CANE’s
Centennial History
A 100-Year Retrospective

1906 – 2006

Allan D. Wooley & Z. Philip Ambrose
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Foreword to the Centennial Publication

On behalf of the Executive Committee I wish to give thanks to everyone who has contributed to this Centennial Publication, but especially to Philip Ambrose and Allan Wooley. Both of these bastions of support for CANE came forward with but a single request for their assistance. The work before you is in large part their effort, but it is also symbolic of the willingness of so many CANE members to do for our organization all that we need and more.

The impetus for this work was, of course, the upcoming CANE Centennial Celebration. Although President of CANE, I had many questions about the founding of our organization and its history that were answered only in part through conversations with other CANE members. It was clear to the Executive Committee and me that an up-to-date accounting of how we as an organization came to where we are was a necessity. Hence my request for a Centennial Publication - the outflow of that request you have before you.

I have no doubt that you will find the reading informative and valuable beyond the facts of our organization, but before you plunge into the body of the work I ask that you take a moment to look through the list of benefactors who through their generous donations have made it possible for this Centennial Publication to come to each member of CANE free of charge. I have no words to express my gratitude to each and every one of you who has supported the publishing and printing of this historical narrative. But I do thank each of you sincerely for without your support the gift each of us now holds in our hands would not have come to fruition.

Finally, a special thank you to each of you who has contributed an anecdote. Your comments demonstrate the personal nature of our organization; and are the heart of why we gather as colleagues and friends; and they express the reason for our continued attendance at our conferences.

In closing, I wish to thank the members of the executive committee in general and in particular the following individuals: Past President, Jacqui Carlon, whose encouragement and guidance have been invaluable; Executive Secretary, Rosemary Zurawel, whose unflagging efforts have made each phase of my presidency easier; Treasurer, Ruth Breindel, whose humor and perspicuity always cut to the chase; Curator of the Funds, Mary Donna Lyons, whose joy and enthusiasm for all things Classics are infectious; and, President Elect, Cynthia Damon, whose gentle insights and willingness to dig in and help are much appreciated. I also thank my school, The Rivers School, for its help and support through the use of its technology, which made the proofing, formatting, and printing of this publication all the easier.

Gaudete, amici et amicae

John R. McVey, President
CANE 2006
Cursus Honorum of Sponsorship

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A History of the First Hundred Years of the Classical Association of New England

or,

A Visit to the Domus of CANE

Vosque veraces cecinisse, Parcae,
Quod semel dictum stabilisque rerum
Terminus servet, bona iam peractis
Iungite fata. ¹

Part I

A Congenial Community of Classicists

Caritate enim benevolentiaque sublata,
onmis est e vita sublata iucunditas. ²

Idem velle atque idem nolle, ea demum firma amicitia est. ³

The quality of collegiality is the trait that most peculiarly and deservedly characterizes CANE. It is also something peculiarly hard to document; nonetheless, that is what this section will try to do. If this section cannot muster an adequate documentation of this trait, then I hope that the anecdotes included in this centennial history will supply what is needed. When we think of CANE’s convivial congeniality, our minds immediately turn to the Annual Meeting, its banquet, and the CANE Summer Institute. ⁶ The tradition of a spring-time Annual Meeting started at the beginning, perhaps following the old Roman calendar; nonetheless, the time and the arrangement of the Annual Meeting grew as a continuous tradition. The Annual Meeting was a moveable feast from the start, meeting at a different New England school or college, and it was held during spring break, so the attendees could stay very inexpensively in the dormitories. That practice changed in the late 1960s. The meeting was arranged to allow the maximum socializing based around a series of talks that encompassed the interests of both schools and universities. The high point of the socializing was the banquet on Friday night, again a tradition that goes back to the beginning. As time passed, both the meeting and the

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¹ See the Appendix on Sources for a synopsis on the sources available and used. This History comes in two major sections: this first section in two parts is authored by Allan Wooley; the second, A Centennial Anniversary Resumé, was compiled by Z. Philip Ambrose.

² Our visit will start in the atrium, proceed to the tablinum, and continue perhaps to the peristyle of anecdotes.

³ Horace, Carmen Saeculare, l. 25f.

⁴ Cicero, De Amicitia, 27.102

⁵ Sallust, Bellum Catilinae, 20

⁶ The CSI is dealt with separately with excerpts from Edward Bradley’s article, which are included herein in part separately as Appendix 2.
banquet acquired accretions, but the main goal remained the same, to facilitate the shared experience of schools and colleges with both Latin and Greek across all six New England states.

Our effort in this part of the inquiry must be to discover how these fora of congenial collegiality and their traditions came into being and developed. There had to be some center of continuity that instituted these fora and fostered their gradual development with many miniscule accretions of tradition. The Constitution is one source, which was approved in the first meeting of the Association and remained unchanged for some 40 years. It provided a general framework for the Association in its Article I, section 2, by setting the objective of association: “(a) to improve Classical teaching in school and college by free discussion of its scope and methods and (b) to provide opportunities for better acquaintance and cooperation among Classical teachers through meetings and discussions.” It also specified an Annual Meeting in its Article IV, section 1.

The framework mandated by the Constitution provides the some of setting and circumstances, but not the substance and living tissue of collegiality across the states, the levels of school and college, the genders, and the specialties. How did the banquet become a traditional part of the Meeting and how did it become a moveable feast? How did close comradeship of school and college occur? And how did this all become a continuous tradition? The officers and board members do not seem a likely source, since the former were elected for only one-year terms and the latter for only two year terms. However, here CANE and its members took a page out of Athenian history and adopted the tradition of re-electing the Secretary-Treasurer for multiple incumbencies:

George Howes (Williams) 1906-1920 (Wetmore is ST in 1918-9 while Howes is President.)
Monroe Wetmore (Williams) 1920-1934
John Stearns (Dartmouth) 1934-1937
John Spaeth (Wesleyan) 1937-1947
Van Johnson (Tufts) 1947-1949
F. Stuart Crawford (BU) 1949-1953
Claude Barlow (Mt. Holyoke) 1953-1963
Norman Doenges (Dartmouth) 1963-1968
Z. Philip Ambrose (UVM) 1968-1972
Gloria Duclos (USM) 1972-1977
.. interregnum of 3 different STs for one year only
Gil Lawall (UMassAmherst) 1980-1987
In 1985 the Long Range Planning Committee recommended to the Executive Committee a split of the office of Secretary-Treasurer into the two offices of Executive Secretary and Treasurer, each for a period of five years. Though the membership never voted on this, it was included in the next Constitution published in the 1988 Annual Bulletin. Up until that time the multiple incumbency of the Secretary-Treasurer was merely a tradition, and from then until now the Secretary-Treasurer or the Executive Secretary and Treasurer have been the living embodiment of institutional memory and propagated all the traditions, but especially the tradition of collegiality. For instance, both George Howes and Monroe Wetmore had taught school for a number of years before teaching in college, and both had studied and taught in various states, and George Howes was professor of both Greek and Latin, a point that Prof. Seymour made in appointing him chair of the first meeting of CANE.  

It was in essence, then, this succession of eleven Secretary-Treasurers, and a few other Principes Societatis, such as Allen Benner, John Kirtland, Cornelia Coulter, Goodwin Beach, Nate Dane, Matt Wieneke, et al., that provided the continuity, set the tone, and engendered the spirit of CANE for the first eighty years of its existence. I will try to paint a picture of that spirit and those times by giving an interconnected series of short biographies of these raisers of CANE.  

In 1905 George Edwin Howes was one of the group of concerned collegiate Hellenists who met in New York at a meeting of the Managing Committee of the [American] School at Athens in May and then in Boston with more New England Hellenists in October. These meetings arranged the founding of CANE in the spring of the next year at Springfield, MA. Prof. Howes was not only a founder, but also the chairman of the Committee of Arrangements for Classical Conference in 1906 in Springfield, at which he was elected the first Secretary-Treasurer. Since the decision had been made that the Association should be inclusive, Latinists and school people were all included in the planning and execution of the first meeting. Prof. Howes was elected Secretary-Treasurer ten more times, and also President in 1918. Finally, in addition to all the above, Prof. Howes was the first chronicler of the Association in a pamphlet published in 1926 which was based largely on letters received by him or materials from the minutes about CANE initiatives. These all betokened a pervasive collegiality, but a couple of examples may be instructive. The first is from the letter that Prof. Thomas Seymour of Yale, the chair of the Boston conference, wrote to Prof. Howes when he appointed him Chair of Arrangements for the Proposed Classical Conference in 1906:

7 The First Twenty Years, p.4
[after proposing two collegians and two schoolmen to serve with Howes as a committee, he wrote:] This preserves the equilibrium between Greek and Latin and Greek and gives good representatives to the schools. I wish I could have brought in a young woman, but this would have spoiled the symmetry.

In another letter from William Collar a format for workshops is set:

I have hesitated about saying yes to your kind invitation to open the discussion of the subject of “Economy in Classical Teaching.” I think that I should be very much interested in hearing the ideas of others on the subject and learning about their experience, and so, if you will allow me to make an informal opening, will promise to help.

Among many other initiatives he mentions the formation of a force of “Minute Men” in 1919 “for active propaganda for the Classics in New England. The group consisted of nine committed propagandists, several of them women.

The memorial of Prof. Howes in the 1943 *Annual Bulletin*, p.6 f., gives the particulars of his career and includes the following passage which is pertinent here: “Professor Howes was gifted with extraordinary vitality, a powerful body, and a very active brain. With these qualities he was a keen scholar and an inspiring teacher, and was always a friend and an aid to all who needed help... His course in Greek Literature in English translation became famous, and in later years numbered nearly a hundred students.”

Following Prof. Howes as Secretary-Treasurer, also from Williams, and carrying on Howes’ tradition was Monroe Nichols Wetmore, who was a charter member of CANE. It is important to note that both Howes and Wetmore had started their careers teaching at schools. He was Secretary-Treasurer for fifteen years, continuously from 1920-1934, and then President. The following passage from is memorial in the 1955 *Annual Bulletin* points up his low-key approach and pervasive influence: “Many of the older members of this Association will remember with pleasure his meticulous and amusing records of our annual meetings. During all the years of Mr. Wetmore’s active participation in the affairs of the Classical Association of New England, he greatly encouraged the effective cooperation of Classical Scholars throughout New England. As a friend, as a colleague, and as a teacher Mr. Wetmore was held in high esteem by all who were privileged to know him, to work with him, or to study under him. He was modest, unassuming, kindly, and generous to a fault.”
During this same time there were others who were prominent in CANE and were key figures in developing the Graeco-Roman, degree-diploma, male-female six state collegiality. The first figure in this extra-official group was Allen Benner of Phillips Academy, then also called Andover Academy, who was a founder of CANE as a member of the Committee of Arrangements for the first meeting. In 1903 he published his *Selections from Homer's Iliad: with an introduction, notes, a short Homeric grammar, and a vocabulary*, which is still in use today. He later published a *Beginner's Greek Book* with Herbert Weir Smyth which is no longer in use. In 1938 he left Phillips Academy and Andover, MA and moved to Waldoboro, ME, where he lived out the last two years of his life. Strangely there is no CANE memorial nor even a mention of his passing, except for what appears to be an addendum in the *In Memoriam* section for 1940 in *Seventy-Five Years of CANE*.

John C. Kirtland of Phillips Academy, Exeter (also known as Phillips Exeter), a younger colleague of Allen Benner, was also a charter member of CANE and like Benner a respected textbook author; moreover, he was a main mover in several CANE initiatives. One of these was the proposal to promote the formulation of standard college entrance requirement in general but particularly in the Classics. In 1908 Kirtland was the chairman of the committee approved to pursue this, and then in 1909 he was appointed as a CANE delegate to the APA’s Commission of Fifteen to instigate this nationwide. Ultimately this initiative led to the founding of the College Entrance Board and the Advanced Placement Exams. Kirtland was also involved in efforts from 1911 on to arrange a formal union, a Permanent Council, of the various regional associations, an arrangement which the other associations approved, but which CANE rejected in 1913. This stalemate later led, in 1919, to the formation of the American Classical League which did start out with a Council formed of delegates from the regional associations. In the memorial published in 1952 in the Forty-Sixth *Annual Bulletin*, p. 9, there are some interesting comments: "John Copeland Kirtland [was] President of this Association for the year 1938-39. ... He shared in the founding of the honorary scholastic society, *Cum Laude*, and was president general and later regent general for many years. ... As a person he clothed a rather cherubic countenance with a beard, an ever youthful spirit with a dignified formality of speech. ... His intellectual integrity was such that all who worked with him were drawn to the same high level, yet so great was his kindness that I can recall no unfair rebuke or unkind criticism of his to any fellow-worker. To his contemporaries he was one of Plutarch’s men, but to youth in his retirement he stood unmasked, like Tennyson’s keeper of the ford."
Twice since his death I have heard him spoken of by the young with affection but no awe. He loved to tell tall tales, best of all when they were against himself.”

Now we return to the backbone of the Secretary-Treasurers in order to continue to the ‘second generation’ of CANE, those Principes who were not founding nor charter members. After John Stearns of Dartmouth was Secretary-Treasurer for three years, John Spaeth of Wesleyan was Secretary-Treasurer for ten years, and immediately succeeding those years he was president following in the same pattern as Prof. Wetmore, his mediate predecessor. Then in the same year that he was elected President of CANE (1949), he also became the Dean of Faculty at Wesleyan until his retirement in 1963. His very brief and factual memorial is in the Sixty-Eighth Annual Bulletin (1973). Towards the end of John Spaeth’s incumbency as Secretary-Treasurer the Association offered a summer scholarship for the American Academy in Rome, which was mysteriously funded. This was the start of CANE’s scholarship program. Later it became known that Prof. Coulter had been the anonymous donor, not only in 1947, but for several years thereafter. In 1961, as reported in the Annual Bulletin of that year, “Prof. Claude W. Barlow read the following memorial to Cornelia Catlin Coulter, Past President of the Association:

Cornelia Catlin Coulter, in many ways the greatest single benefactress that the Classical Association of New England has ever had, died in Newport News, Va., on April 27, 1960

… Her teaching career began at Bryn Mawr and at St. Agnes School, after which she spent ten years at Vassar and 26 years at Mt. Holyoke, teaching both Greek and Latin. … Miss Coulter had joined the Classical Association of New England in 1927 and became a Life Member in 1953. She was vice-president in 1942-43 and president in 1947-48, as well as president of the American Philological Association. She gave papers to our group on four occasions, the last being at the 50th anniversary of the Association. She served as vice-chairman of the Committee on the Humanities from 1943-46 and then took up her work as founder and chairman of a special Committee on summer scholarships to the School of Classical Studies of the American Academy in Rome. With the assistance of Miss Edith Plumb and others she personally conducted for over seven years the campaign for funds which laid the solid foundation for an account which is today worth far in excess of its book value of over $10,000. She was, in addition, the largest single con-
tributor to the Rome Scholarship Fund, and for several years she provided anonymously the full amount of the annual awards. In gratitude for this service it is proposed today to name the Rome Scholarship permanently in her memory. In expressing my own personal debt to Miss Coulter both as a friend and as a colleague, I find myself unable to pass the tribute recently prepared by another friend and colleague, Lucy T. Shoe, who has written: ‘Brilliant as was her scholarship, effective and skillful as was her administration, it was perhaps as a teacher that her greatness was most widely and keenly felt, for hers was a life dominated above all by giving to others. To her teaching and to her students, both in and out of class, and to her colleagues she gave continuously and unstintingly of her own amazing store of knowledge, her penetrating understanding of classical ideas and ideals, her sense of style, and above all her own personality, fearless and determined in her support of the classics and any cause of right and justice, yet gentle, modest, and unselfishly self-effacing to a degree rarely encountered.

