, had independently reached substantially identical conclusions. At the close of the paper, the author illustrated his views by reading extracts from Virgil and Horace.

2. "*Why should one study Latin Paleography?*"

Professor Charles U. Clark, Yale University.

The speaker emphasized the importance of the study of Latin paleography to the teacher. With its aid, he can understand and criticize the text he teaches; Professor Clark instanced a brilliant emendation to a Latin author, confirmed by a passage in Cicero, made by a recent Barnard graduate with a good paleographical training. The talk was illustrated with slides from the Yale collection of manuscript photographs.

3. "*A Defence of Virgil and Aeneas.*"

Headmaster Theodore C. Williams, Roxbury Latin.

Virgil's has been a living name to every generation since his own. He outlived the Rome he sang, and, during the long eclipse of pagan literature, survived as a Christian poet. Still he has been banished to school boy-land, where few poets can suffer more deaths than he, for his faults are those most repellent to youth.

His most conspicuous fault is his erudition. He is a scholar-poet, his poem a mere workshop to scholars who are not poets, mere dreamland to poets who love not study.

Another fault is that, not of form, but of substance. The Aeneid lacks structure. This fact is due to an underlying perplexity of thought. His heart was not really occupied with the mythical past, but with a golden future. His Greek gods are eloquent unrealities, and Virgil knew it. His men and women are nobler than their gods. Yet Virgil keeps the Olympians their shrines and will abate no jot or tittle of the ancient rubric.

But these faults are the defects of a quality, and become an expression of Virgil's greatness. The scholar-poet has the erudition of a great humanist; he began that movement of idealistic political thought which still survives wherever the builders of states, democratic or monarchical, believe themselves providentially charged with Divine Work.

4. "*Virgil and the Drama.*"

Professor E. K. Rand, Harvard University.

The *Aeneid* is in structure both epic and dramatic: it presents two tragedies—that of Dido and that of Turnus—connected by Book VI, which interprets the meaning of them both. The tragedies are those of Aeneas, too, whose character, vastly misconceived by some, is revealed in I 197, ff and thenceforth throughout the *Aeneid* as that of a man of deep emotions and Roman self-control. The tragedy of Book IV awakens the reader's pity and fear in that it presents human beings who act if not absolutely rightly at least naturally and pardonably and yet in so doing clash with the purposes of fate. This fate is revealed in Book IV as a power essentially beneficent—the spirit of Rome and its missions in human history. Virgil then adds a new element to the problem of tragedy as seen in the Greek drama: he develops the fates as moral forces, whose law may not be crossed. His ultimate attitude, despite this new interpretation, is that of Aeschylus: it is certainly not that of Euripides. Though abounding in Homeric "imitations", Virgil's epic is a new creation, not only in spirit, but in its essentially dramatic form.

5. "*On the Teaching of Virgil.*"

Headmaster C. B. Roote, Northampton.

The end to be arrived at in teaching Virgil in secondary schools is good translation. The new difficulties that Virgil presents—his prosody, his constructions, his vocabulary, his allusions—must fall into place subordinate to that held by the main object. Up to his fourth year in the High School the pupil has gained little or no idea of the art of literary translation. This is what he is to learn in the study of Virgil, as far as he is capable of learning it, in order that he may translate Virgil properly. Nothing else justifies the study of Virgil at all in the secondary school.

6. "*Uniform College Entrance Requirements.*"

Professor Frank G. Moore, Dartmouth College.

After some explanation in regard to the movement to secure uniform College entrance examination in Latin, Professor Moore presented resolutions, which were adopted by the Association, as given under the business items.

SATURDAY AFTERNOON, APRIL 4.

1. "*A little Homeric Problem.*"

Professor W. F. Harris, Harvard University.

When the returning Odysseus reached Eumaeus' hut, the dogs charged forth at him. Homer apparently says the hero sat down; the editors, relying on Aristotle, insist that such an humble posture insures safety from dogs. But if Aristotle were to express such an idea today he would be called a nature-fakir on august and confident authority. Odysseus simply stooped to the ground; the dogs thought he saw a stone, and so observed their distance. Homer's word admits this interpretation, for Hector stoops or crouches upon Achilles' oncoming spear and so avoids destruction. In both cases *Karéseto* is used.