_Cornelia, nemini non cara, liberalis, lepida, generosa, ingenio rebusque gestis nobilis, semper in memoria nostra gratissime habebitur._

When Claude Barlow gave this memorial, he was in the eighth year of his ten year incumbency as Secretary-Treasurer of CANE, continuing to sustain the living traditions of the Association, prime among them that of congenial collegiality. In fact, he might be called the second founder of CANE. If George Howes was CANE’s Zeno, then Claude Barlow was its Chrysippus: “Professor Claude W. Barlow [was]... one of our Association’s “most devoted and distinguished servants. His official services to CANE covered more than one third its existence [at the time of his death]. ... Professor Barlow had been a member of the CANE for many years and followed its fortunes from afar, so to speak. Now began his intimate and loving care for CANE. As Secretary-Treasurer from 1952 until 1962, the number of fully registered members rose from 300 to 1,000 thanks to his dogged, quiet, persistent pursuit of the delinquent and the forgetful. In 1963 he was elected President of CANE and in 1964 he joined the Executive Committee. ... The unobtrusive, low-key sustained services of Claude W. Barlow to all classicists can never be forgotten.” (Ann. Bull. 71, 1976, p. 7). Goodwin Beach joined Claude Barlow in the year of death and in the name of CANE’s award for distinguished service to the Association. He had gone into business after graduation and had done well, but his first love
Nathan Dane II was an arresting and unique embodiment of the spirit of collegiality; he was about as non-professorial as could be, until it came to his Latin classes. Yet even there relaxed camaraderie prevailed. Coming in at the end of Claude Barlow’s incumbency as Secretary-Treasurer, Nate was president of CANE in 1962 and in that year he wrote the memorial for his colleague Thomas Means, a eulogy that was brief but showed Prof. Means’ influence on Nate: “The passing of Tom Means last June marked the ending of an era in the history of CANE and the teaching of Greek and Latin within the framework of New England traditions, both Prep-School and College. T. Means joined CANE in 1921. His career was one of decades. He had been Connecticut’s Rhodes Scholar in 1911. Joining the faculty of Bowdoin College in 1921, ten years later he served on the Executive Council of CANE. Both he and his wife were Life Members. 1951 saw him embark on the ascent as Vice-President of CANE, and it was in 1953 that he presided over CANE here at Deerfield. His teaching at Hotchkiss and at Bowdoin will long be remembered by Alumni. To us here today his passing means the end of the sight of the jaunty, virile, positive protagonist who dominated our meetings with wit, drive and sense for over thirty years. ... A solid sympathetic leader, T. Means was a firm unswerving citizen of the world, both ancient and modern.” In 1980 both Nate and Grace Crawford were named recipients of the Barlow Beach Award for Distinguished Service, and the first to receive it posthumously. At the time John Ambrose wrote in the memorial for him: “Nate Dane, a past president of CANE, ... amazing vitality of mind and spirit, a feigned gruffness to hide a sensitive, generous nature, no stuffiness, no pretence, a real Yankee wit. ... Implicit in the word “scholar” are a love of and a deep interest in knowledge. How well this characterizes the man! His way was a vital, continuous, and loving study of the Greek and Latin classics. But his learning, his insights into the important lessons that permeate the great works of antiquity, were not so much for publication; they were for his students. ... Nate thought of himself first and foremost as a teacher, and he loved the classroom. He taught with a style and vigor that
brought excitement to his subject. It was commonplace that his classes should be punctuated by roars of laughter. He was a showman, but isn’t there a sense of the stage in all great teachers? By the same token, there was an integrity to his classics program: his standards were high, his language courses tough.” If Nate Dane and Grace Crawford had something in common other than their love of the Classics, it was this trait of putting others before themselves: “Grace always served her many friends and our profession unstintingly. If one needed a place to stay, a congenial location for a committee meeting, a ride to a conference, or help in finding a job, Grace was always happy to oblige. ... a faithful member of CANE and a tireless worker for Classics.” (Seventy-Fifth Annual Bulletin p. 16)

In 1997 Matthew Immanuel Wiencke, the sixteenth secretary of CANE, the second executive secretary, succumbed to cancer after a long battle, during which he continued to give his all to lead CANE. His association with CANE was a long one; in 1983 he was one of the founders of the CANE Summer Institute along with Gloria Duclos, Edward Bradley, and others; from 1989-1993 he was the Executive Secretary of CANE who was instrumental in consolidating the many changes that had occurred over the last decade and a half. At the Summer Institute at Dartmouth in 1996 Edward Bradley had this to say, quoting from letters and notes he had received from participants at the Institute: “he made clear everywhere by his ‘gentle kindness,’ by his ‘infectious joie de vivre’ and his ‘sweet, grave courtesy to every student’ that he was an infinitely ‘warm and generous man who cared about people.’” Professor Bradley ended by mentioning Gloria Duclos and John Williams, “who, by incarnating so many of Matt Wiencke’s finest qualities, keep his legacy wonderfully alive.” The next year Gloria Duclos was also gone, and that was the end of another era. For if George Howes was the first founder and Claude Barlow the second founder, then Professor Gloria Shaw Duclos (Secretary-Treasurer 1972-1977, President 1982, and Barlow Beach honoree 1987) presided over the period of greatest change and institutional development of CANE. In the modified words of Cicero: profecto, quoniam illum qui hanc societatem condidit ad deos immortales benevolentia famaque sustulimus, esse apud nos posterosque nostros in honore dehbit ea quae eandem hanc societatem bis conditam amplificavit. More than that Gloria Duclos typified CANE’s warm, unassuming, but inclusive collegiality for her generation. As Phyllis Katz said in her memorial (Ninety-Third Annual Bulletin (1998) pp.15-6): “her teaching style was warm, supportive, encouraging, inspiring, ... Gloria Duclos maintained a life-long devotion to the works of Vergil; she found in the Aeneid an endless source of inspiration and of comfort. In many
ways, her own life was a model of the *pietas* which Vergil attributes to Aeneas and of *dignitas* in the finest sense of that word.”

Since we have now finished viewing some of the *imagines* of the *maiores* of Centennial CANE, as we stand in her *atrium*, we must now move towards the *tablinum* to study the *res gestae* of CANE.
Part II

Development of the Association

At the beginning of the last century the Greek and Latin teachers of New England created an institution to deal with the crisis that faced them. The classics were plummeting from their prominent dominance in academia, earlier here in America than in Europe; enrolments were waning; Greek and Latin classical requirements for college entrance and graduation were being dropped. The classical tradition of education was in trouble in 1906 when the Classical Association of New England was founded “to promote the interests of Classical studies.”

Throughout the first century of its life, CANE has continued to promote those interests and to deal with recurrent crises which the classical tradition has faced, as all classical requirements were dropped in most schools and colleges, and then many whole programs were also terminated. For the classicist the curricular changes sweeping across the country were not inevitable evolutionary progress, but the clash of two very different philosophies of education and two different sets of cultural ideals. The Association tried to stem the tide of change in two ways: first like any good teacher it assumed some guilt and tried to improve itself and its pedagogy, and then secondly like any good teacher it realized that society played a role in its problem, and so CANE tried to reach out and promote the ideals of its educational vision in the public arena. This is the story of that institution and its efforts.

In 1933, at the Annual Meeting of CANE, Claude Allen of Deerfield Academy gave a paper entitled “The Position of the Classics in College Admission Requirements from 1642 to 1900.” In it he claimed that “the requirements for Greek and Latin did not noticeably lapse” in the period from 1800 to 1900. The matriculant was expected to be able to read both; “Toward the close of the century, there was a tendency to require ability to translate at sight.”

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8 My effort is based on Vergil. It is meant to assimilate CANE’s circumstances to Aeneas’. The audax foedus is CANE. Recens ludus refers to the modern school of educators in 1906 who have continued to proclaim ‘relevancy to the real world’ as the basis of the curriculum,- now that means job-training. The ambo antiqua studia are both Greek and Latin, our reliquiae Danaum or Romanam gentem.

9 This quotation is from Article I, Section 2, of the 1906 Constitution, printed in the first Annual Bulletin.

10 Twenty-eighth Annual Bulletin, 1933, abstract, p. 7
When Columbia moved from its midtown location to its new campus on Morningside Heights (1897), it eliminated the Greek admission requirement and reduced the Latin requirement from two years to one. Beginning with the 1916-17 academic year, the Latin requirement was eliminated altogether.\textsuperscript{11} Harvard under Charles Eliot had started to undercut classical education even earlier\textsuperscript{12} and also eliminated the Latin entrance requirement in 1916. The position of the Classics in the American educational climate had remained fairly strong until around 1900, but then things began to change rapidly and not so favorably for the Classics.

The Classical Association of New England or CANE came into being as part of a general movement to create regional classical associations. The times were changing. From the time of the foundation of the American Philological Association in 1869\textsuperscript{13} there had been a continuous cascade of scientific discoveries and technological inventions: Maxwell’s electro-magnetic field 1873, telephone 1875, phonograph 1877, light bulb 1879, electric transformer 1883, gas engine 1885, motion picture camera 1888, radio signals 1895, discovery of the electron 1897, and then the year 1903 saw the Wright’s flight, electric appliances, and Ford Motor Company. In 1905 while Einstein was mapping the new world view of relativity and particle physics, the Classical Association of the Middle West and South was formed to stress the study of antiquity; in 1906 in the same month that San Francisco watched the loss of most of its downtown to an earthquake (April 18), Springfield witnessed the first meeting of the Classical Association of New England (April 6-7), convoked to consider the loss of Greek requirements and enrollment; and in 1907 while Lumiere invented color photography and Rosling developed the theory of television, the Classical Association of the Atlantic States met to try to preserve the vision of the past. The task undertaken by the regional associations was formidable; preserving the heritage of the classical civilization in the face of cumulatively accelerating innovation was a monumental job even in a conservative educational system.


\textsuperscript{12} http://www.uchicago.edu/research/jnl-crit-inq/features/artsstatements/arts.guillory.htm. “The final collapse of the rhetorical empire was assured when Harvard president Charles William Eliot established the elective system in the 1870s that effectively ended the curriculum in Greek and Latin within which rhetorical texts commanded so prominent a place. Later [1916], Harvard also led the way in abandoning entrance requirements in Greek and Latin, removing pressure on the primary and secondary schools to compel the study of classical languages. The hold of rhetoric “in translation” proved subsequently to be much weaker than anyone imagined; vernacularization itself was thus implicated in rhetoric’s demise.”

\textsuperscript{13} It is interesting to note that the APA was founded at the same time that Harvard was undercutting classical education.
There was also another historical force at play that brought about the emergence of the regional classical associations and other groups. Besides the rise of a new educational model based on science and technology, there was the growing awareness of the power of such groups as labor unions, a growing expectation for government involvement and the gradual expansion of federal regulations. In 1913 two years after the founding of the Classical Association of the Pacific Northwest the 13th Amendment made federal income tax the law of the land, and in 1919 two more constitutional amendments introduced female suffrage and prohibition. That same year the American Classical League was founded “for the purpose of fostering the study of classical languages”. There was a perceived need to supplement the research interests of the APA with the an organization that would stress pedagogy and the schools, as Dean Andrew West of Princeton University made clear at the annual meeting of CANE in 1919 in his talk¹⁴: “If capable American boys and girls are not provided with good opportunities for classical training, they are thus deprived of a very important part of their just chance for the best liberal education. ... Therefore to improve and extend our classical education ... is the object for which the American Classical League is being formed.”

Although at the national level the forces of group advocacy, specialization, and institutional expansion were already at work, those forces did not affect CANE for quite a while. Indeed, in many areas CANE has successfully resisted the centripetal forces of specialization in many crucial areas: it remains today the same homogeneous unspecialized association that it was founded to be. CANE started quickly and leanly with a succinct Constitution of six articles that was less than two pages long. It had three officers elected annually and four additional members of the Executive Committee of whom two were elected each year for a term of two years. That arrangement continued for 68 years until 1974. During this same period there were on average 13 papers per year at the annual meeting, with a high of 18 and a low of 4 (1907). The first meeting was in early April and the annual meetings continued every year (except for 1945) on a Friday and Saturday in late March or early April until now. Although the concerned parties in 1905 who initiated the foundation of CANE were Greek teachers, it was clear from the beginning that the association’s scope was to include Latin and Greek, schools and colleges, male and female, and teachers from all six New England states offering papers on research and pedagogy and matters of interest to classicists. In the first seventy-five years it met in every

¹⁴ “The Proposed American Classical League” in Fourteenth Annual Bulletin, 1919, p. 15
New England state except Vermont (first in 1985). Another tradition that finally became statute was the tenure of the Secretary-Treasurer. Although elected each year, this officer usually served longer than a year; the average term for the fourteen Secretary-Treasurers was 5.8 years. The term now is five years, but there has been discussion about reducing it to four years. Another thing that remained quite constant was the cost of dues, remaining at $2.00 for over 40 years. A constitutional amendment adopted in 1948 raised dues to $2.50.

About the only major things that did not remain constant in the first 65 to 70 years of CANE were the endowment funds and the number of members. The endowment fund started at $500 in 1940 and in 2003 the funds totaled $647,593.97. The membership, starting at 97 in 1906, grew fairly quickly to 375 by 1914 and to 400 in 1922. In 1926 there was a big burst of growth to 545, another in 1930 to 675. The number then went down a bit and did not rise again until it reached 700 in 1958. By 1961 it had reached 930, and it remained between 973 and 903 for this decade (counting active, sustaining, life, emeriti, honorary members et al.). During the 70’s there was a decline, falling to 606 in 1980. Then in the decade of the 80’s by renewed membership drives and by including those outside of New England who subscribed to the New England Classical Newsletter as subscribing members the number of members rose again to 1103 (including 264 subscribing members) in 1987. The last published figures for the end of the last decade show a stable membership number at 855. The current membership, including all the varieties of members stands at about 825.\(^{15}\)

The changes that did occur were in the area of institutional expansion and complexity. Some changes started quite early. Although the vast majority of speakers at the Annual Meeting have been New England residents, there were people from away early on, especially reporting on archaeology (from 1909) and reports on College Entrance exams (N. McCrea of Columbia from 1915). The first scholarly paper by a person not from New England was delivered by Gilbert Murray of Oxford University in 1912. Originally the Annual Meeting started Friday afternoon and went through Saturday afternoon. In 1915 the Meetings started Friday morning and went through Saturday afternoon. Finally in 1946 the meetings went from Friday morning to Saturday noon. The first quasi panel was in 1913; the panelists were from college and school and discussed pedagogy. The first real series of panels started in 1954 and occurred almost

\(^{15}\) The ascertaining and publishing of this statistic has lapsed in recent years after these functions were shifted from officer to officer and as different methods were used and varying degrees of importance attached to them. Originally it was the first thing reported by the secretary-treasurer, and the count was that at the time of the Annual Meeting. Later it became the job of the Treasurer, and at one time it was the concern of the Chair of the Membership Committee. Also the vagaries of the publishing of the Annual Bulletin and its current electronic publishing may have had an influence.
yearly thereafter. In the mid 1980s the practice began of having a single theme for the annual meeting. This practice continued until the mid 90s. Early on the host school would have the meeting during their spring break and let the attendees stay in dorm rooms for a minimal fee for the two nights, also lunches and suppers were supplied at minimal fees. For instance, in 1939 at Connecticut College the cost for a dorm room for two nights was $1 per person; in 1940 breakfast was $.50 and lunch $.65 and annual dinner $1; hotels were $2 to $5 for a single. The Friday night banquet started from the beginning but without all the ceremony that now attends it. The private schools stopped providing dorm rooms after 1966 and colleges provided such only sporadically from 1963 to 1972 and not thereafter. The practice of concurrent sessions began only in the 1990’s.

In period of 1910 the average salary for American teachers was $485\(^\text{17}\); the average teaching salary in New England was surely somewhat higher\(^\text{18}\), and the statistics for 1922 show that all the teaching salaries improved dramatically during this period\(^\text{19}\). The average teacher’s salary now is $42,949, almost a factor of ten greater\(^\text{20}\). Then the cost of membership in CANE (including Classical Journal) was $2.00 ($1 for the journal and $1 for membership). Now the cost of membership with the Classical Journal is $58.00, and most of that cost came after 1970 when the dues including CJ was still only $7 (though that had doubled since 1960). In the interval the value or purchasing power of the 1906 dollar had grown to about $19.80. This figure suggests that there seems to have been an increase in the average salary ($42,949 instead of $9,603 [= $485 * $19.80]); likewise the cost of CANE has gone up ($58 instead of $39.60 [=2 * $19.80]). This is to say nothing of the costs of attending the Annual Meeting: hotel rates grew from $3.50 in 1940 to $90 in 2006, and the price of the banquet from $1 to $20 or more. And the rise of the cost of registration from $0 in 1906 to $6 in 1984 to $50 in 2000; and the annual budget of the Association went from $500 in 1906 to circa $56,000 in 2000. When one remem-

\(^{17}\) This information comes from the programs for these years.

\(^{18}\) http://www.bookrags.com/history/americanhistory/america-1900s-education/ “By 1910 the average annual salary for American teachers was $485; this average, however, masked great variations that were determined by gender, teaching level, and region.”

\(^{19}\) http://www.tusd.k12.az.us/conten1s/distinfo/history93/history3.html Salaries in 1910 were $75 to $90 a month for grammar school teachers, and $1000 to $1200 for the nine-month term for high school teachers. The principal earned $1400 for 12 months. By 1917, a minimum salary for teachers was established at $100 a school month. The following year it was raised to $1,080 a year. This apparently refers to Arizona.

\(^{20}\) http://www.historicaltextarchive.com/sections.php?op=viewarticle&artid=420 SOURCE: The Chicago Daily News Almanac and Year Book. 1926. p. 320. In 1922 US average teacher salary was $1166; the low was Mississippi at $448; the high California at $1849. Massachusetts and Connecticut were in the $1617 and $1479.

\(^{16}\) This information comes from the programs for these years.

bers Prof. Seymour’s comment in the 1906 meeting that $5.00\textsuperscript{21} would buy a library of Greek and Latin texts sufficient to keep a classicist fully occupied for a year, one realizes that the living standard of learning has decreased, or to phrase it positively, the cost of learning has increased significantly over the last 100 years, even for Classical Studies which has always been and remains about the least expensive disciplines financially, if one of the most demanding intellectually.

Perhaps the best way to get an overview of the institutional development of CANE is to review the history of the Executive Committee. In the beginning the Executive Committee consisted of 7 members (President, Vice President, Secretary-Treasurer and 4 at-large members) who changed annually or biennially. Constitutionally, there was very little carry-over or institutional memory, but by tradition the Secretary-Treasurer was re-elected for long periods. During the year business was conducted by mail, then later by mail and telephone, and in the late 1980s by mail, phone, and increasingly by email. Still more face-to-face meetings were needed and in 1979 a Fall meeting was instituted, and then in 1992 a Winter meeting was added which was originally dedicated just to budget planning.

What follows is a chart that shows the original constitution of the Executive Committee and then the dates of the accretions:

<table>
<thead>
<tr>
<th>Executive Committee\textsuperscript{22}</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
</tr>
<tr>
<td>Vice President</td>
</tr>
<tr>
<td>President Elect</td>
</tr>
<tr>
<td>Immediate Past President</td>
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<tr>
<td>Secretary-Treasurer</td>
</tr>
<tr>
<td>Executive Secretary</td>
</tr>
<tr>
<td>Treasurer</td>
</tr>
<tr>
<td>Curator of Funds</td>
</tr>
<tr>
<td>Endowment Fund</td>
</tr>
<tr>
<td>Scholarship Fund</td>
</tr>
<tr>
<td>(Additional) Members (4)</td>
</tr>
<tr>
<td>At large members (3)</td>
</tr>
</tbody>
</table>

\textsuperscript{21} First Annual Bulletin (1906) p.7. For $99 [=5.00 \times 19.80] a classicist today could barely buy two Oxford Classical Texts which seem now to run from $40 to $60 a text for Homer or Plato or Vergil.

\textsuperscript{22} This chart was constructed from information gleaned from the Annual Bulletins from the years noted in the chart. Cf. infra for a general discussion of the sources in the appendix on sources.
As can be seen in this chart and from this general historical overview, CANE began for the purpose of addressing a specific crisis. CANE has through the years continued to address aspects of the same crisis, a relative decline in classical education. There were many reasons for this decline; in the introduction I tried to outline some of the larger, underlying causes, such as the somewhat abrupt change of direction for education at the turn of the twentieth century as the vision of a classically based, liberal arts education gave way to that of a practical employment-oriented, technically based education. Perhaps as a result of the rise of science and tech-
nology there was a loss of faith in those who used to be in positions of leadership (bankers, lawyers, ministers, teachers, politicians, etc.) that classical learning is useful. This loss of faith in a classical education was also taking away many of the brightest students, who would have studied the classics in earlier times.

Secondly, as the chart in particular shows, CANE’s attempt to deal with the crisis gradually became more continuous and more invested with resources, as the association grew and as enrollment in and administrative support for the classics withered. In a few institutions the enrollment remained more or less constant, but the percentage of students enrolled in the classics dropped in all schools at all levels, and the quality suffered accordingly. Over the years the Association began to identify institutionally the various aspects of the overall crisis: the struggle to keep membership and provide mutual support, public perception of the classics, teacher placement services in various states, and specific problems of dropping enrollments and dropped programs. The Association went from membership drives and scholarships to ad hoc committees to publicize the classics, until at about the 50 year mark it started to make some of the attempts to bolster the classics permanent. First the general chairman of membership was appointed to represent all the state committees on the Executive Committee. Next in 1974 the role of the President Elect was redefined to include crisis management, and finally in 1978 the chairman of the Public Information Committee became the President Elect. In 1913 CANE established a Teacher Agency, and in 1981 CANE re-established a Teacher Placement service. These official functions became the predecessors for the current three officers concerned with dealing with aspects of the defense of the classics. At the same time the roles and responsibilities of the officers were becoming so complex that in 1982 the Manual explaining them was expanded, and in 1992 the obligation of the Executive Committee to review and update the Manual every year was included in the Bylaws. As a final step in its institutional evolution CANE became incorporated in the State of Vermont in 1990, and the Executive Committee also became a Board of Directors.

The efforts of CANE to protect and serve its constituency and its profession fell into two main undertakings, first to bring more classicists into the fold and help them, and secondly to reach out to the public. The efforts of the district or state membership committees served the first undertaking, and became increasingly centralized as time went on. Likewise, the efforts at crisis management started locally and became more centralized. As part of the effort to help its members the Association founded a Newsletter in 1975 (cf. Appendix I on Sources
for a history of CANE’s publications) and in 1987 the Association underwrote the production of instructional texts for the classroom. This was expanded later to include all instructional materials, and these are made available for teachers everywhere. Moreover, the CANE newsletter or journal has always had a section that carried pedagogical materials and other helpful hints for teachers. Another major initiative to serve and unite CANE’s constituency was the CANE Summer Institute formed in 1982 and first held at Dartmouth in 1983 (cf. Appendix 2). Also in the service of this first undertaking of helping members, awards were given to both students and teachers in an effort to improve pedagogy and the common goals. Here is a chronology of this venture:

1947 Rome Scholarship - becomes the Coulter Scholarship in 1961
1976 Barlow-Beach Award for Distinguished Service
1979 Essay Contest Award, now the Writing Contest Award
1983 Discretionary Grants (approved 1982 to be granted by a committee chaired by the Secretary-Treasurer, later chaired by the Immediate Past President)
1983 Endowment Scholarship for summer study abroad
1994 Renata Poggioli Summer Scholarship (biennial, approved and awarded 1994)
1997 Matthew Wiencke Teaching Award (awarded 1998)
1998 Scholarship for Certification (awarded 1999)

Most of these are awarded to individuals to recognize their contributions or to help them become more informed, but the Phinney fellowship program undertakes every third year to give an award to an individual and a school or school system to begin the study of Greek in that secondary school. It is quite a munificent program that pays part of the teacher’s salary for the two initial years of the program. The second initiative, to mould public opinion and advertise the classics, also had a long history. It was a concern from the beginning, but here are a few of the highlights. It started out within the academic community as CANE formed committees to try to influence standardized college entrance requirements and also standardized testing, and then expanded outward.

1908-16 & 1926 Committee for uniform college entrance requirements, the members of which were inducted into the National Committee of Fifteen.
1917-8 Committee on Questionnaire: published report on the responses of 153 schools on the teaching of Latin and Greek.
1919 CANE approves the “Minute Men”, a group to promote the Classics in NE.
1935-6 G. Beach: promotes the value of the Classics.
1969 poll of NE colleges & universities about foreign language requirements and preferences for classical vs. modern.
The Emporium Romanum was founded to disseminate items that promote the Classics such as T-shirts, mugs, books and so forth. It has been a very successful enterprise, always offering new ideas and items. Other initiatives such as the Video Library and the Book List (of classically based novels) have been included in it.

Moreover, as the duties of the officers in general became more onerous, the job of the secretary-general was partitioned among three new officers, and the seven original of the Executive Committee grew to twenty four members, besides those serving on the many other committees. In part this was an attempt to keep the Association democratic and in touch with its roots, but perhaps in even greater measure it was an attempt to handle the persistent and endemic challenges of a profession with a shrinking constituency and in duress, of a vision of liberal education that seemed to be constantly under attack. The Classics, as the queen of the humanities, has taken the brunt of that attack. It is a token of the boundless commitment and powerful faith of the devotees of classical education in New England that the Association is as strong as it is today and that the Classics has survived as a vibrant alternative to job-oriented technical training.

Thus we have come full circle to our claim at the start of this part of the essay:

\[ Tantae molis erat studia ambo antiqua tueri. \]

It’s not an easy job protecting love
Of classic texts from “real life’s” hate thereof.

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Pressure for a Modern Curriculum: The influence of immigration and industrial development led educators to question the value of the classical curriculum, even Latin. This change in thinking was influenced by the scientific movement in psychology and education in the late 19th century, particularly with the work of Charles Pierce and William James; the social theories of Darwin, Herbart, and Spencer; and the educational reforms of Pestalozzi, Froebel, and Montessori.

Flexner published a famous paper, “A Modern School” in 1916. He rejected the traditional curriculum and proposed a modern curriculum for contemporary society. This curriculum consisted of science (major emphasis), industry (occupations and trades of the industrial world), civics (history, economics, and government), and esthetics (literature, languages, art, and music). A school based on Flexner’s proposals was established at Lincoln Schools of Teachers College, Columbia University. It also reflected Dewey’s progressivism.

John Dewey published “Democracy and Education” the same year that Flexner published his modern school report. He showed the relationship between democracy and education. He described democracy as a social process that is enhanced through school. School is the instrument of democracy.

In general, Dewey argued that subjects could not be placed in a hierarchy. Any body of knowledge could expand the child’s experience and intellectual capabilities. Traditional subjects like Latin or Greek were no more valuable than music or art. However, Dewey did place an emphasis on the study of science, which he felt was another name for knowledge. Scientific inquiry was the best form of knowledge.
A Centennial Anniversary Resume
of the
Classical Association of New England

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EDITOR’S FOREWORD

Since many of the current members of CANE do not have access to Seventy-Five Years of CANE, A Diamond Anniversary Resume of the Classical Association of New England (1981), Allan Wooley and I have thought it useful to re-issue it here and, in similar, if re-paginated form, to transform it into a centennial resumé. We dedicate it both to the dis manibusque of our members of blessed memory as well as to those who will have prepared the bicentennial history of CANE for 2106.

Z. Philip Ambrose
The University of Vermont
November 2005

PRESIDENT’S GREETINGS (from Seventy-Five Years of CANE, 1981)

It is my privilege to extend greetings to the members and friends of the Classical Association of New England on the occasion of our diamond jubilee and to welcome the appearance of this commemorative history of the organization compiled by our past Secretary-Treasurer and present Curator of Funds Z. Philip Ambrose. Here can be read the names on whose shoulders we stand—the Barlows and Beaches, the Rands and Rostovtzeffs: gigantes autem erant super terram in diebus illis. But beyond its antiquarian interest and obvious useful-
ness as a bibliographical tool, the chronicle can serve as a valuable reminder of what we have been and what we must continue to be. In the program of virtually every annual meeting is a reflection of our twofold mission: the ongoing investigation of classical antiquity through our scholarship and the transmission of the legacy through our teaching. Reflected with equal prominence is the recognition of the interdependence of the secondary schools and the colleges and universities in this mission—a recognition which has characterized CANE from its inception and which remains one of its special strengths. *Sic semper floreut societas nostra!*

Thomas A. Suits
President

EDITOR’S FOREWORD (from *Seventy-Five Years of CANE*, 1981)

The Classical Association of New England came into formal existence in Springfield, Massachusetts, on April 6, 1906 as assembled classicists approved a motion of formation made by Professor Thomas D. Seymour of Yale University and seconded by Professor G.D. Chase of the University of Maine. This first gathering sprang from discussions in the previous year among several New England professors concerning the decline in the number of college students of Greek. The first Secretary-Treasurer, George Edwin Howes, reports of those discussions “an unanimous judgment that there was in jeopardy not the position of Greek merely but of the Classics, and that the same pressure that was being applied against the study of Greek in secondary schools would, if successful, be applied against the study of Latin” (*The First Twenty Years*, p. 4).

In the anxiety of such a birth CANE has flourished. A brilliant array of speakers was gathered by President Sterling Dow to celebrate our golden anniversary at St. Paul’s School in 1956. And despite the decline in Latin and Greek enrollments in the schools and universities over the years, there is a sense that another classical revival is now taking place. In our 75th year it is, therefore, fitting that we again reflect on CANE’s contribution to this phenomenon. Herein is a resumé of each meeting and in their original and—-in their original and often quaintly inconsistent styles—the titles of all papers. The Officers and Executive Committee Members with each resumé are those chosen for the *following* year.

Those without access to the *Annual Bulletin* may write to the Classics Department of the University of Vermont, 481 Main Street, Burlington, VT 05405 for a copy of an abstract of any paper.

March 1981

Z. Philip Ambrose
The University of Vermont
Burlington, Vermont
“Great stirring in CANE!”—so one of our Canadian neighbors characterized the changes that have occurred in the past eight years in the Classical Association of New England. In 1973 at St. Paul’s School, it was decided to introduce a new format for the Annual Bulletin, to discontinue the Fall Newsletter, and to substitute in its place the quarterly New England Classical Newsletter, edited and produced in the Department of Classics at the University of Massachusetts at Amherst. The next year in Wellesley, the constitution was amended to incorporate changes in the election of officers and composition of the Executive Committee. The Vice-President would henceforth be President-Elect, and the Immediate Past President would serve on the Executive Committee, thus providing greater continuity in the leadership of the Association. The Executive Committee was expanded to include six State Representatives, in order to increase its effectiveness and cooperation with the state organizations. Provision was made for a Curator of Funds to relieve the Secretary-Treasurer of responsibility for administration and custody of the Endowment Fund and the Cornelia Catlin Coulter Memorial Rome Scholarship Fund. In 1976 and 1977 at the University of New Hampshire and Tufts University, the Barlow-Beach Distinguished Service Award was established in memory of Claude W. Barlow and Goodwin B. Beach, “to be given from time to time to a member of the Association who has, over the years, contributed exceptional service to the Classics in New England.” In 1977, a CANE Essay Contest for high school Latin students was instituted. In 1978 at Trinity College, a Public Information Committee was established in response to a growing need for active support of secondary school Latin programs and to link CANE with a national promotional network sponsored by the American Classical League. A Latin Placement Service, which had originated in the New Hampshire Classical Association in 1973, has gradually expanded its efforts throughout New England under the auspices of CANE and with help from the University of Massachusetts at Amherst. In 1980 at Brown University a new option for membership in CANE was adopted, allowing members to be subscribers to The Classical Journal or The Classical World or The Classical Outlook. Introduction of The Classical Outlook as a third option has proven especially attractive to secondary school teachers. In honor of the seventy-fifth anniversary of CANE in 1981, the Executive Committee authorized publication of a History of CANE and a Directory of Classicists and Friends of the Classics in New England. At the fall 1980 meeting of the Executive Committee, it was agreed to form a committee to review and recommend revisions to the constitution and by-laws and to compile a manual describing the functions of the officers and members of the Executive Committee and the activities of the Association. With these revisions and guidelines in place, CANE will be well equipped to serve its members efficiently and effectively and to meet the challenges and take advantage of the opportunities of the 1980’s.

Gilbert Lawall
Secretary-Treasurer
IN MEMORIAM

1907  James D. Meeker, Frank L. Mellen
1908  Thomas D. Seymour, Annie H. Hull, Alvan A. Kempton
1910  Thomas B. Lindsay, Morris H. Morgan
1911  A.B. Crawford, W.D.D. Hadzsits, Mary Hamer
1912  Frances H. Marble, F.B. Sherburne, John Tetlow
1913  William W. Goodwin
1914  Harlan P. Amen, Annie S. Montague
1915  Charles B. Loughead, J. Irving Manatt
1916  Theodore C. Williams
1918  Ella L. Baldwin, Edith M. Richardson, John Williams White
1919  James M. Kendall, Babson S. Ladd
1920  Charles E. Putney
1921  Miss Bassett, Charles S. Know, John H. Hewitt
1922  J.W.D. Ingersoll, William Lee Cushing, William Gallagher, Effie Moore
1923  William F. Abbot, Frank E. Woodruff, Albert G. Harkness, Margaret C. Waites
1924  Jennie S. Spring, Aristides E. Phourtrides, Benjamin F. Harding, Caroline P. Townsend
1925  Arthur B. Joy, Walter A. Robinson
1926  Herbert E. Drake, Albert A. Howard, C. Grace Ayres, Mary E. Taylor
1928  D.O.S. Lowell, Sydney B. Morton, A.W. Roberts, Mary French Hitch
1929  Mary G. Caldwell, George A. Connors, Eunice A. Critchett, Mary J. Foley, Emily Hazen, Herbert W. Kittredge
1931  George H. Browne, Sherwood O. Dickerman, William E. Foster, Harley F. Roberts
1932  Stella M. Osgood, Mrs. David Gordon Lyon, Francis G. Allinson, George L. Fox, Clifford H. Moore, Henry M. Tyler
1933  Jeanett V. Avery, Cecil K. Bancroft, Lucy A. Barbour, Emilie de Rochemont, Margaret Doolittle, Charles H. Forbes, Adeline Belle Hawes, Bertha C. Hooper, Daniel V. Thompson
1934  Myrtie Rumery, Charles B. Randolph
1935  Patrick J. McHugh
1936  Edward H. Atherton, Frank Cole Babbitt, Patrick F. Doyle, Laura I. Hoadley, John W. H. Walden
1938  Zilpha Chace, Frank L. Duley, Ruth Estelle Guernsey, Walter V. McDuffee, Maurice B. Smith, Herbert Weir Smyth, George Meason Whicher, Mary Gilmore Williams

24
IN MEMORIAM

1940  Allen R. Benner, Donald Cameron, Francis J. Dolan, Hattie Maria Holt, Emily N. Newton, Mary R. Roper
1941  Noah V. Barker, Josiah Bridge, William A. Heidel, Ethel L. Howard, M. Alice Kimball, Annie L. Sargent, Charles A. Williams
1942  Minnie D. Booth, E. Helena Gregory, Walter H. Gillespie, Ernest G. Ham, Margaret A. Ryan, Joseph A. McHugh
1943  Frederick J. Fessenden, John C. Flood, Clarence W. Gleason, Frances Josephine Hall, George Edwin Howes, Harry deforest Smith, Frederic A Tupper, Henry D. Wild, Eleanor A Doran
1944  Elizabeth F. Abbe, Sidney N. Deane, Arthur Fairbanks, George W. Hinman, Remsen B. Ogilby, Augusta J. Boone, Oliver R. Cook
1945  Mary Adèle Allen, John Edmund Barss, Henry Edwin Burton, Lacey D. Reed, Mary J. Wellington, Marion W. Greene
1947  Carl Newell Jackson, George L. Plimpton, James J. Robinson
1948  Bertha D. Morgan, Arthur G. Leacock, Caroline L. Sumner
1954  David T. Clark, Karl P. Harrington, L. Florence Holbrook, Frances H. Kingsley, Mary P. O’Flaherty, Grace C. Parker, Clara F. Preston, Caroline Ruutz-Rees, Alice Walton
1956  Haven D. Brackett, Anne T. Dunphy, Martha W. Eddy, Donald S. B. Evans, Eugene J. Feeley, Susan Braley Franklin, Robert M. Green, Bessie M. Miller
IN MEMORIAM

1958  Earle W. Peckham, Robert Rosenberg, Z. Martina VanDeusen, Constantine G. Yavis, Sir Alfred Zimmer


1960  Frank Scott Bunnell, Herbert N. Couch, John Homer Huddilston, Sylvia Lee, Mary H. Mahoney, A. Forest Ranger, Florence Waterman


1962  William R. Begg, Werner W. Jaeger, George E. Lane, Thomas Means, Camilla Moses, Alice A. Preston, William F. Wyatt

1963  Alice C. Baldwin, George N. Conklin, Charles Gulick, Mabel Winn Leseman, Stephen B. Luce, A. Bertha Miller, Mary Lilias Richardson, Sister Mary Cletus


1966  Marion Andrew, James S. Ballantyne, Helen W. Cole, Myrtle L. Doppmann, Charlotte E. Goodfellow, Joseph A. Murphy


1968  Edith B. Armstrong, Josephine S. Armstrong, Dwight G. Burrage, Alfred M. Dame, Margaret A. Fish, Varian Fry, Esther L. Niles, James A. Notopoulos, Sister Mary Antonine

1969  Harry E. Bean, Beatrice Bennett, Clara L. Buswell, Dudley Fitts, Edward Goin, Susan E. Shennan

1970  Kenneth C. Arminio, Richard M. Gummere, Mrs. J. David Bishop, Francis Curran, Olwen Prindle, Oswald Reinhalter, M. Norberta, Mattie E. Goodrich, Lily Ross Taylor, Rolfe Humphries

1971  Cecil Thayer Derry, Howard Doughty, Harry M. Hubbell, Clare McNamee, Clarence W. Mendell, Eino Woodman Ojanen, Howard S. Stuckey, George Byron Waldrop, Elizabeth Wiss, Alphonse C. Yumont