2. "*The Evolution of Classical Education.*"

Professor Robert Schwickerath, S. J., Holy Cross College.

The stream of literature that sprang from the mountains of Greece has not ceased to flow after thousands of years. It watered the fields of Italy and of the provinces of the vast Roman empire.

During the Middle Ages it apparently was lost, but it was only hidden in the monasteries where the monks patiently transcribed not only the Bible and the works of the fathers, but also Cicero and Horace, and above all their beloved Virgil.

The stream of classical learning burst forth with new vigor in the Renaissance. Spreading from Italy all over western Christendom, it instilled new life into the old establishments and led to the foundation of numerous schools. The object which the humanists endeavored to realize in the pursuit of classical studies is expressed in the two words 'eloquentia et sapientia.'

About 1740 classical learning was at its lowest ebb. Not long after a new revival took place, particularly in Germany. The highest object proposed was expressed in the words: 'culture,' 'humanity,' as it was realized by the Greeks.

If it is said that the net results of classical training do not correspond with the theory, the answer is that only the proper kind of teaching will produce the desired results.

## \*LIST OF MEMBERS

[The names of those that were registered as in attendance at the Northampton meeting are marked with a figure one (1) in the list:]

Abbe, Elisabeth F., Melrose  
 1Abbot, Wm. F., Classical High, Worcester  
 1Adams, Charles D., Dartmouth College  
 Allen, Bernard M., Phillips Academy, Andover  
 Allen, Mary Adèle, Holyoke High  
 Allinson, Francis G., Brown University  
 Allison, Ethel, Fitchburg  
 Armstrong, Josephine S., Central Village, Conn.  
 1Arrowsmith, R., New York  
 Atherton, Edward H., Roxbury  
 Aurelio, William G., Boston University  
 1Averill, Sarah M., English High, Worcester  
 Ayres, C. G., Winthrop  
 1Babbitt, Frank Cole, Trinity College  
 Baldwin, Alice C., Cambridge  
 Ball, Francis K., Phillips Academy, Exeter  
 Bancroft, Cecil K., Phillips Academy, Andover  
 1Bancroft, Edith, Hartford High  
 1Barbour, Amy L., Smith College  
 1Barues, Clara W., South Boston High  
 Baruum, Clara L., New Haven  
 1Barron, Rena E., Gardner  
 1Barss, J. Edmund, Hotchkiss School, Lakeville  
 Bartlett, Mary S., Haverhill  
 Bassett, Emma N., East Northfield  
 Bassett, Samuel R., University of Vermont  
 Beicher, H. E., Newark Valley, N. Y.  
 1Benner, Allen R., Phillips Academy, Andover  
 Benson, Clara M., Bradford Academy, Bradford  
 Benton, Mary L., Smith College  
 Bigelow, J. Elizabeth, Mount Hermon  
 1Billings, Charles, Troy Conference Academy, Poughkeepsie  
 Bisbee, Harlan M., Robinson Seminary, Exeter  
 Blagbrough, Harry C., Williams College  
 1Blake, Lucy E., Sanborn Seminary, Kingston, N. H.  
 Bodfish, Annie W., Nantucket  
 Boody, Bertha M., The Gilman School, Cambridge  
 1Boone, Augusta J., Meriden High  
 Brackett, Haven D., Clark University  
 1Brady, John E., Smith College  