1972  Richard D. Clark, Samuel P. Hopley, Frank L. Boyden

1973  John W. Spaeth, Jr., Maurice W. Avery, Mary Bartlett, Helen Searls, Christopher Dawson

1974  John J. Savage, Joan E. McGowan

1975  Ernest A. Coffin, Mary A. Comer, John P. Jewell, Hazel M. Summerville

1976  Claude Barlow, Goodwin B. Beach, Reuben Brower, Joseph E. Foley, Jessie Henriques,
IN MEMORIAM

1976  David L. Monty, Philip D. Moriarty, Adolph Pauli, Malcolm McLeod
1977  Doris Barnes, Deborah Lovejoy, Mrs. William F. Wyatt
1978  Josephine Bree, Dorothy Rounds, Elizabeth C. Evans, James Eugene Pooley, Alfred Bellinger, Genevieve Conklin, Stuart Crawford, Gilbert Hight
1980  Grace Crawford, Nathan Dane II
1981  Nicholas Cecchini, Natalie Murray Gifford, Sister Marie Michael, Edmund Taite Silk
1982  James A. Carter, Thomas G. Darmody, Margaret E. Taylor
1984  Doris Chadwick, George Constantou, Robert L. Daley, Richard F. Killion, Paul V. McPadden, Ruth K. Willis
1985  none
1986  Sister Mary Eulalia, Warren H. Held, Mrs. Eleanor D. Kenney, Miss E. Lucile Noble, John Rowe Workman
1987  none
1988  none
1989  Barbara Philippa McCarthy, Maureen O’Donnell
1990  Elizabeth Bridge Weissbach
1991  Anita Mae Flannigan, Peter Arnott
1992  Lillian M. Sleeper Lane
1993  none (except homage paid to Q. Horatius Flaccus, AB (88), 1993, 40.)
1994  Tom Ahern, Joseph F. Desmond, Leo P. McCauley, S.J.
1995  Sterling Dow
1996  Joseph S. Hilbert, George V. Kidder
1997  Edward Phinney, Betty Nye Hedberg Quinn, Matthew I. Wiencke
1998  Julia B. Austin, Gloria Shaw Duclos, William Gleason, Jesse Loton Pollard
1999  Constance Carrier
2000  George E. Dimock
2001  Donald Baker, Sara Cowan
2002  Jeanne Fiset Conley, Flora Hermion Lutz, Sister Jeannette Plante
2003  Mary Finnegan, Brady Blackford Gilleland, Charles Segal, Stephen Stavros
2004  Winthrop Dahl, Eleanor S. Means, Erica Schmitt
2005  Alison Willard Barker
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**PAPERS PRESENTED AND OFFICERS ELECTED AT THE ANNUAL MEETINGS**

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**DATE** | **PLACE** | **OFFICERS** | **EXECUTIVE COMMITTEE**
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1. Alice M. Wing and H. de F. Smith. “What can individual teachers do to increase the interest in Classical Studies in school, college and community?”
2. Prof. Seymour, Yale University. “Present Problems in Homeric Studies.”
3. Principal Collar. “Economy in Classical Teaching: How can we Diminish Waste, and how can we best Use the Time and Labor that are Saved by such Economy?”
4. Principal John E. Colburn. “How can the Classical Departments of the College Cooperate more effectively with the Classical Teachers in the Schools?”
I. W.K. Denison, Tufts College. “Some Suggestions on the Preparation of Students in Greek and Latin.”
7. F.E. Woodruff, Bowdoin College. “Greek Literature in Translation.”
9. Charles U. Clark, Yale University. “Why should one Study Latin Paleography?”

3. Ruth B. Franklin, Rogers High School, Newport, RI. “A Suggestion for Economizing Time in First Year Greek Work.”
12. C. Brinkermann, Prussian Exchange Teacher and Lecturer, Yale University. “The Methods of Teaching Latin in the Prussian Gymnasia.”

I. Donald Cameron, Boston University. “The Princeton Preceptorial System in Practice.”

DATE
3/31-4/1/1911
PLACE
Exeter, NH
Phillips Exeter Academy

OFFICERS
VP-William Gallagher
VP-Clarence H. White
ST-George E. Howes

EXECUTIVE COMMITTEE
Amy L. Barbour, George L. Hendrickson
John C. Kirtland
Mary Adele Allen

3. Edith H. Hall. “Recent Excavations in Crete and their Bearing on Homer.”
7. F. S. Libbey, Berlin, NH. “How I Teach Latin.”
10. George D. Chase, University of Maine. “Roman Coins as Political Pamphlets.”

DATE
4/12-13/1912
PLACE
New Haven, CT
Yale University

OFFICERS
VP-Charles Upson Clark
VP-William F. Abbot
ST-George E. Howes

EXECUTIVE COMMITTEE
Clara F. Preston, John C. Kirtland
George H. Chase
Amy L. Barbour

2. M. Louise Nichols, Miss Porter’s School, Farmington, CT. “A Gothic Type in Classical Art.”
6. Gilbert Murray, University of Oxford. “The ‘Traditio,’ or how Ancient Greek Literature has been Preserved.”
12. Frank C. Babbitt, Trinity College. “All Studies are Created Equal.”
13. Charles U. Clark, Yale University. “Roman Remains in Northern Italy and Southern France.”
2. Royal A. Moore, Bacon Academy, Colchester, CT. “Can Latin be made a more Vital Force in Education?”
3. Haven D. Brackett, Clark College. “Suggested Changes in Aims and Arrangement of certain School and College Courses in Greek; a Preliminary Statement of General Principles.”
5. Clarence W. Mendell, Yale University. “Methods of Expressing Sentence Relations.”
10. Frank Scott Bunnell, Norwich Free Academy, Norwich, CT. “The High School Greek Teacher: His Obligation and Opportunity.”

2. Samuel E. Bassett, UVM. “Wit and Humour in Xenophon.”
4. Karl P. Harrington, Wesleyan University. “Rambles in Roman Africa.”
5. George Dwight Kellogg, Union College. “Horace’s Most Ancient Mariner.”
10. George E. Howes, Williams College. “A Recent visit to Greece.”

4. Clifford P. Clark, Dartmouth College. “Shall the Association express itself in favor of `some Plan of Sight Examination as the Final and Supreme Test for Promotion in the College Latin of the Freshman Year?’” (discussion)
10. James M. Paton, Cambridge, MA. “Athens as seen by Early Travelers.”

DATE PLACE OFFICERS EXECUTIVE COMMITTEE
4/7-8/1916 Providence, RI P-Harry deForest Smith Irene Nye, Charles S. Knox
Brown University VP-Albert S. Perkins Walter V. McDuffee
ST-George E. Howes Florence A. Gragg


DATE PLACE OFFICERS EXECUTIVE COMMITTEE
3/30-31/1917 Amherst College P-John Edmund Barss Samuel E. Bassett, Walter V. McDuffee
Amherst, MA VP-Julia H. Cavemo Paul Nixon
ST-George E. Howes Irene Nye

2. M.W. Mather, Cambridge. “A Note on Xenophon’s Anabasis, I,8,13.”

DATE PLACE OFFICERS EXECUTIVE COMMITTEE
3/22-23/1918 Loomis Institute P-George E. Howes Minnie M. Pickering, Paul Nixon
Windsor, CT VP-George H. Browne Lillian M. Sleeper
ST-Monroe N. Wetmore Samuel E. Bassett

2. Clyde Pharr, Ohio Wesleyan University. “Homer and the Study of Greek.”
8. W.S. Burrage, Middlebury College. “Scenes from Aristophanes’ Clouds in Modern Par lance.”

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5. Samuel E. Bassett, University of Vermont. “The Fate of Achilles in the *Iliad* and the Fate of Odysseus in the *Odyssey*: A Unitarian Argument.”
6. Alfred M. Dame, Malden H.S. “Greek Life in Egypt.”
7. Charles R. Lanman, Harvard University. “Elementary Grammar: A few words on the gentle art of making things seem harder than they are.”
8. Adeline Belle Hawes, Wellesley College. “Children in Roman Life and Literature.”

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<th>OFFICERS</th>
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<td>4/2-3/1920</td>
<td>Wesleyan University</td>
<td>P-Frank C. Babbitt</td>
<td>Donald Cameron, Ruth B. Franklin</td>
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<td></td>
<td>Middletown, CT</td>
<td>VP-Alice M. Wing</td>
<td>Mary C. Robinson</td>
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<td>ST-John S. Galbraith</td>
<td>Karl P. Harrington</td>
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</table>

7. Frank E. Woodruff, Bowdoin College. “Back to Greek Ideals.”
14. Chauncey B. Tinker, Yale University. “Shall we teach the Classics in Translation?”

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<th>OFFICERS</th>
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<td>4/15-16/1921</td>
<td>Classical High School</td>
<td>P-D.O.S. Lowell</td>
<td>Harry E. Burton, Mary C. Robinson</td>
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<td>Providence, RI</td>
<td>VP-Samuel E. Bassett</td>
<td>Bessie S. Warner</td>
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<td>ST-Monroe N. Wetmore</td>
<td>Donald Cameron</td>
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</tbody>
</table>
2. Samuel E. Bassett, University of Vermont. “Homeric Criticism.”

DATE PLACE OFFICERS EXECUTIVE COMMITTEE
3/31-4/1-1922 Wellesley College P-Helen M. Searles W. S. Burriage, Bessie S. Warner
Wellesley, MA VP-John C. Kirtland Eleanor B. Yates
ST-Monroe N. Wetmore Harry E. Burton

3. Lester M. Prindle. “The Treatment of Some Classic Myths and Historical Episodes in Italian Painting.”

DATE PLACE OFFICERS EXECUTIVE COMMITTEE
3/30-31/1923 Mount Holyoke College P-Clarence W. Gleason Fred A. Knapp, Eleanor B. Yates
South Hadley, MA VP-Florence A. Gragg Mary J. Wellington
ST-Monroe N. Wetmore W. S. Burriage

2. Walter R. Agard, Amherst College. “Modern Sculptors in the Greek Tradition.”
3. Mary Gilmore Williams, Mount Holyoke College. “Going down into Egypt.”
10. Edith May Sanford, New Haven H. S. “The Enrichment of the Vergil Course.”

DATE PLACE OFFICERS EXECUTIVE COMMITTEE
4/4-5/1924 Bowdoin College P-Paul Nixon Karl P. Harrington, Mary J. Wellington
Brunswick, Maine VP-Mabel Homer Cummings Gertrude B. Smith
ST-Monroe N. Wetmore Fred A. Knapp
5. Maria B. Goodwin, Drury H.S. “Greek in the High Schools.”

DATE
4/3-4/1925
PLACE
Harvard University
Cambridge, MA

EXECUTIVE COMMITTEE
Ernest A. Coffin, Gertrude B. Smith
Harriet P. Fuller
Karl P. Harrington

1. Nicholas Moseley, Yale University. “Juno in Vergil’s Aeneid.”
5. Helen Fairbanks Hill, Rogers Hall. “The Silent Majority.”

DATE
4/9-10/1926
PLACE
Public H.S. and Trinity College
Hartford, CT

EXECUTIVE COMMITTEE
Lester M. Prindle, Harriet P. Fuller
Laura K. Pettingell
Ernest A. Coffin

2. George E. Howes, Williams College. “The Beginnings and Development of the Classical Association of New England.” [Published in full and distributed to every member; aka popularly as The First Twenty Years. Ed. note]
3. Marion L. Ayer, Mount Holyoke College. “Where was Ithaca?”
5. Edgar H. Sturtevant, Yale University. “Notes on the Mostellaria of Plautus.”
### 1927

**DATE:** 4/22-23/1927  
**PLACE:** Holy Cross College  
**Worcester, MA**  
**OFFICERS:**  
- P-Laura K. Pettingell  
- VP-Francis X. Downey  
- ST-Monroe N. Wetmore  
- Act-ST-John S. Galbraith  
**EXECUTIVE COMMITTEE:**  
- Susan Braley Franklin  
- Walter H. Gillespie  
- Nicholas Moseley  
- Lester M. Prindle

2. Francis X. Downey, Holy Cross College. “This Problem of Work.”  
4. Edith Frances Claflin, Rosemary Hall. “Reading from Horace, Catullus, and Sappho.”  
12. Marion B. Reid, Miss Hall’s School. “A Book Review.”

### 1928

**DATE:** 3/30-31/1928  
**PLACE:** Deerfield Academy  
**Deerfield, MA**  
**OFFICERS:**  
- P-Charles B. Gulick  
- VP-Charles H. Smith J.  
- ST-Monroe N. Wetmore  
**EXECUTIVE COMMITTEE:**  
- Lillian M. Sleeper  
- Susan B. Franklin  
- Edmund Barss  
- Walter H. Gillespie

1. Lester M. Prindle, University of Vermont. “The Teaching of Derivatives as Treated in Some Elementary Latin Books.”  
5. George E. Howes, Williams College. “Classical Studies on the University Cruise.”  

### 1929

**DATE:** 4/19-20/1929  
**PLACE:** Boston University  
**Boston, MA**  
**OFFICERS:**  
- P-Josiah Bridge  
- VP-Donald Cameron  
- ST-Monroe N. Wetmore  
**EXECUTIVE COMMITTEE:**  
- Alice A. Preston  
- J. Edmund Barss  
- Edmund Barss  
- Lillian M. Sleeper

4. Alfred R. Bellinger, Yale University. “Euripides’ Bacchae and Hippolytus.”  
7. H. Rushton Fairclough, Amherst College. “Vergil’s Knowledge of Greek.”  
8. Donald Cameron, Boston University. “Mutabilia: Sempiterna. Some Roman Contrasts.”  
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<tr>
<td>4/4-5/1930</td>
<td>Yale University</td>
<td>P-Benjamin C. Clough</td>
<td>Caroline Morris Galt, George D. Chase</td>
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<td></td>
<td>New Haven, CT</td>
<td>VP-Mary R. Stark</td>
<td>Raymond H. White</td>
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<td>ST-Monroe N. Wetmore</td>
<td>Alice A. Preston</td>
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9. Donald Cameron, Boston University. “In Anims Hominum: Vergil through the Centuries.”
10. Susan Braley Franklin, Rodgers High School. “Roman Vergil.”

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<td>3/27-28/1931</td>
<td>Smith College</td>
<td>P-Mary Randall Stark</td>
<td>Mary Elizabeth Bartlett, Raymond H. White</td>
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<td>Northampton, MA</td>
<td>VP-Harry M. Hubbell</td>
<td>Thomas Means</td>
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<td>ST-Monroe N. Wetmore</td>
<td>Caroline M. Galt</td>
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</table>

1. LeRoy Carr Barrett, Trinity College. “Vergil’s Name and Fame.”
2. John W. Spaeth, Jr., Wesleyan University. “Martial and the Roman Crowd.”

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<td>4/1-2/1932</td>
<td>Holy Cross College</td>
<td>P-Harry M. Hubbell</td>
<td>Helen Fairbanks Hill, Thomas Means</td>
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<td>Worcester, MA</td>
<td>VP-Mary Adele Allen</td>
<td>William D. Goodwin</td>
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<td>ST-Monroe N. Wetmore</td>
<td>Mary E. Bartlett</td>
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3. Adelia Ethel Borden, Friends’ Academy, New Bedford. “Latin, the Hard Subject in the Modern School.”
7. Michael I. Rostovtzeff, Yale University. “A Visit to Cyrene and Cyrenaica.”

DATE
PLACE
OFFICERS
EXECUTIVE COMMITTEE
3/31-4/1/1933
Deerfield Academy
P-Susan Braley Franklin
Stella M. Brooks, William D. Goodwin
Deerfield, MA
VP-Francis J. Dolan
Hattie M. Holt
ST-Monroe N. Wetmore
Helen F. Hill

3. Francis X. Renehan, English High School, Boston. “Salient Features of Tacitean Style, Illustrated by the Peroration to the Agricola.”
6. Wilfred Westgate, Harvard University. “The Stage in Colonial America and in Italy in the III and II Centuries, B.C.”

DATE
PLACE
OFFICERS
EXECUTIVE COMMITTEE
4/6-7/1934
Brown University
P-Edward K. Rand
Deborah E. Lovejoy, Hattie M. Holt
Providence, RI
VP-Frances T. Nejako
George E. Lane
ST-John B. Stearns
Stella M. Brooks

1. Alfred C. Andrews, University of Maine. “Pliny the Younger, Paragon of Good Manners.”
5. Stella Mayo Brooks, Spaulding High School, Barre, Vermont. “A Footpath in the Wilderness.”
7. Theodore Francis Green, Governor of Rhode Island. “A Yankee’s Impressions of Ancient Greece.”
9. Harry M. Hubbell, Yale University. “Ptolemy’s Zoo.”
2. Edith Frances Claflin, Columbia University. “Latinisms in English Hymnody.”
10. John W. Spaeth, Jr., Wesleyan University. “Pasquino and the Epigrammatist.”
12. Mrs. Herbert Newell Couch, Providence, RI. “Myths Represented on the Coins of Argos.”

7. Maurice W. Avery, Williams College. “Ovid’s Apologia.”

5. Nicholas Moseley, Meriden, CT, Superintendent of Schools. “Educational Guidance and Latin.”
15. F. Warren Wright, Smith College. “Along the Roads that lead from Rome.”

DATE PLACE OFFICERS EXECUTIVE COMMITTEE
Wellesley, MA VP-Irene Nye F. Warren Wright
ST-John W. Spaeth, Jr. Doris M. Carpenter

1. Lacey D. Caskey. “Recent Acquisitions of the Museum of Fine Arts, Boston
7. Clarence W. Mendell, Yale University. “Vergil’s Workmanship.”
12. Marianna Jenkins, Museum of Fine Arts, Boston. “Vergil, the National Poet.”

DATE PLACE OFFICERS EXECUTIVE COMMITTEE
New London, VP-Sylvia Lee Mabel W. Leseman
ST-John W. Spaeth, Jr. Edith Bancroft

5. Edith Frances Claflin, Columbia University. “Lingua Viva.”
12. Edmund T. Silk, Yale University. “Quaint Chapters in Late and Mediaeval Latin Epic.”

DATE PLACE OFFICERS EXECUTIVE COMMITTEE
4/5-6/1940 Williams College P-Susan E. Shennan Alfred M. Dame, Cecil T. Derry
Williamstown, MA VP-Lester M. Prindle Mabel W. Leseman
ST-John W. Spaeth, Jr. Blanche Brotherton Cox

DATE PLACE OFFICERS EXECUTIVE COMMITTEE
4/4-5/1941 Tufts College P-George H. Chase Blanche Brotherton Cox, Edythe F. Reeves
Medford, MA VP-Anna T. Doyle Cecil T. Derry
ST-John W. Spaeth, Jr. George M. Harper

DATE PLACE OFFICERS EXECUTIVE COMMITTEE
3/27-28/1942 Mount Holyoke College P-Goodwin Batterson Beach George M. Harper, Jr., Dorothy M. Robathan
South Hadley, MA VP-Cornelia C. Coulter Eddyh F. Reeves
ST-John W. Spaeth, Jr. Arad E. Linscott

4. George M. Harper, Jr., Williams College. “Aeschylus Pours New Wine into Old Bottles.”
5. Frank Pierce Jones, Brown University. “Anthony Trollope and the Classics.”
10. Francis M. Rogers, Harvard University. “What the Sciences are telling Linguists about Speech and Hearing.”
DATE | PLACE | OFFICERS | EXECUTIVE COMMITTEE
---|---|---|---

3. Bernard M. Allen, Cheshire Academy, CT. “Non modo and some other multiple Negatives.”
4. Leslie F. Smith, University of Maine. “Verres: Nomen or Cognomen?”
5. Walter Allen, Jr., Yale University. “What We Don’t Know About Catullus.”

DATE | PLACE | OFFICERS | EXECUTIVE COMMITTEE
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2. Leslie F. Smith, University of Maine. “Self-plagiarism in Cicero.”
4. Goodwin Batterson Beach, Hartford, CT. “De Re Coquinaria.”
5. Helen A. Glynn, Hudson High School, MA. “Haud tanto cessabimus cardine rerum.”
6. Alexander H. Rice, St. George’s School, RI. “The Prospectus of Quintilian’s School.”
8. Walter Allen, Jr., Yale University. “Cicero’s House and Libertas.”
11. Joshua Whatmough, Harvard University. “Hoti’s business-let it be!”
12. Dorothy M. Bell, Bradford Junior College. “Mythology and the Modern Arts, II.”

DATE | PLACE | OFFICERS | EXECUTIVE COMMITTEE
---|---|---|---

In compliance with a directive of the Office of Defense Transportation the fortieth Annual Meeting of the Association, scheduled to be held at Phillips Academy, Andover, on March 23-24, was cancelled by action of the Executive Committee. By means of ballots distributed to the members by mail, officers of the association for 1945-1946 were elected and the Executive Committee was authorized to act for the Association in the transaction of necessary business, subject to subsequent approval at the next meeting of the Association.
<table>
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<th>DATE</th>
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<th>EXECUTIVE COMMITTEE</th>
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<td>ST-John W. Spaeth, Jr.</td>
<td>George V. Kidder</td>
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2. Christopher M. Dawson, Yale University. “Our Earliest Extant Gedichtbuch?”
3. Leslie F. Smith, University of Maine. “Aeneas’ Captains.”
4. LeRoy C. Barret, Trinity College. “Fables from India.”

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<td>VP-Alston H. Chase</td>
<td>Ruth I. Stearns</td>
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<td>ST-Van L. Johnson</td>
<td>Elizabeth C. Bridge</td>
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7. Lester M. Prindle, University of Vermont. “Some Negative Prefixes in English.”

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<td>4/2-3/1948</td>
<td>Amherst College</td>
<td>P-John W. Spaeth, Jr.</td>
<td>Elizabeth C. Bridge, Marion B. Steuerwald</td>
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<td>Amherst, MA</td>
<td>VP-Herbert N. Couch</td>
<td>Edmund T. Silk</td>
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<td>ST-Van L. Johnson</td>
<td>W. Stuart Messer</td>
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<td>3/18-19/1949</td>
<td>Milton Academy</td>
<td>P-Doris S. Barnes</td>
<td>W. Stuart Messer, Normal L. Hatch</td>
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<td>Milton, MA</td>
<td>VP-Malcolm E. Agnew</td>
<td>Marion B. Steuerwald</td>
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<td>ST-F. Stuart Crawford</td>
<td>Barbara P. McCarthy</td>
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<td>3/31-4/1/1950</td>
<td>Wheaton College</td>
<td>P-William C. Greene</td>
<td>Barbara P. McCarthy</td>
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<td>Norton, MA</td>
<td>VP-Margaret H. Croft</td>
<td>Francis L. Jones</td>
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<td>ST-F. Stuart Crawford</td>
<td>Eunice Work</td>
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<td>3/30-31/1951</td>
<td>Trinity College</td>
<td>P-Frances T. Nejako</td>
<td>Eunice Work</td>
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<td>Hartford, CT</td>
<td>VP-Thomas Means</td>
<td>Allan S. Hoey</td>
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<td>ST-F. Stuart Crawford</td>
<td>Francis L. Jones</td>
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<td>Mildred I. Goudy</td>
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6. John H. Finley, Jr., Harvard University. “General Education and the Classics.”
7. Sterling Dow, Harvard University. “General Education: an Appraisal.”
11. Lucy T. Shoe, Institute for Advanced Study. “Recent Developments and Prospects in Classical Archaeology.”

5. John H. Finley, Jr., Harvard University. “Homer and Vergil.”
8. Francis Curran, Putnam, CT, High School. “What Are We Going to Do about It?”

1. Goodwin B. Beach, Hartford, CT. “Venantius Fortunatus, Traveler, Court-Poet, Minnesinger, Priest.”
2. Marie Michael, S.S.J., Sacred Heart Academy, Stamford, CT. “Modern Reports from Ancient Fronts.”
5. J. Hilton Turner, University of Vermont. “Arithmetic-Roman Style.”
11. John W. Spaeth, Jr., Wesleyan University. “Hector’s Successor in the Aeneid.”
12. “Conversa Subito Est Fortuna,” a Latin play by Mr. Goodwin Beach.

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<td>Academy Exeter, NH</td>
<td>VP-Dorothy Rounds</td>
<td>Allan S. Hoey</td>
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<td>ST-F. Stuart Crawford</td>
<td>Claude W. Barlow</td>
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1. Francis R. Bliss, Colby College. “Roman Education and Valerius Maximus.”
4. J. Appleton Thayer, Saint Paul’s School, Concord NH. “What is Basic in Latin for the College Candidate?”
5. Susan E. Shennan, New Bedford High School Department, MA. “Sowing the Seed.”
11. Albert Lynd, Sharon, MA. “The Education of Dr. Knock.”

3/20-21/1953 Deerfield Academy Deerfield, MA

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<td>P-Josephine P. Bree</td>
<td>Jane W. Perkins, Robert E. Lane</td>
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<td>VP-F. Warren Wright</td>
<td>Mildred I. Goudy</td>
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<td>ST-Claude W. Barlow</td>
<td>Margaret F. Phelan</td>
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10. Frank E. Brown, Yale University. “Cosa, a Roman Hill Town.”

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<td>Brunswick, Me.</td>
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<td>VP-Dorothy M. Robathan</td>
<td>Robert E. Lane</td>
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<td>ST-Claude W. Barlow</td>
<td>Grace A. Crawford</td>
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</table>

4. Bernard M.W. Knox, Yale University. “Why is Oedipus called TYRANNOS?”
7. Robert E. Lane, University of Vermont. “Mountains in Greek History.”

DATE PLACE OFFICERS EXECUTIVE COMMITTEE
Windsor, CT VP-Edith A. Plumb Francis R. Bliss
ST-Claude W. Barlow Eileen M. McCormick

2. Kevin B. G. Herbert, St. Paul’s School, Concord, NH. “Gallienus, Defender of Empire.”
3. Sterling Dow, Harvard University. “Greek and Latin Inscriptions at Bowdoin.”
6. Edmund T. Silk, Yale University. “A Case of callida iunctura (Horace, Odes II 20).”
7. Peter Elder, Harvard University. “Lucretius’ Magna Mater Passage (II 569-660).”

DATE PLACE OFFICERS EXECUTIVE COMMITTEE
4/6-7/1956 St. Paul’s School P-Allan S. Hoey Eileen M. McCormick, Arthur Lynch
Concord, NH VP-Edith A. Plumb Herrick M. Macomber
ST-Claude W. Barlow Edith S. Pitt

3. Richard S. Stewart, Harvard University. “Mommsen’s Romische Geschichte after 100 Years.”
5. Francis R. Bliss, Western Reserve University. “St. Paul and Asia Minor.”
7. Douglas Feaver, Yale University. “St. Paul and Corinth.”
11. Cornelia C. Coulter, Mount Holyoke College and Ferguson, MO. “Latin Pastoral in the Fourteenth Century: Dante, Petrarch, and Boccaccio.”
1. Thomas Means, Brunkwick, ME. “Oedipus, Boeotia, and Pausanias
13. Erwin R. Goodenough, Yale University. “Symbols as Historical Data.”

DATE PLACE OFFICERS EXECUTIVE COMMITTEE
Williamstown, MA VP-Anita M. Flannigan Leo P. McCauley, S.J.
ST-Claude W. Barlow Dorothy Slocum

11. Anita M. Flannigan, Conard H.S., W. Hartford, CT. “Are State Latin Contests Worthwhile?”
15. Reuben A. Brower, Harvard University. “Ovid’s Heroides and Pope’s ‘Unfortunate Ladies’.”
3. Margaret A. Neville, St. Catherine’s School, Richmond, VA, and Boston College. “Tiberius: a reappraisal.”
5. C. Bradford Welles, Yale University, chairman, and Eric C. Baade, and John F. Oates, and Alan E. Samuel. “Research in the Papyri of the Ptolemaic Period: Methods and Goals” (a panel).
7. Mary A. Barrett, Torrington, CT. “A Reading Program in the Secondary School.”
10. Francis R. Walton, Florida State University and Harvard University. “Michelangelo’s Adam and the Parthenon ‘Theseus.’”

DATE
3/25-26/1960

PLACE
Wellesley College
Wellesley, MA

OFFICERS
P-Anita M. Flannigan
VP-Martin E. Ryan, S.J.
ST-Claude W. Barlow

EXECUTIVE COMMITTEE
Mary A. Barrett, Russell A. Edwards
Howard T. Smith
Charlotte E. Goodfellow

DATE
4/7-8/1961

PLACE
Holy Cross College
Worcester, MA

OFFICERS
P-C. Bradford Welles
VP-Betty Jane Donley
ST-Claude W. Barlow

EXECUTIVE COMMITTEE
Charlotte E. Goodfellow, Daniel Stuckey
Russell A. Edwards
Felix Lederer
DATE       PLACE                OFFICERS         EXECUTIVE COMMITTEE
Deerfield, MA VP-Dorothy Slocum Daniel Stuckey
                     ST-Claude W. Barlow Dorothy M. Chase

6. Thalia Phillips Howe, Brandeis University. “Suicide and Self-Slaying in the Septem.”
8. Sister Therese, Notre Dame, Bridgeport, CT. “A Reading Approach to the Teaching of Latin.”

DATE       PLACE                OFFICERS         EXECUTIVE COMMITTEE
4/5-6/1963  Providence, RI        P-James A. Notopoulos Dorothy M. Chase, Jean M. Davison
           Brown University VP-Arthur L. Spencer Ruth E. Coleman
                     ST-Norman A. Doenges Howard T. Easton

2. Emily T Vermeule, Boston University. “Apollo and Euphronia at the Banquet.”
3. Frank Pierce Jones, Tufts University. “A Note on the Latinity of Sir Charles Sherrington.”
7. J. Peter Elder, Harvard University. “Gallus and the End of the Fourth Georgic: or How Long Did the Bees Buzz
   the Praises of Gallus?”
8. Van L. Johnson, Tufts University. “A Classical Year in Italy.”
11. David Gill, Harvard University and Kevin F. Doherty, Boston College H.S. “Plutarch and the Teaching of
    Cicero.”
12. Mary A. Barrett, Torrington, CT, H.S. “Advanced Placement at Torrington High.”

DATE       PLACE                OFFICERS         EXECUTIVE COMMITTEE
3/20-21/1964 Dartmouth College P-John H. Kent Howard T. Easton, Barbara D. Sweeney
Hanover, NH VP-David D. Coffin Jean M. Davison
                     ST-Norman A. Doenges Arthur L. Spencer

3. Lawrence Richardson, Jr., Yale University. “Catulliana.”
5. Archibald W. Allen, Wesleyan University. “Tibullus 1, 2.”
6. Constance V. Carrier, Hall High School, CT. “On the Pleasures and Perils of Translation.”
7. Wendell V. Clausen, Harvard University. “Propertius.”
9. Marigwen Schumacher, Emma Willard School, N.Y. “The Imagination to Include ... .”

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<td>Lakeville, CT</td>
<td>VP- Betty Quinn</td>
<td>Barbara D. Sweeney</td>
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<td>ST-Norman A. Doenges</td>
<td>Donald C. Mackenzie</td>
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2. Z. Philip Ambrose, University of Vermont. “The Aeschylean Typho.”

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<td>Academy Exeter, NH</td>
<td>VP-Julia B. Austin</td>
<td>Joseph M.F. Marique</td>
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<td>ST-Norman A. Doenges</td>
<td>Thomas H. Corcoran</td>
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2. Frank Pierce Jones, Tufts University. “Reading Hexameters Out Loud.”
6. James A. Notopoulos, Trinity College. “A Hero; an Incident; a Song on World War II.”
15. Matthew I. Wieneke, Dartmouth College. “Augustus, the Ara Pacis and the Pheidian School”

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<td>3/31-4/1/1967</td>
<td>Yale University</td>
<td>P-Edmund T. Silk</td>
<td>Thomas H. Corcoran, John W. Howard</td>
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<td>New Haven, CT</td>
<td>VP-Olwen W. Prindle</td>
<td>Blair D. Stambaugh</td>
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<td>ST-Norman A. Doenges</td>
<td>George A. Tracy</td>
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1. Eric A. Havelock, Yale University. “War as a Way of Life in Classical Authors.”
5. J. David Bishop, Wheaton College. “Catullus 64: Myth and Allegory.”
7. Joseph E. Foley, Cheshire H.S., CT. "Reflections on Advanced Placement Latin IV and V"  
10. Grace A. Crawford, University High School, CT. "Why Not Start Latin Early?"  
11. Joseph S. Hilbert, Weaver H.S., CT. "Nos Morituri ..."  

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<th>OFFICERS</th>
<th>EXECUTIVE COMMITTEE</th>
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<tr>
<td>3/29-30/1968</td>
<td>The Cranwell School</td>
<td>P-Mary A. Barrett</td>
<td>George A. Tracy, Alan Boegehold</td>
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<tr>
<td></td>
<td>Lenox, MA</td>
<td>VP-Joseph F. Desmond</td>
<td>John W. Howard</td>
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<td>ST-Z. Philip Ambrose</td>
<td>Sara Cowan</td>
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2. George Rochefort, Somerville H.S., MA. “Juvenal VIII.”  
10. Ramsay MacMullen, Yale University. “A Roman Table-setting.”  
12. Marigwen Schumacher, Elmna Willard School, N.Y. “She traverses the centuries.”

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<td>Northampton, MA</td>
<td>VP-Elizabeth Weissbach</td>
<td>Alan Boegehold</td>
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<td>ST-Z. Philip Ambrose</td>
<td>Edward Echols</td>
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2. Vincent Rosaviich, Fairfield University. “Terms of Censure in Terence’s Adelphoe.”  
4. Nancy Demand, University of Vermont. “The Unity of the Frogs.”  
9. John C. Williams, Trinity College. “Horace, the Mosaic Artist.”  
11. Panel: “Plautus in the Schools.”

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<tr>
<td>4/3-4/1970</td>
<td>College of the Holy Cross</td>
<td>P-Betty N. Quinn</td>
<td>Edward Echols, Margaret Heron</td>
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<td></td>
<td>Worcester, MA</td>
<td>VP-John W. Ambrose</td>
<td>John C. Williams</td>
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<td>ST-Z. Philip Ambrose</td>
<td>Thomas Quirk</td>
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10. Teresa Bernard, Notre Dame Academy, MA. “Lingua Latina Vivit.”

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<td>3/26-27/1971</td>
<td>University of Massachusetts, Amherst, MA</td>
<td>P-Joseph F. Desmond, VP-Mary R. Lefkowitz</td>
<td>Hugh A. Madden, Margaret Heron, Gloria S. Duclos, Thomas Quirk</td>
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2. Judith P. Hallett, Harvard University. “‘Over Troubled Waters’: the Meaning of Pontifex.”
5. Marjorie W. Champlin, University of Rhode Island. “‘The Way of Truth’ in Sophocles’ Oedipus at Colonus.”

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<td>3/24-25/1972</td>
<td>University of Connecticut, Storrs, CT</td>
<td>P-Mary R. Lefkowitz, VP-Gilbert Lawall</td>
<td>Hugh A. Madden, Charles Bradshaw, Vincent Rosivach</td>
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5. J. Peter Stein. “Juvenal’s Fifteenth Satire.”
8. Mary Kay Orlandi, Boston University. “Vit Pictura Poesis again: Ovid’s Metamorphoses and Roman Mythological Painting.”

2. J. David Bishop, Wheaton College. “Catullus 41: Mirror, Money, Machinations.”
4. Elizabeth Constantinides, Brooklyn College. “Greek Middle Comedy: Better Than its Reputation.”

2. David Konstan, Wesleyan University. “Plot and Theme in Plautus’ Asinaria.”
7. Thomas A. Suits, University of Connecticut. “Cynthia and Bassus.”
9. Panel: “Students of the Classics in the Professions”

DATE
3/26-27/1976
PLACE
University of New Hampshire, Durham, NH

OFFICERS
P-Vincent J. Cleary
VP-Mary Louise Lord
ST-Gloria S. Duclos

EXECUTIVE COMMITTEE
John A. Davey
Alison Harvey
Gilbert Lawall

1. Peter Amram, Lincoln School, Providence, RI. “Pastor in the Aeneid.”
4. Paul F. Burke, Jr., Boston University. “Virgil’s Amata.”
13. Ruth S. Thomas, Lexington, MA “Roman Engraved Gems.”