 Bridge, Josiah, Westminster School, Shimsbury, Conn.  
 Bright, Edna H., Bucksport  
 Bruinsmade, John C., Washington, Conn.  
 Bruinsmade, William G., Ridge School, Washington, Conn.  
 Brooks, Annie S., Maiden  
 1Brooks, Ina C., Northampton High  
 1Brown, Lester D., Hotchkiss School, Lakeville  
 Brown, Susan J. W., Winchester  
 1Browne, George H., Browne and Nichols School, Cambridge  
 Buck, Arthur E., Manchester High, N. H.  
 Bunnell, Frank S., Free Academy, Norwich  
 1Burraige, W. S., Middlebury College  
 1Burton, Harry E., Dartmouth College  
 Butterworth, James F., Monson Academy, Monson  
 Bytel, Miriam A., Boston  
 Caldwell, Mary Grace, Dana Hall School, Wellesley  
 Cary, Earnest, Harvard University  
 1Caverno, Julia H., Smith College  
 Chase, Zilpha, Brockton High  
 Chapin, Angie Clara, Wellesley College  
 1Chase, George D., University of Maine  
 Chase, George H., Harvard University  
 Chase, George M., Bates College  
 Cheney, Myrtice D., Woodlands, Me.  
 Chittenden, Merritt D., Bellows Free Academy, Fairfax, Vt.  
 1Clark, C. U., Yale University  
 1Clark, David Taggart, Williams College  
 Clark, Genevra F., Palmer High  
 Clark, William F., Holy Cross College  
 1Cleasby, Harold L., Amherst College  
 Cobb, Henry W., Ithaca High  
 Coffin, Ernest A., Wesleyan Academy, Wilbraham  
 Colburn, J. E., Burr and Burton Seminary, Manchester, Vt.  
 Cole, Alice L., Hartford  
 Collins, Alice Wakofield, Concord, N. H.  
 Comstock, David V., Brookline  
 Cook, Katherine I., Cambridge  
 Cook, Oliver R., South High, Worcester  
 Cowan, Arthur F., Biddeford  
 Cowles, W. L., Amherst College  
 Crawford, A. B., Newmarket, N. H.  
 Critchett, Eunice A., Brighton High  
 Crowell, E. P., Amherst College  
 Curtis, Charles L., Andover  
 Curtis, Mabel Gair, Somerville Latin  
 1Cushing, W. L., Shimsbury, Conn.  
 1Dame, Alfred M., Worcester Academy  
 1Davis, George E., Hartford High  
 Davis, S. Warren, Newton High  
 Deane, Mary L., E. Windsor Hill, Conn.  
 De Forest, Frederick M., St. Paul's School, Concord  
 1Delano, Charles W., South High, Worcester  
 1Denison, William K., Tufts College  
 Derry, Cecil Thayer, Cambridge Latin  
 Dominovich, H. A., Moses Brown School, Providence  
 1Doran, Eleanor A., St. Johnsbury  
 1Dow, Lucy Jane, Westfield High  
 Drake, Frances Hobbs, Stamford  
 Drake, Herbert E., Providence  
 Dunton, C. H., Troy Conference Academy, Poughkeepsie  
 Durward, Alice J. L., Claremont, N. H.  
 Earle, Louise S., Lynn  
 Edwards, Katharine M., Wellesley College  
 1Elwell, L. H., Amherst College  
 1Emerson, Clara E., Wheaton Seminary, Norton  
 Epps, Mary Lizzie, Ansonia High  
 Fairbanks, Arthur, Museum of Fine Arts, Boston  
 Farrell, William E., Frankfort, N. Y.  
 Baskett, Emma K., Meriden High  
 Fessenden, F. J., Fessenden School, W. Newton  
 Fiske, Arthur L., Public Latin School, Boston  
 Fletcher, Caroline R., Wellesley College  
 Fletcher, Walter H., Hanover, N. H.  
 Flint, Helen C., Mt. Holyoke College  
 Flood, John C., St. Mark's School, Southborough  
 1Forbes, Charles H., Phillips Academy, Andover