DATE
4/1-2/1977
PLACE
Tufts University, Medford, MA

OFFICERS
P-Mary Louise Lord
VP-Miriam Balmuth
ST-Anne M. Zartarian

EXECUTIVE COMMITTEE
Alison Harvey
John A. Davey
Edward M. Bradley

2. Douglas Stewart, Brandeis University. “The Odyssey: The Birth of Comedy or the Genealogy of Critics.”
3. Eleanor Leach, Wesleyan University. “Epic Wilderness: Mythological Landscape Painting and Ovid.”
4. Elizabeth Lyding Will, University of Massachusetts, Amherst. “Women in Roman Business and Industry.”
10. Shakti (Paula Beth) Reiner, Smith College. “Sappho’s Songs: Background to a Demonstration.”

DATE
3/31-4/1/1978
PLACE
Trinity College, Hartford, CT

OFFICERS
P-Miriam S. Balmuth
VP-J.C. Douglas Marshall
ST-Gregory I. Carlson

EXECUTIVE COMMITTEE
John A. Davey
Edward M. Bradley
William F. Wyatt, Jr.

3. Paul F. Burke, Jr., Clark University. “Memory and History in Virgil and Latin Lyricists.”
7. R. J. Schork, University of Massachusetts, Boston. “Gods, Men, and Animals in Livy.”
13. Jean M. Davison, University of Vermont. “Archaeology as an Adjunct to Courses in Language, Literature, and History.”

DATE
4/6-7/1979

PLACE
College of the Holy Cross
Worcester, MA

OFFICERS
P.J.C. Douglas Marshall
VP-Thomas A. Suits
ST-Katrina H. Avery

EXECUTIVE COMMITTEE
James E. Aisner
Edward M. Bradley
William F. Wyatt, Jr.

5. Jane M. Cody, University of Southern California. “Late Republican Coin Portraits.”
7. James Salisbury, University of Massachusetts., Amherst. “Graffiti-From Campania to Campus.”
8. Marie Cleary, University of Massachusetts., Amherst. “Classics Programs in Elementary Schools.”
11. Z. Philip Ambrose, University of Vermont. “Cooperation between the High Schools and Colleges.”

The last six papers formed a symposium organized by Miriam S. Balmuth, Tufts University, “The Dialogue in Classics: We’re All in It Together.”

DATE
4/10-12/1980

PLACE
Brown University
Providence, RI

OFFICERS
P-Thomas A. Suits
VP-Gloria S. Duclos
ST-Gilbert Lawall

EXECUTIVE COMMITTEE
Cynthia Bognolo
James E. Aisner
John C. Rouman

3. Amy Rose, University of Massachusetts. “The Significance of the Nuns’s Speech in Aeschylus.”
5. Henry J. Stevens, Portsmouth Priory, RI. “Horatian Variations on a Traditional Sympotic Theme.”
11. D. Finlayson, West Newton, MA. “Models which illustrate Latin Parts of Speech.”
1. William F. Wyatt, Jr., Brown University. “I can’t Believe I Ate the Whole Thing.”
4. Marios Philippides, University of Massachusetts at Amherst. “Longus’ Prooemium.”
8. Elizabeth Keitel, University of Massachusetts at Amherst. “Species and Theatricality in the Annals of Tacitus.”

1. Paul Roth, Bowdoin College. “Prometheus in Tartarus.”
7. Christine G. Perkell, Dartmouth College. “The Figure of Dido: An Aspect of Female Heroism and Pietas in Vergil’s Aeneid.”
9. Reginald Hannaford, Walton School. “‘Hoppit up for joy, he was so glaid’ (Aeneid 12. 700): Garvin Douglas’ Scottish Version of Vergil’s Aeneid.”


5. Z. Philip Ambrose, University of Vermont. “The Reconciliation of Julian and Junian in Vergil’s *Aeneid*.”


10. Elaine Zak Dates, Burlington High School, VT. “*I, Claudius* and the Secondary Classroom.”


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**DATE**  
4/6-7/1984

**PLACE**  
Yale University
New Haven, CT

**OFFICERS**  
P-William F. Wyatt, Jr.
PE-John W. Zarker
CF-Z. Philip Ambrose

**EXECUTIVE COMMITTEE**  
John C. Rouman, Kathleen Prins
Reginald Hannaford, Carol A. O’Leary
Mary Ann Chaffee, William D. Wharton

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2. Sean O’Rourke, Lynnfield High School, MA. “Counterinsurgency in Laconia: An Interpretation of the Spartan *Kryptea*.”


5. Robert H. Rodgers, The University of Vermont. “Engineers and Administrators: Cooperative pattern for *Aqaurum Copia*.”

6. Marilyn Ats and Erick Thrope, Minnechaug Regional High School, Wilbraham, MA. “T’n T (Teaching and Technology).”

7. Dorsey Price Salerno, Bell School, Chappaqua, NY. “Innovative Teaching Techniques in the Large Latin Class.”


10. Michael Johnson, University of Buffalo. “From Feeling Bored to Felt-Board: A Merry Greek Indeed.”

11. Mary Kuntz, Yale University, moderating, “Graduate Student Work in Progress.”


15. Laurel McBurnie, Lincoln Academy, Newcastle, ME. “Computer Drills for the Classroom.”


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**DATE**  
4/11-12/1985

**PLACE**  
University of Vermont
Burlington, VT

**OFFICERS**  
P-John W. Zarker
PE-Mary Ann Chaffee
ST-Gilbert Lawall
CF-Z. Philip Ambrose

**EXECUTIVE COMMITTEE**  
Reginald Hannaford, Kathleen Prins
Dorothea Wender, Susan Hehre
Mary Bielitz, William D. Wharton
Lee Behnke, Ken Heile

---


2. Thomas S. Suits, University of Connecticut. “Chariot and Ship in the *Ars and Remedia*.”


6. John M. Fyler, Tufts University. “*The Metamorphoses* and Spenser’s *Mutabilitie Cantos*.”
7. Nancy Demand, Indiana University. “Some Renaissance Reflections of Ovid in and around Boston.”
8. Phyllis B. Katz, Miss Porter’s School, Farmington, CT. “Picasso’s Ovid: The Story of Publisher Albert Skira’s 1931 Edition of Ovid’s Metamorphoses.”
9. Carl E. Krumpe, Jr., Phillips Academy, Andover, MA “Ovid in Opera.”
10. John Buechler, Director, Special Collections, University of Vermont. “The Ovid Collection at the University of Vermont.”

Panel: Zeph Stewart, Harvard University, Introducer: “Graduate Studies in Classics: Variety of Programs, Variety of Students.” Presenters: Z. Philip Ambrose, University of Vermont; Edward Phinney, University of Massachusetts at Amherst; Peter L. D. Reid, Tufts University; Michele R. Salzman, Boston University; Adele C. Scafuro, Brown University.


DATE \hspace{1cm} PLACE \hspace{1cm} OFFICERS \hspace{1cm} EXECUTIVE COMMITTEE
4/4-5/1986 \hspace{1cm} Portsmouth Abbey School \hspace{1cm} P-Mary Ann Chaffee \hspace{1cm} Mary Frances Lanouette
Portsmouth, RI \hspace{1cm} PE-Reginald Hannaford \hspace{1cm} Mary Bielitz, Susan Hehre
ST-Gilbert Lawall \hspace{1cm} Lee Behnke, Harriet Flower
CF-Z. Philip Ambrose \hspace{1cm} Kathleen Prins, Ken Heile

1. Marcie F. Slepian, Yale University. “Romans in the Guild Hall: Italian Art from 133-1500.”
2. Phyllis B. Katz, Miss Porter’s School, Farmington, CT. “The Resurrection of Pan.”
5. Marie Cleary, Five College, Inc.; LYCEUM. “Poetical Citations in Bulfinch’s Mythology.”
8. Leslie Moore, St. Johnsbury Academy, St. Johnsbury, VT. “Teaching ‘Lycidas’ and the Pastoral Tradition to High-School Students.”

DATE \hspace{1cm} PLACE \hspace{1cm} OFFICERS \hspace{1cm} EXECUTIVE COMMITTEE
4/3-4/1987 \hspace{1cm} Deerfield Academy \hspace{1cm} P-Reginald Hannaford \hspace{1cm} Mary Frances Lanouette
Deerfield, MA \hspace{1cm} PE-John Rouman \hspace{1cm} Mary Bielitz, Susan Hehre
ST-Gilbert Lawall \hspace{1cm} Lee Behnke, Ruth Breindel
CF-Z. Philip Ambrose \hspace{1cm} Kathleen Prins, Tom Driscoll

5. Gloria Ducoles, University of South Maine. “Paired and Joint Similes of Aeneas and Turnus in the Aeneid.”
15. Mary DeForest, Hamilton College. “Mr. Toad, Wind in the Willows and Odysseus.”
   Richard Lawrence, South Grammar School, Fairfield, ME. “Ecce Michaelo Placet! – The Aeneid in the Elementary Classroom.”
   Jodie Holmberg, Coman Hill School, Armonk, NY. “Ascanius, Journey of a Hero’s Son: Rocked by the Infinite.”
   Shirley Keezing, Korn, Lyman & Brewster Schools, Durham, CT. “To Find a New Rome: Dream or Destiny.”

DATE  PLACE            OFFICERS            EXECUTIVE COMMITTEE
4/15-16/1988 Saint Anselm College P-John C. Rouman Kay Beaver, Susan Hehre
Manchester, NH PE-Phyllis Katz Elaine Zak Dates, Kathleen Prins
                    S-John W. Zarker Mary Bielitz, William D. Wharton
                    T-Robert H. Rodgers Ruth Breindel
                    CF-Z. Philip Ambrose Thomas Driscoll

1. Z. Philip Ambrose, University of Vermont. “Horace and Studiis et Rebus Viridimontanis.”
2. Edward M. Bradley, Dartmouth College. “Sancititas and Democracy.”
4. Elizabeth Constantinides, City University of New York, Queens College. “Words of Ancient Time: Archaic Diction in Modern Greek Poetry.”
7. Phyllis B. Katz, Miss Porter’s School, Farmington, CT. “Euripides’ Medea and Modern Values.”

DATE  PLACE            OFFICERS            EXECUTIVE COMMITTEE
04/7-8/1989 Miss Porter’s School P-Phyllis B. Katz Marion L. Covell, William D. Wharton
Farmington, CT PE-Allan Wooley Elaine Zak Dates, John C. Rouman
                    S-Matthew Wiencke Kenneth S. Rothwell, Jr.
                    T-Robert H. Rodgers Mary Bielitz, Ruth Breindel
                    CF-Z. Philip Ambrose Alison Harvey, Thomas Driscoll


DATE
3/30-31/1990
PLACE
Phillips Exeter Academy
Exeter, NH

OFFICERS
P-Allan D. Wooley
PE-David B. George
T-Robert H. Rodgers
CF-Z. Philip Ambrose

EXECUTIVE COMMITTEE
Katherine F. Beaver, Marilyn Glover
Elaine Zak Dates, Marion L. Covell
Kenneth S. Rothwell, Jr.
Mary Bielitz, Ruth Breindel
Alison Harvey, Martha Dalton
2. Z. Philip Ambrose, University of Vermont, Burlington, VT. “The Poetic and Political Silence of Euripides’ Heracleidae.”
4. Lisa Anderson Cox, Brattleboro, VT. “The Many and the One in this Life and Beyond: A Motif in Catullus and Hopkins.”
5. Alvin P. Dobsevage, Editor of Hermes Americanus. “Quo Modo Docere Per Usam.”
6. Owen Doonan, Brown University, Providence, RI. “Changes in the Structure of Greek Thought as Reflected in Archaic Sculpture.”
13. Hannah M. Roisman, Colby College, Waterville, ME. “Odysseus and Eumaeus.”
15. Vincent J. Rosivach, Fairfield University, Fairfield, CT. “Some Athenian Assumptions about ‘The Poor.’”
17. William C. Scott, Dartmouth College, Hanover, NH. “The Voting Scene in Aeschylus’ Eumenides.”
23. Section on Classics in the Elementary Schools:

DATE: 3/22-23/1991
PLACE: Williams College, Williamstown, MA

OFFICERS:
P-David George
PE-Alison Harvey
S-Matthew I. Wiencke
T-Robert H. Rodgers
CF-Z. Philip Ambrose

EXECUTIVE COMMITTEE:
Alison W. Barker, Martha Dalton
Elaine Zak Dutes, Kathleen Prins
Kenneth S. Rothwell, Jr.,
Ruth Breindel, Douglas Ryan
Marion Covell, Selina Kell
DATE          PLACE                  OFFICERS                  EXECUTIVE COMMITTEE
3/6-7/1992    Groton School       P-Alison Harvey          Alison W. Barker, Selina Kell
              Groton, MA            PE-Douglas Marshall, Kathleen Prins
                                     S-Matthew I. Wiencke, Kenneth S. Rothwell, Jr.
                                     T-Ruth Breindel, Mary Shea
                                     CF-Z. Philip Ambrose, Marion Covell, Martha Dalton

1. Edward M. Bradley, Dartmouth College, Hanover, NH. “St. Augustine: The Hero of a New Epic Mission.”
2. Ruth Breindel, Moses Brown School, Providence, RI. “Old Myths into New Realities.”
3. Mary W. Cormog, Mount Holyoke College, South Hadley, MA. “Atys, Adrastus and the Dumb Son.”
4. Lisa Anderson Cox, Brattleboro, VT. “Ἀυγοῦς καὶ Μῆθος Philoctetes.”
5. Mary Finnegan, Gorham, NH. “The Real Thais of Terence’s Eunuchus.”
15. John C. Williams, Trinity College, Hartford, CT. “Poesy and Love as Armor: An Exempulum of Mock Ethics.”

DATE          PLACE                  OFFICERS                  EXECUTIVE COMMITTEE
              Portland High School             PE-J.C. Douglas Marshall
                                          S-Matthew I. Wiencke, Ann Suter, Ruth Breindel
                                          T-James P. Conley, Selina Kell, Mary Shea
                                          CF-Z. Philip Ambrose, Marion Covell, Martha Dalton

1. Linda Levitan, Boston University, Boston, MA. “The Imaginative Present: A Study of Poetic Dialogue in Sophocles.”

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5. John W. Zarker, Duke University, Durham, NC. “The Conclusion of Vergils’s Aeneid and Georgics 3.”
6. Polly Hoover, University of Wisconsin, Madison, WI. “The Place of Men and Women in Alcaeus.”
7. Christina Clark, University of Wisconsin, Madison, WI. “Regina bacchatur: Sexual Roles and Politics in Aeneid VII.”
8. Francis Bliss, Prof. Emeritus, The University of Vermont, Burlington, VT, and New Vineyard, ME. “Roman Sources for Modern Amorous Conventions.”
10. James P. Pezzulo, Kingswood-Oxford School, Hartford, CT. “How Different Are We from the Romans? Classical Studies as the Center for the Multicultural Curriculum.”
11. William D. Wharton, Commonwealth School, Boston, MA. “Reading Plato, Knowing Socrates.”
12. Bruce Arnold, Mount Holyoke College, South Hadley, MA. “Neoteric Artistry and Recapitulation in Catullus 34-46.”
14. Lois V. Hinkley, University of Southern Maine, Portland, ME. “The Life of the Party and the Poem in Horace’s Odes I-III.”
18. John Lawless, Providence College, Providence, RI. “Promises Made, Promises Kept in Tibullus 1. 3.”

DATE: 3/18-19/1994
PLACE: St. Paul’s School
Concord, NH

OFFICERS: P-Paul Properzio
PE-John Ambrose
S-Allan Woolley
T-James Conley
CF-Z. Philip Ambrose

EXECUTIVE COMMITTEE: Bonne Catto, Kathleen S. Prins
J. C. Douglas Marshall
Ann Suter, Ruth Breindel
Selina Kell, Mary Shea
Marion Covell, Susan E. Brown

1. Steven M. Anderson, Regional School #7, Winsted, CT. “Too Little, Too Late: The Role of Women Warriors in Epic and History.”
2. Bruce Arnold, Mount Holyoke College, South Hadley, MA. “Language and Love in Catullus 6 and 7.”
6. Mary Lekousi, Rutgers University, New Brunswick, NJ. “Pindar’s Reference to ‘Theia’ in Isthmian 5. 1.”
8. Maria C. Pantelia, University of New Hampshire, Durham, NH. “The Last Song for Hector.”
12. Kenneth Rothwell, Jr., Boston College, Boston, MA. “Did the Audience ‘Identify’ with the Chorus? The Case of Old Comedy.”
13. Linda Rulman, Saint Anselm College, Manchester, NH. “Ovid at the Court of Rudolf II.”
15. David K. Silhanek, Kimball Union Academy, Meriden, NH. “Caesar’s Amphibious Assault: The Marines Have Landed (illustrated).”
17. Ruth S. Thomas, Boston University Libraries, Boston, MA. “Polyphemus Off the Wall: Cyclops in 20th-Century Sculpture.”
19. Matthew I. Wiencke, Dartmouth College, Hanover, NH. “Aristotle’s ‘Mean’ and Aequam Memento of Horace, Odes II. 3.”
21. William F. Wyatt, Jr., Brown University, Providence, RI. “Marple, Nemesis and Hesiod.”

DATE
3/10-11/1995
PLACE
Boston University
Boston, MA

OFFICERS
P-John W. Ambrose, Jr.
P-E Ruth Breindel
S-Allan Wooley
T-James Conley
CF-Z. Philip Ambrose

EXECUTIVE COMMITTEE
Bonnie Catto, Michele Thorne
Dennis Herrer, Janet Brock
Ann Suter, Carol Woodhouse
Selina Kell, Susan E. Brown
Marion Lewis

1. Z. Philip Ambrose, University of Vermont, Burlington, VT. “Ganymede in Euripides’ Cyclops: A Study in Homosexuality and Misogyny.”
2. Edward M. Bradley, Dartmouth College, Hanover, NH. “On the Life, Time, and Opus of Hrotsvitha of Gandersheim.”
6. Jean M. Davison, University of Vermont, Burlington, VT. “Vitruvius on Acoustical Vases in Greek and Roman Theaters.”
8. Lena Hatzichronoglou, Wayne State University, Detroit, MI. “Euripides’ Medea and Hecuba: What Do These Women Have in Common?”
9. Lois Hinckley and Thomas Downey, University of Southern Maine, Portland, ME. “…alid ex alio clarescere”: Orestes and Socrates on Trial.”
11. Helen Pournara Karydas, Boston Latin School/Howard University, Boston, MA. “Kilissa and the Change of Klytai'mnestra’s Orders in Aeschylus’ Choephoroi.”
15. William E. Mierse, University of Vermont, Burlington, VT. “The Phaedra and Hippolytos Sarcophagus in the Middlebury College Museum of Art.”
16. James M. Milliken, Kellenberg Memorial High School, Uniondale, NY. “The Promethean Spark, Or, The Classics Unbound: The Figure of Prometheus in the Work of Lord Byron, Percy Shelley, and Mary Shelley.”
17. Eileen M. Mooney, Miss Porter’s School, Farmington, CT. “Socrates to Sound Bites: The Case for Ancient Language Study in the Modern World.”
18. Vincent J. Rosivach, Fairfield University, Fairfield, CT. “Class Matters in the Adelphoe of Terence.”
19. Linda Rountree, St. John’s School, Houston, TX. “When Sappho – was a living Girl”: Emily Dickinson’s Classical Influences.”
20. Sean Smith, Amherst Regional High School, Amherst, MA. “Sexual Harassment and the Perfect Woman: Two Ancient Views.”
22. Allan Wooley, Phillips Exeter Academy, Exeter, NH. “Was Plato a Misogynist?”
24. Panel: “Classics and the Internet.” Presenters: Barbara Rodgers, University of Vermont, Burlington, VT; Ray Starr, Wellesley College, Wellesley, MA; Maria Pantelia, University of New Hampshire, Durham, NH.

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<td>University of Rhode Island</td>
<td>P-Ruth Breindel(SE)</td>
<td>Bonnie A. Catto, Michele Thorne</td>
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<td>Kingston, RI</td>
<td>PE-Sr. Mary Faith Dargan, O.P.</td>
<td>Dennis Herer, Michele Thorne</td>
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<td>Mark I. Davies, Janet Brock</td>
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<td>T-James P. Conley</td>
<td>Selina Kell, Carol Woodhouse</td>
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<td>CF-Z. Philip Ambrose</td>
<td>Marion Lewis, Ruby MacIntyre</td>
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2. Ruth Rothaus Caston, Brown University, Providence, RI. “The Role of Cybele in the Aeneid.”
5. Gary Genard, Tufts University, Medford, MA. “Pursuing the Tragic Muse: Bacchylides’ Theseus and the Choral Tradition.”
6. Anthony Hollingsworth, Brown University, Providence, RI. “Senecan Ghosts and the Psyche of the Senecan Protagonist.”
7. Patricia A. Johnston, Brandeis University, Waltham, MA. “Under the Volcano: Volcanic Myth and Metaphor in Vergil’s Aeneid.”
8. Helen Pournara Karydas, Boston Latin School/Harvard University, Boston, MA. “Nurse and Paidagogos in Euripides’ Medea.”
10. Raymond M. Koehler, Brunswick School, Greenwich, CT. “Musical Presentation of Vergil’s Aeneid, Book I, Presented at CANE ’93.”
12. Ruth MacAulay and J. Samuel Houser, Lincoln School. “Classics Across the Middle School Curriculum.”
13. Shilpa Raval, Brown University, Providence. RI. “Si licet mutato nomine iungi: Ovid’s Byblis and the Power of Language.”
15. Linda Rountree and Eva Dodds, St. John’s School, Houston, TX. “Some things Never Change; Cicero and Burke.”
2. Z. Philip Ambrose, University of Vermont, Burlington, VT. “Did Aegeus have two sons? Quaeadem de matrimonio ex tragœdiarum scaenis excerpta.”
3. Deborah Beck, Harvard University, Cambridge, MA. “Musa in the Programmatic Poets of Ovid’s Amores.”
4. Ruth L. Breindel, Moses Brown School, Providence, RI. “There is no J in the Latin Language.”
5. Ann-Maria Contarino, Saint Anselm College, Manchester, NH. “Dante’s Virgil: The Teacher of Song.”
6. Lisa Anderson Cox, Brattleboro, VT. “Quenching Memory in the Stronger Light of Purpose: A Reading of The Trojan Women.”
8. Phyllis Katz, Dartmouth College, Hanover, NH. “Io in the Prometheus Bound: Echoes of the ‘Rites of Passage’ of Athenian Girls.”
9. James M. Milliken, Notre Dame Academy, Hingham, MA. “What’s Otium Got to Do with It? Catullus 51 and Sappho 31.”
12. Vincent J. Rosivach, Fairfield University, Fairfield, CT. “Plautus, Rudens 1114 and the Power of Discourse.”
18. James A Whelton, Jr., Loyola University, Chicago, IL. “Sexual Fidelity of Female Slaves and the Stability of the Oikos in Homer’s Odyssey.”
21. Timothy Richard Wutrich, Boston University, Boston, MA. “Staging the Trojan War.”

1. Margaret Graver, Dartmouth College, Hanover, NH. “Scanning the Elegia Couplet: A New Approach.”
4. Phyllis B. Katz, Dartmouth College, Hanover, NH. “Teaching Ovid’s Metamorphoses.”
6. Marsha B. McCoy, Fairfield University, Fairfield, CT. “The Commentariolun Petitionis, Concordia Ordinum and the political Ideology of the Cicerons.”
7. Jennifer MacDonald, University of Massachusetts, Amherst, MA. “Gracili fiscellam te xtit hibisco: Vergil’s Analysis of the Theocritean Corpus.”
9. Andreola Rossi, Amherst College, Amherst, MA. “Urbs antiqua ruit multis dominata per annos: The Sack of Troy in Aen. II.”
10. Vincent J. Rosivach, Fairfield University, Fairfield, CT. “Basic Latin.”
11. Steven Rutledge, University of Maryland, College Park, MD. “Visigoths in Tweed Togae; Tacitus’ Dialogus de oratoribus and the Culture Wars.”
13. Michael Rydock, Boston University, Boston, MA. “The Voice of Apollonius Rhodius in Vergil’s Aeneid: Dido in Aeneid I.”
15. James A. Whelton, Jr., Loyola University, Chicago, IL. “Roman Birds as Prostitutes and Other Debauched Male and Female Types.”
18. Round-table discussion session on “The Future of Latin Literary and Roman Cultural Studies.” Judith P. Hallett, University of Maryland, College Park, MD; Joseph Farrell, University of Pennsylvania, Philadelphia, PA; Richard Thomas, Harvard University, Cambridge, MA, co-convenors; and Harry Bender, St. Joseph’s Preparatory School; Margaret Bucia, Earl Vandermeulen High School; Leslie Cahoon, Gettysburg College; Richard Deppe, Wellesley, MA, Public Schools; Elizabeth Keitel, University of Massachusetts, Amherst; David Konstan, Brown University, Eleanor Winsor Leach, Indiana University; James O’Hara, Wesleyan University; Lee Pearcy, Episcopal Academy; Anton Powell, University of Wales; James Tatum, Dartmouth College; Jonathan Walters, Trinity College, Dublin/University of Southern California, with written contributions from Susanna Morton Braund, Royal Holloway College, University of London; Barbara Gold, Hamilton College; Shelley Haley, Hamilton College; Michael C. J. Putnam, Brown University.

DATE
3/5-6/1999
PLACE
Saint Anselm College
Manchester, NH

OFFICERS
P-Mark I. Davies
PE-Donna Lyons
S-Phyllis B. Katz
T-Ruth Breindel
CF-Z. Philip Ambrose

EXECUTIVE COMMITTEE
Dennis Herer, Carol Woodhouse
Brian P. Donaher, Marion Lewis
John Lawless, Janet Brock
John Higgins, Frank Townsend
Michelle Thorne

3. Christine Cooper, University of Connecticut, Storrs, CT. “Constructing the Feminine Voice in the Elegies by the Auctor de Sulpicia.”
4. Larry F. Field, Western New England College, Springfield, MA. “Pain and Instruction, Some Theories of Punishment.”
5. Mary Finnegan, Manchester, NH. “The Phaethon Story: Versions and Influence.”
8. Phyllis B. Katz and Daniel Paik, Dartmouth College, Hanover, NH. “Prometheus: Newly Yoked Colt.”
11. William C. Scott, Dartmouth College, Hanover, NH. “Pathetis Mathos in the Prometheus Bound.”
1. Allan Wooley, Phillips Exeter Academy, Exeter, NH. “Socrates’ Dream: Prophetic Vision or Reflection?”

2. Ann Suter, University of Rhode Island, Kingston, RI. “Repetition with a Difference: Persephone’s Speech in the Homeric Hymn to Demeter.”


5. Josephucci, Brown University, Providence, RI. “Ausonius the Centaur.”


10. George Bistransin, Jamaica Plains, MA. “Plautine Stand-Up Comedy.”


17. Matthew Megill, Dartmouth College, Hanover, NH. “Galen and the Circulation.” (First Student Prize Essay)

18. Margaret Graver, Dartmouth College, Hanover, NH. “We Sucked in Error at Our Mothers’ Breasts”: Cicero, TD 3. 2-5.”


21. Workshop: “Teaching Classical Humanities in the Schools.” Gilbert Lawall, Erica Schmitt, James Motes, Chris O’Bryne, University of Massachusetts, Amherst, MA.
9. Anne Mahony, Tufts University, Medford, MA. “Exploring Homeric Language with Perseus.”
13. Anne Suter, University of Rhode Island, Kingston, RI. “Structure and Design in Plautus’ Miles Gloriosus.”

DATE
3/22-23/2002
PLACE
Holy Cross College
Worcester, MA

OFFICERS
P-John Lawless
PE-Ray Starr
S-Phyllis B. Katz
T-Ruth Breindel
CF-Donna Lyons

EXECUTIVE COMMITTEE
Roger Travis, Jacqui Carlon
Jeremiah Mead, Marion Lewis
Anthony Hollingsworth
Sara Anne Cody, John Higgins
Karen Hopkins, Susan Brown

Session IA: Light from Ancient Letters

Session IB: Ovid and Silver Latin
4. Patricia Salzman-Mitchel, St. Peter’s College. “The Viewer Stupefied: Gaze, Movement, and Gender in Ovid’s Metamorphoses.”

Session II A: Rhetoric

Session IIB: History and Archaeology
10. Amanda Regan, Holy Cross College. “Polis Tyrannos: A New Interpretation of the Athenian Tribute System.”

Session III A: New Perspectives on the Classics
17. Ruth Montgomery, Middletown, CT. “All that glitters…: The bride’s aureolos pedes in Catullus 61.”
Session IA: Women in Ancient Literature and the Modern Curriculum

Session IB: Roman History
3. Allen M. Ward, University of Connecticut. "How Democratic Was the Roman Republic?"

Workshop IA: Horace and His Influence

Workshop IB: Rome as/in the Classroom
1. C. Emil Penarubia, Boston College High School. "Bringing the Classroom to the Urbs (and back): Virtual Tour of the Ancient City."

Session IIA: Plautus and Latin Love Elegy
1. Anne Mahoney, Tufts University. "Comic Conventions in Plautus’ Amphitryon."

Session IIB: Identities, Texts, and Titles
2. Edward L. deBao, University of Rhode Island. "Ho Theos Platon: Puns on Plato’s Name in the Republic as Allusions to his ‘Esoteric Doctrine.’"
3. Vincent J. Rosivach, Fairfield University. "Why is Oedipus Called ‘Tyrannos’?"

Workshop IIA: Traditional Texts and Reading Theory: Between Scylla and Charybdis.
Deb Davies and Christy Ruff Wagner, Brooks School
Workshop IIB: ‘Til Death Do Us Part: Funerary Practices and Epitaphs in the Classroom
Erica Schmitt, Enfield High School
Workshop and Discussion: Developing Standards for Secondary Greek Programs
Nina Barclay, Norwich Free Academy, and John Higgins, The Gilbert School

Session IIIA: Ancient and Modern Views
2. Bonnie A. Catto, Assumption College. "Hector: Hero, Bully, or Both?"

Session IIIB: Oracles, Auctoritas, and Art
3. Andrew J. Donnelly, Tufts University. "Religion and Propaganda in the Art of Constantine."

Workshop IIIA: Multa per pericula: Transitioning to Catullus.
Kenneth Kitchell, University of Massachusetts at Amherst, and Sean Smith, Amherst Regional High School
Workshop IIIB: For New (or Nearly New) Teachers: An Open Discussion
Ray Starr, Wellesley College.

2. Anne Mahoney, Tufts University, Medford, MA. “A Dramatic Backbone for Greek 1.”

3. Anthony Tuck, Tufts University, Medford, MA. “Etruscan Vanth.”

4. Jacques Bailly, University of Vermont, Burlington, VT. “Socrates’ Divine Sign and Reason.”


8. Vincent Rosivach, Fairfield University, Fairfield, CT. “Agrigento, Museo Archeologico Regionale 2688: Read a Vase in Contest.”

9. Elizabeth M. Greene, Tufts University, Medford, MA. [Title not in the online Annual Bulletin; content dealt with Ovid’s repudiation of Augustus’ agenda.]


11. Dan Blanchard, Providence, RI. “The Fate of the XIV Gemina Legion: A Look at the Notitia Dignitatum, Vegetius and Marcellinus.”

12. Mark Farmer, Valparaiso University, Valparaiso, IN. “Aeneas and Dido in Vergil’s Aeneid Book IV: Epicurean Justice and a Legal Look at Love.”

Workshops
1. Ruth Breindel. “I Come to Praise Caesar, not to Bury Him.”
4. Edmund DeHoratius. “Wandering the Labyrinth: Maximizing the Efficiency of Art and Image in the Classroom.”
5. Shirley Lowe and Sally Murphy. “ECCE ROMANI Teacher’s Workshop.”

RECIPIENTS OF THE CORNELIA CATLIN COULTER ROME SCHOLARSHIP

At the Executive Committee meeting of March 28, 1946 Professor Cornelia Catlin Coulter of Mount Holyoke College was appointed Chairman of a special committee on summer scholarships for the American School of Classical Studies in Rome. At her death in 1961 CANE expressed gratitude for her outstanding efforts to build an endowment for this purpose by naming the Rome scholarship in her honor.

The following members of CANE have been recipients of this summer scholarship:

1947 Dorothy Rounds
1948 Elizabeth Bridge
1949 Anita Flannigan
1950 Whitney Blair
1951 Van Courtlandt Elliott
1952 Rebecca Satterlee
1953 Lois-May Waters
1954 Maureen Shugrue
1955 Lloyd B. Urdahl
1956 Agnes Ann Walsh
1957 Louise Mahoney
1958 Sara Cowan, withdrew, Thomas Morris, alternate
1959 Joseph R. Salvatore
1960 Helen A. Taylor
1961 Bennette Avis Shultz
1962 John A. Davey
1963 Blair H. Danzoll
1964 Ruth E. Coleman
1965 Julia B. Austin
1966 William J. Boyle
1967 Sister Therese Hines
1968 Marigwen Schumacher
1969 Mrs. Jeanne deVries
1970 William D. Gleason
1971 Jeannette M. Briggs
1972 Ruth E. Smith
1973 Mary Frances Lanouette
1974 Sister Marilyn Pechillo, C.N.D.
1975 James Mangino
1976 Joyce C. Narden
1977 Joyce Wagner
1978 Nancy Jane Schwartz
1979 Marilyn Jerue
1980 Laurel J. McBurnie
1981 Linda Ciccariello
1982 Sister Mary Virginia Robinson
1983 Mary Bielitz
1984 no recipient
1985 Paul J. Esposito, Carl Phillips
1986 Thomas Ahern (declined)
1987 Thomas Ahern, Gisela Clark
1988 Mary Louise Carroll
1989 James McCann
1990 Cheryl Rostad
1991 Noralee Cartier
1992 Shirley Lowe
1993 John R. McVey
1994 no recipient
1995 Regina Cameron
1996 Edward S. Ligon
1997 Sally Morris
1998 Edmund DeHoratius
1999 Caroline Caswell
2000 Cheryl Spillane
2001 Jennifer McDougal
2002 Mark R. Pearsall
2003 Joanna Marcisz
2004 Katherine Ganino
2005 Joseph Meyer

RECIPIENTS OF THE ENDOWMENT FUND SCHOLARSHIPS

1985 Sr. Mary Faith Dargan, O.P., Dianne E. Miller
1986 James Salisbury
1987 Donald H. Benander
1988 Paula Chabot
1989 Marion Berry
1990 Gregory Grote
1991 Nancy Lister
RECIPIENTS OF THE ENDOWMENT FUND SCHOLARSHIPS

1992 Barbara Drummond  
1993 Elizabeth Moore  
1994 J. C. Douglas Marshall  
1995 Arthur Leavitt  
1996 Stephen P. Pingree  
1997 Fran Lanouette  
1998 Joseph T. Lynch  
1999 James S. Whitta  
2000 John Higgins  
2001 Jennifer Larson  
2002 Diane Green  
2003 Christopher Richards  
2004 Marilee E. Osier  
2005 Seth Knowles

RECIPIENTS OF THE WIENCKE TEACHING PRIZE

1999 Sara Anne Cody  
2000 Susan Brown  
2001 William D. Curtis  
2002 Charles Bradshaw  
2003 not reported in the online Annual Bulletin  
2004 Sally Murphy  
2005 Aaron Fuller

RECIPIENTS OF THE PHINNEY AWARD

1998 Nina Barclay  
2000 John Higgins  
2002 Carl Lehnhart

RECIPIENTS OF THE BARLOW-BEACH DISTINGUISHED SERVICE AWARD

1977 Dorothy Rounds  
1978 Barbara McCarthy  
1979 Gilbert Lawall  
1980 posthumously, Nathan Dane II and Grace Crawford  
1981 no recipient  
1982 Mary Finnegan  
1983 Anita Flannigan  
1984 Joseph F. Desmond  
1985 Z. Philip Ambrose
1986 Sr. Jeannette Plante, C.S.C.
1987 Gloria Shaw Duclos
1988 John Carter Williams
1989 Matthew Immanuel Wiencke
1990 Maureen Day Shugrue
1991 John C. Rouman
1992 Edward M. Bradley
1993 Reginald L. Hannaford
1994 Richard Victor Desrosiers
1995 William F. Wyatt, Jr.
1996 Phyllis B. Katz
1997 Allan M. Ward
1998 Francis Royster Bliss
1999 Allan D. Wooley
2000 Zeph Stewart
2001 Sister Mary Faith Dargan
2002 Donna Lyons
2003 Ruth Breindel
2004 Thomas A. Suits
2005 posthumously, Alison Willard Barker

Appendix 1 (on Sources)

In general the most prolific sources are the minutes of the Executive Committee and the Annual Business Meetings included in the *Annual Bulletins*. Next in the hierarchy of specific information are the various other official periodical publications, namely the newsletters or journals, in their sequence of origin: *Classical Journal* (which was the official organ of CANE until 1973, with two NE editors in 1907, then dropping to one, and now none), *Fall Newsletter* 1956-1973, *New England Classical Newsletter* 1973-1989, *New England Classical Newsletter and Journal* 1990-1997, *The New England Classical Journal* 1997-2006, and *CANENS* (the current newsletter) 2000-2006. The extensiveness of the information in these varies greatly. The format of the *Annual Bulletin* changed several times after 1972, and the minutes varied from secretary to secretary, although until 1980 they tended to be very succinct reports of resolutions passed with no or very few reports of any discussion.