Fox, George L., New Haven, Conn.  
 1Franklin Ruth B., Newport, R. I.  
 1French, Elmer E., W. Lebanon, N. H.  
 Fuller, Harriet P., Providence, R. I.  
 Gadsby, H. H., Drury Academy, North Adams  
 1Galbraith, John S., Williams College  
 Gallagher, William, Thayer Academy, So. Braintree  
 Galt, Caroline Morris, Mt. Holyoke College  
 Gardner, W. A., Groton School, Groton  
 Gifford, Seth K., Moses Brown School, Providence  
 Gilpatrick, Adelle, Coburn Classical Institute, Waterville  
 1Gleason, Clarence W., Volkman School, Boston  
 1Goodell, Thomas D., Yale University  
 Goodrich, J. E., University of Vermont  
 1Goodridge, Harriet L., Wheaton Seminary, Norton  
 Goodwin, Edward R., Classical High, Worcester  
 1Goodwin, May B., Newton High  
 1Goodwin, William D., Pittsfield High  
 Goodwin, William W., Harvard University  
 Greenwood, Helen M., Ashburnham  
 1Gregory, R. Helena, Classical High, Providence  
 1Griswold, Ellen C., Boston  
 1Griswold, Kate D., Boston  
 Gullick, Charles Burton, Harvard University  
 1Gulliver, Charlotte C., Free Academy, Norwich  
 Gulliver, H. S., Waterbury  
 Hadley, Mary R., Milton High  
 1Hadzits, Walter D. Dupuc, Smith College  
 Hale, Charlotte F., Pittsford Mills  
 Ham, Ernest G., Randolph, Vt.  
 Hamer, Mary, Taunton  
 Hammond, Alice Bradford, New Haven  
 Hanover, Bessie B., Bridgeport  
 1Harkness, Albert G., Brown University  
 1Harrington, Karl P., Wesleyan University  
 1Harris, W. F., Harvard University  
 Harström, Carl Axel, Norwalk  
 Hart, Mabel L., Wilton, Conn.  
 Hatch, William M., Boston  
 Hawes, Adeline Belle, Wellesley College  
 1Hazen, Mabel G., Lee High  
 Hearu, David W., Boston College  
 1Heidel, W. A., Wesleyan University  
 Helm, Nathaniel Wilbur, Phillips Academy, Exeter  
 1Henderson, Annie May, Classical High, Worcester  
 Hendrickson, G. L., Yale University  
 1Hewitt, John H., Williams College  
 1Hewitt, Joseph William, Wesleyan University  
 Higley, Edwin H., Groton School, Groton  
 1Hill, Helen Fairbanks, St. Gabriel's School, Peekskill, N. Y.  
 Hine, Charles D., Hartford  
 Hinckley, H. B., Northampton  
 Hoadley, Laura I., East Northfield  
 Hoag, Helen E., Mt. Holyoke College  
 1Holbrook, C. A., Arms Academy, Shelburne Falls  
 Horne, Elizabeth A., Rochester, N. H.  
 Howard, Albert A., Harvard University  
 1Howe, Alice C., Concord High, Mass.  
 1Howes, George Edwin, Williams College  
 1Howland, C. P., St. Johnsbury Academy  
 1Humphrey, Alice C., St. Mary's School, Concord, N. H.  
 Hunt, Mary R., Belmont  
 1Husband, R. W., Dartmouth College  
 1Ingersoll, J. W. D., Yale University  
 1Jackson, C. N., Harvard University  
 Jenkins, Thornton, Maiden High  
 Jewett, George F., Mount Ida School, Newton  
 Joline, O. C., Watertown, Conn.  
 Jordan, Susie May, Dover  
 1Joy, Arthur B., Fitchburg  
 Kahart, Edgar, Brunswick High, Me.  
 1Kelley, Mary E., David Prouty High, Spencer  
 Kemp, Z. Willis, Sanborn Seminary, Kingston, N. H.  
 Kempton, Alvan A., Brigham Academy, Bakersfield, Vt.  
 Kendall, Dorothy, The Gilman School, Cambridge  
 1King, Lida Shaw, The Women's College in Brown University, Providence  
 Kingsley, Frances H., Newburyport High  
 Kirtland, John C., Phillips Academy, Exeter  
 1Kittredge, Herbert W., Westfield High  
 1Knapp, Fred A., Bates College  
 Kneeland, Clara L., South High, Worcester  
 Knox, Charles S., St. Paul's School, Concord  
 Leacock, Arthur G., Phillips Academy, Exeter  
 Leahy, William G., Williamstown High  
 Lear, Ada, Lawrence  
 1Leslie, John R., Rogers High, Newport  
 1Lindsay, Thomas Bond, Boston University  
 Lobban, James A., Wcbster  
 1Lockey, Frances L., Leominster  
 1Lord, George D., Dartmouth College  
 1Lord, John K., Dartmouth College  
 Loughhead, Charles B., Charlestown  
 Lowell, D. O. S., Roxbury Latin  
 Lowther, Sarah V., Stamford  
 1McDuffee, W. V., Central High, Springfield  
 MacDuffie, John, MacDuffie School, Springfield  
 1Manatt, J. Irving, Brown University  
 Marble, Frances A., The Courtland School, Bridgeport  
 Marshall, Farnsworth G., Augusta High  
 May, Isabelle, Boston  
 1Merrill, Elmer, Truesdell, Trinity College  
 1Miller, Bessie M., Great Barrington High  
 Montague, Annie S., Cambridge  
 1Moody, Jay Arthur, St. George's School, Newport  
 Moore, Clifford H., Harvard University  
 1Moore, Frank Gardner, Dartmouth College  
 Morgan, Bertha A., Howard Seminary, W. Bridgewater  
 Morgan, Morris H., Harvard University  
 Morris, E. P., Yale University  
 Morse, Sidney N., Williston Seminary, Easthampton  
 Morton, Sydney P., Watertown, Conn.  
 Mott, William B., Salisbury, Conn.  
 1Moulton, Frank P., Hartford  
 Moxon, Philip Stafford, Springfield  
 Mulford, Roland J.,eshire Conn.  
 1Murphy, Thomas E., Holy Cross College  
 Nevins, Russell H., Jr., St. George's School, Newport, R. I.  
 Nicolson, F. W., Wesleyan University  
 North, Francis R., Portland High  
 Norton, Charles Eliot, Harvard University  
 1O'Flaherty, Mary P., Holyoke High  
 1Oliver, Albert I., Kent's Hill, Me.  
 1Ordway, Louise A., Concord High, N. H.  
 Osgood, Stella M., Littleton, N. H.  
 1Packard, Howard S., Connecticut Literary Institution, Suffield  
 Page, Caleb A., Methuen  
 Paige, Abbie L., St. Louis Mo.  
 Paine, Mabel A., Chicopee  
 Parker, Charles P., Harvard University  
 1Parks, Isabel M., St. Mary's School, Concord, N. H.

\*List of members May 5, 1908. Members are requested to inform the Secretary of any error in name or address, and to notify him of any change in address.

Parsons, Mary N., Pinkerton Academy, Derby Village, N. H.  
 Parsons, Olive Sewall, Rogers Hall School, Lowell  
 Paton, James M., Cambridge  
 Pease, Arthur S., Harvard University  
 Peck, Tracy, Yale University  
 Peck, William T., Classical High, Providence  
 Perrin, H., Yale University  
 Phillips, J. L., Andover  
 Pickering, M. M. (Miss), Mattapan  
 Pierce, Mary E., Union High, West Haven  
 Plimpton, George L., Tilton Seminary, Tilton  
 Poore, Harriet P., Boston  
 Poynter, Horace Martin, Phillips Academy, Andover  
 Preston, Clara F., Nashua High, N. H.  
 Rand F. K., Harvard University  
 Randolph, Charles B., Clark University  
 Raymond, Cornelia M., The Klins, Springfield  
 Reed, A. F., Brunswick School, Greenwich  
 Reed, Willard, Browne and Nichols School, Cambridge  
 Reynolds, Horatio M., Yale University  
 Rice, Frances E., Berlin, Mass.  
 Rich, Sophronia B., Framingham High  
 Richardson, Edith M., Haverhill  
 Richardson, Marion L., Kimball Union Academy, Meriden, N. H.  
 Richardson, Mary Lillas, Smith College  
 Robbins, Frank E., Pescenden School, W. Newton  
 Robbins, Homer E., Holderness School, Plymouth, N. H.  
 Roberts, Harley, Taft School, Watertown, Conn.  
 Robinson, James J., Hotchkiss School, Lakeville  
 Robinson, Walter A., Public Latin School, Boston  
 Rogers, Elizabeth S., Miss Johnstone's School, New Haven  
 Rolfe, Alfred G., Pottstown, Pa.  
 Root, Florence K., Northampton  
 Root, Louise H., Northampton High  
 Roote, Clarence B., Northampton High  
 Roper, Mary R., Miss Low's School, Stamford  
 Runtz-Rees, Caroline, Greenwich  
 Russell, Warren L., New York, N. Y.  
 Ryan, J. F., Boston  
 Sanderson, Ruth R., Moosup, Conn.  
 Sanford, Alice L., Windham High, Wilimantic  
 Sargent, Annie L., Johnson High, No. Andover  
 Sargent, W. E., Hebron Academy, Hebron  
 Scoggin, G. C., Hotchkiss School, Lakeville  
 Scott, Edmund D., Worcester Academy  
 Searles, Helen M., Mt. Holyoke College  
 Sherburne, R. B., Lowell  
 Sills, Kenneth C. M., Bowdoin College  
 Sleeper, Alice, Portland  
 Sleeper, Harriet A., Haverhill  
 Small, Vivian B., Mt. Holyoke College  
 Smith, Emily F., Bridgeport  
 Smith, H. de F., Amherst College  
 Smith, Laura H., New Britain  
 Smyth, Herbert Weir, Harvard University  
 Spratt, C. C., Putnam High  
 Stark, Stephen, Mt. Hermon, Mass.  
 Stevens, Mary L., Malden  
 Stevenson, George S., Coburn Classical Institute, Waterville  
 Stuart, Helen A., Boston  
 Sumner, Caroline L., Smith College  
 Swain, E. A., Pomfret School, Pomfret  
 Taylor, Joseph E., Boston University  
 Terrill, W. H., Wolfeboro  
 Tetlow, John, Girls High and Latin Schools, Boston  
 Thomas, Lura M., Medway, Mass.  
 Townsend, Caroline P., Classical High, Worcester  
 Tracy, Martha D., Lawrence  
 Trask, Caroline W., Jamaica Plain  
 Tufts, Edith S., Wellesley College  
 Tukey, Ralph H., Hopkins Grammar School, New Haven  
 Tupper, Frederick A., Brighton High  
 Tyler, Henry M., Smith College  
 Van Horne, Mabel P., Nashua  
 Volkman, A. L. K., Volkman School, Boston  
 Wade, Charles St. Clair, Tufts College  
 Walden, John W. H., Cambridge  
 Walker, Harry E., Exeter High  
 Wallace, Ida M., Newton  
 Walton, Alice, Wellesley College  
 Wellington, Mary J., Manchester, N. H.  
 Wetmore, Monroe Nichols, Williams College  
 White, Clarence H., Colby University  
 White, John Williams, Harvard University  
 Whiting, W. H., Greenfield High  
 Wier, Jennie E., Chelsea  
 Wightman, Alfred R., Cambridge  
 Wild, H. D., Williams College  
 Willey, C. H., Island Pond, Vt.  
 Williams, Charles A., Hudson  
 Williams, Mary Gilmore, Mt. Holyoke College  
 Williams, Theodore C., Roxbury Latin  
 Wing, Alice M., Central High School, Springfield  
 Wood, Harlan N., St. Johnsbury Academy, St. Johnsbury  
 Woodruff, Frank E., Bowdoin College  
 Worcester, Catherine E., Northampton School, Northampton  
 Wight, Henry B., Yale University  
 Wright, John H., Harvard University  
 Yates, Eleanor B., Norwalk  
 Yeames, Herbert H., Hobart College, Geneva, N. Y.

There were present also many members of the Smith College Faculty and others including the following who registered:—

Abbot, Helen I., Northampton  
 Adams, Eva B., Northampton  
 Bennett, Charles E., Cornell University  
 Bridgman, Isaac, Northampton  
 Cate, William E., Spencer  
 Chidester, Albert J., Hatfield  
 Crawford, Margaret M., Springfield  
 Damon, Sarah M., Westfield High  
 Evans, Alfred H., Northampton  
 Goodspeed, Helen J., Belchertown  
 Gray, William D., Northampton  
 Harrington, Julia G., Ware  
 Jenkins, Jeannie C., Northampton  
 Jordan, Mary A., Boston

Keith, Ethel L., Springfield  
 Kelly, Sadie A., Spencer  
 Kimball, Morton S., Newtounville  
 Lynch, Grace V., So. Boston High  
 Morbs, Karl P., Hartford High  
 Mully, Elizabeth K., Northampton  
 Paton, Lucy A., Cambridge  
 Polk, Ellicy C., Belchertown  
 Polk, Marion B., Belchertown  
 Schwickerath, Robert, Holy Cross College  
 Shepard, J. L. (Mrs.), Westminster  
 Stroug, Maud E., Northampton  
 White, Josephine A., Springfield