Most important for a history of the institution is the publication of the Constitution and its changes. The Constitution was first published in the 1906 *Annual Bulletin*, and republished in the booklet called *The First Twenty Years* pp. 10-11. Amendment I was passed in 1939. The next publication of the Constitution was in 1945 with one amendment and several proposals for amendments which were passed in 1946. In 1947 the Executive Committee voted to consider revising the Constitution. In 1948 a special committee was appointed to do that. The new Constitution, which was outfitted with Bylaws, was adopted 1949. The 1980 *Annual Bulletin* reported the passage of many new Bylaws. Since 1988 the updated Constitution has been published quite frequently in the *Annual Bulletin*.

There have been a series of histories of CANE or compilations of the officers or speakers or locations of meetings. One of the most interesting features of some of them is an alphabetical list of the speakers with the years of their presentations. The most complete compilation to date is *Seventy-Five Years of CANE*. In the order of their origin they are:
George Edwin Howes, *The Classical Association of New England. A Brief Account of its Origin and of its important Activities for the first Twenty Years*, 1926. This is usually called *The First Twenty Years*.
The *Fortieth Annual Bulletin*, in place of abstracts (no meeting was held) there were various compilations: locations, officers, & alphabetical list of speakers (with meeting years)
The program for the Fiftieth Annual Meeting which also contained an updated compilation of the location of the Annual Meeting year by year, with the number of attendees, the principal speaker, the officers, and a separate list of the Rome Scholars

*Seventy-Five Years of CANE. A Diamond Anniversary Resume of the Classical Association of New England*, edited by Z. Philip Ambrose. This is an extensive compilation, year by year, of the newly elected officers, the speakers and the titles of their papers. There are many other lists including one of the locations of the Annual Meetings and the total membership for that year, one of those memorialized at each meeting, and lists of the Rome Scholars and the recipients of the Barlow-Beach Award.

**APPENDIX 2**

*Raising the Classics with CANE*

Edward M. Bradley

The creation of the CANE Summer Institute, in the summer and fall of 1982, was the expression of circumstances and characters whose concatenation was as accidental as it seems to have been felicitous. Indeed, I am prepared to believe that the success of the institute owes a great deal to the imprescriptible nature of its beginning. However romantic such a notion may appear in an age of nearly idolatrous belief in the salvific function of the computer, the most reliable ingredients for promising enterprises by humanists continue to be the interlocking of some new ideas, a pinch of imagination, much good will and trust, even more energy, and, of course, sympathetic sources of funding!

**Origins**

I had left a three-year term on the New Hampshire Council for the Humanities on the eve of assuming the duties of the President of the Classical Association of New England (CANE) for 1982-83. The geographical scale of New England, its venerable tradition in the study of the classics going back to the seventeenth century, and the extraordinary clustering within the six states of academically distinguished secondary schools, both public and private, and colleges and universities, — these factors, plus the unusually effective stewardship of CANE for many years by its Secretary-Treasurer, Gilbert Lawall of the University of Massachusetts at Amherst, contribute to the goodly numbers and shared sense of purpose that are the much-envied glory of CANE as a regional professional association. Before leaving the New Hampshire Council, however, I had established solid ties of friendship with its executive director, Philip Ginsburg, and through him had come to know Karen Bowden, executive director of the Maine Humanities Council, who was also a professional Classicist, as well as Victor Swenson and Michael Bouman, executive director and associate director of the Vermont Council on the Humanities and Public Issues, both of whom are almost “plus royalistes que le roi” in their support of humanities programs that draw upon the great cultural legacy of Greece and Rome. It was Phil Ginsburg who first broached the question of some kind of collaborative venture between the New Hampshire Council and CANE, precisely at a time when the Council was seeking new ways to deploy its resources constructively in the area of public education.

To meet the New Hampshire Council’s interest in curriculum development, we created two types of courses, the minicourse and the workshop, The former was designed to be a specimen of the kind of course that could be easily adapted to a high school curriculum, and the latter, a series of “laboratory” sessions, in which the students actually sought to construct new high school courses based upon a variety of pedagogic techniques and materials provided by the instructor. Typical of the first year’s minicourses was Classical Mythology offered by Jeanne Kurtz of the University of New Hampshire, whereas one of the most illustrative workshops was Teaching Students to Read Latin by Joseph Desmond of Boston Latin School. Our commitment to expand the knowledge and understanding of our participants in major areas of the classical world was expressed in each morning’s formal lectures and ensuing discussion sections on a central aspect of the theme of the institute.

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24 *The Journal of the State Humanities Councils* Vol. viii March-April 1985

25 See *New York Times*, January 14, 1985
For 1983 the theme was “The Legacy of 5th Century Athens;” both forty-minute lectures each morning were assigned in even parts to an ancient historian (Thomas Martin of Harvard), a literary critic and philologist (Gloria Duclos of the University of Southern Maine), and an archaeologist (Matthew Wieneke of Dartmouth College); discussion sections after the lectures dissolved the entire student and faculty audience into groups of eight to ten. An important structural and pedagogical model, which helped us in defining the length of the institute as well as in the general organization of a daily timetable, was a two-week institute set up by the University of Maine system for gifted and talented high school students about to enter their senior year. From her experience as a senior lecturer in the Maine institute Gloria Duclos encouraged us to dare to adopt an intensive regimen for our own nascent program, arguing that the esprit de corps fostered by such a challenge would more than counteract the frustrations of having too much work to do in too little time. From the ranks of CANE came a faculty already loosely bound by ties of amity, professional esteem, and long-standing personal commitment to strengthening the classical humanities in secondary education. The date for the institute, shortly after the 4th of July, was chosen in the hope of recruiting teachers somewhat refreshed from the rigors of the academic year but not yet fully absorbed in summer employment or family vacations. We decided upon the campus of Dartmouth College for many reasons, most of them obvious: a central location for students coming from northern New England; the presence of undergraduate and graduate students during a regular Dartmouth term; the superb recreational and cultural resources of the region; and, for those earning recertification credits or professional growth units, the luster of Dartmouth’s name and reputation. We were ready to go.

The thirty-five students who were admitted for the first institute, “fit audience . . . though few,” confronted a dense schedule of six full days of academic instruction and collateral activities, one day (Sunday) of relative leisure, and a final half-day of “symposium” for synthesizing the work of the institute and evaluating it. Beginning at 8:30, each morning was given over to two lectures, a 60-minute discussion session, and a 50-minute minicourse; workshops began at 2:00 and lasted for one hour. The evening hours from 8:00 until 10:00 were occupied by films and guest lectures. The intellectual center of the institute was located in the lectures on “The Legacy of 5th Century Athens.” Every student was obliged to take at least one minicourse and one workshop, most of which dealt with materials drawn directly from ancient Greece and Rome. The foregoing is a telegraphic formulation of the daily timetable and basic program of instruction; it will inevitably obscure the seemingly breathless tempo of most days and the excitement of intellectual discovery that spread like fire from lecture to discussion and blazed brightly at meal times, when small groups of the instructors and students tarried at great length in animated conversation.

The Second Year: Augustan Rome

The second CANE Institute, despite its resounding title - “Alexander and Augustus: Visions of Greatness” Institute — was largely devoted to that epoch in Roman history that best corresponds to Periclean Athens, namely, the age of Augustus (three of the four major lectures on literature dealt with the Aeneid, the fourth with Horace). In every way this second institute was a streamlined version of the first. A slightly smaller faculty, nearly all of whom had been annealed by the experience of the previous summer, offered fewer minicourses (down from seven to five) and workshops (down from five to four) to a significantly larger student body (seventy-five!) drawn from a much greater geographical area; teachers from the three northern New England states remained massively predominant. Twenty percent of the students consisted of “veterans” from 1983 whose still lively esprit de corps soon enveloped the newcomers. Students had to elect at least two courses but were now allowed to choose between minicourses and workshops if they so desired.

For all, the CANE Summer Institute provides a kind of academic halfway house where there is leisure for serious learning and where learning can truly become the highest form of recreative leisure. An historian from Calais, Maine, may have best expressed this aspect of the experience of the institute when he said with pride, “For the first time in my life I feel like a professional.” He was referring, of course, both to the quality of instruction and to the spirit of collegial amity in which it was offered. Together, I believe that these two elements of the CANE Institute help us all to inch our way toward the attainment of that aspiration that may be deepest and dearest to the humanist, what Conrad describes as the artist’s way of speaking “to the subtle but invincible conviction of solidarity that knits together the loneliness of innumerable hearts, to the solidarity in dreams, in joy, in sorrow, in aspirations, in illusions, in hope, in fear, which binds men to each other, which binds together all humanity — the dead to the living and the living to the unborn.”

PART III

ANECDOTES

The third and final section of our effort to recreate the history and spirit of CANE was to elicit anecdotes from the membership. This is a selection of those submitted (there is at least one from every submitter). They are arranged more or less in chronological order; some defy definite dating. The order is from earliest to most recent.

In looking back at CANE - from my first annual meeting at Milton Academy in 1949 - memories of people and events in other organizations come to mind: TCNE (Teachers of Classics in New England) at the Signet Society in Cambridge led successively by Professors Greene, Dow and Stewart; the N.A.I.S. (National Association of Independent School Latin Committee which I served as member and one year as chair (This and the other foreign language committees at the N.A.I.S. annual conference offered innovative approaches and useful advice.) Numerous men and women who took active parts in CANE events and activities could be observed in leading roles in these other organizations (Fritz Kempner of Milton Academy, later of Penn Charter), Allan Hoey, and others.

In my random reminiscence certain individuals stand out as inspiring models and leaders and teachers of unusual insight and vitality with their dedication to helping the rest of us in our classical pedagogical quest. I would mention Elizabeth Bridge of the Winsor School; Alan Hoey of the Hotchkiss School; Alston Hurd Chase of Phillips Academy, Andover; Van Courtlandt Elliott of the Roxbury Latin School; Fritz Kempner of Milton Academy and Penn Charter; Prof. Gilbert Lawall, University of Massachusetts, Amherst. And there are many others, too, whose stories are important.

Succeeding Anita Flanigan as Chair of the CANE Scholarship Committee (from 1960 to 1988), I had the happy task of working with this committee of usually young and imaginative teachers as we appraised the talented and aspiring candidates for the CANE summer scholarships.

I recall the sparkle, wit and energy of Wellesley’s Professor Barbara MCarthy as she addressed the annual gathering of the Eastern Massachusetts Section of C.A.N.E. in the 1950’s at the Museum of Fine Arts in Boston. She spoke on Elizabeth Barrett Browning, though hard to see behind the podium, impressive and exciting to hear.

I recall an assertion of Alston Chase in his talk at a CANE meeting to the effect that a good teacher should have at least seven times as much background knowledge in the subject as he is trying to convey!

I recall the 75th anniversary CANE meeting at St. Paul’s School. Professor Samuel Eliot Morison was the honored dinner speaker. As I recall, manhattans and martinis were served in lieu of the usual sherry. Our erudite president, Professor Sterling Dow of Harvard, standing tall and dignified, caught up in the high spirits of the occasion began his remarks with a surprisingly exuberant exhortation to live it up and enjoy the moment. Carpe diem!

I recall St. Paul’s J. Appleton (Appy) Thayer’s annual reporting on the activities and attractions of
the Vergilian Society’s significant program in Cuma, one of his passions which he warmly supported over the years.

I recall the delightful and unique recital that Phil Ambrose gave us on his forte piano at Dartmouth bringing our classical humanities seminar to a harmonious close.

— Whitney Blair

How fortunate I feel to have been introduced to the Classical Association of New England as a University of Vermont undergraduate in 1960. I remember the meeting as if it were yesterday. It took place at Wellesley College and in those days we stayed in dormitories in the rooms of matriculating students during their spring break. How impressive the members of CANE appeared in the eyes of this undergraduate, but it was their genuine friendliness and all-embracing acceptance that truly inspired me. Although dreadfully disappointed that the libation of choice was sherry, I took comfort in the fact that I couldn’t legally partake anyway.

As graduation approached, I found myself with a contract in hand to teach Latin and French in a small high school in the southern part of the state. As luck would have it, my friend and fellow classics major landed a position in a neighboring town allowing us to share our successes and failures as first-year teachers. As March approached, we began to think about the CANE meeting. This particular year the meeting was at Holy Cross College (at that time an all-male campus) and Lori and I got up the nerve to call our venerable professors to inquire about the possibility of riding with them to Worcester. They obliged, met us in Rutland and off we went. After the banquet and program on Friday night, we were lamenting the lack of “action” as we returned to the dorm to settle in at a very early hour. Looking for excitement, we were delighted to find a set of “dumbbells” (the real thing, not guys, unfortunately) under one of the beds. Feeling strong and foolish, we attempted to lift the hundred pound weight, first together and then separately. Just as I dropped it with great relief onto the bed, it rolled with a resounding crash onto the floor, one end smashing my big toe convincingly. After wiping up puddles of blood, searching through drawers for any matter of ointment or gauze, I spent the entire night in throbbing pain. As morning dawned, it became very clear that my foot would in no way fit into my new, size eight triple A, shoe. Too embarrassed to tell the professors of my plight, Lori fabricated the story that we had decided to stay another day to visit someone in Worcester and would not be riding back with them. Would you believe that it was some twenty years later before I confessed to our dear Prof. Gilleland the “real” story.

As I look back over these forty-five years, including some twelve years on the Executive Board, service in the triad of the presidency, thirteen CANE Summer Institutes, and attendance at over thirty-five Annual Meetings, I realize what a positive, influential and inspirational role CANE has played in my professional and personal life. I am forever grateful to my professors who had the good sense to introduce me to CANE, and to the hundreds of remarkable members who, over the years, have made CANE one of the few organizations which truly embraces all who love the Classics.

— Mary Ann Chaffee
In 1969, when we met at Smith College and people were staying in the Hotel Northampton in the center of town, my wife Cathy and I booked our accommodations late and were told that the only thing available was an old dormitory-style room with single beds on the top floor, in which Smith girls inexpensively housed their dates on weekend visits. Told that we would be the only occupants, we took it. After the usual Friday-night socializing we went up to our beds and fell peacefully to sleep. Sometime later, we were suddenly awakened by a powerful rumbling noise, and then the whole room began to shake. We stared at each other in terror as the beds and furniture began to dance across the floor. Just as we were convinced that we were doomed to die in an earthquake, we heard the whistle of a passing Central Vermont freight train and things returned to normal. Apparently a ledge runs under the hotel and the nearby train tracks and transmits vibrations from one to the other. Being way up on the top floor, our room would have swayed the most as the result of any movement in the foundation. I can still see the scene in our room as clearly as if it were just happening. CANE rocks!

— Allen Ward

In 1972, when CANE met for the first time at UConn, I was responsible for the arrangements. I thought I had a pretty good handle on what was going on, but I was totally taken by surprise when, after Friday evening’s banquet and a talk by George Goold, my then young colleague Allen Ward stood up and invited the entire assemblage to his house for drinks and light refreshments. “Egad, what’s the man thinking?” was my stunned reaction. “Does his wife know?” In any case, a good portion of those present made their way to his home, two miles or so from campus, where we did fit into his house, but just barely. Somehow, there was enough for all, and everyone seemed to have a rollicking good time. Looking back, one can perhaps see a preview of the almost larger-than-life role Allen was to play in CANE.

— Thomas Suits

1. As a young Latin teacher just getting started I was really teaching under false pretenses, misrepresenting myself to my students as an expert in all things Roman. In truth all I knew about the ancient city and its civilization was what I’d studied in college from dusty old tomes in the Tufts Library. It wasn’t until CANE awarded me the Coulter scholarship in 1973 that I actually experienced the wonders of ancient Rome first-hand and was hooked as a lifelong classicist. As I enter my final year of teaching I still remember and share with my students what I learned and maintain contact with several of my fellow scholars (including former “roomie,” Sister Mary Faith Dargan!!!). It was truly a life-changing opportunity and I will always be grateful to CANE.

2. After several years of attendance at CANE Meetings which were always very proper, polite and distinguished by “gravitas,” I was stunned in 1987 when presenter Jamo Blake from NYC was introduced and arrived in the auditorium at Deerfield on a Harley wearing complete biker gear, black leather, chains and all. His talk was on “Macho and Motorcyles in Homer” and despite the unorthodox introduction was quite interesting and demonstrated good scholarship.

3. Encouraged by the positive reaction to Jamo Blake’s appearance I thought, in 1995, “Is CANE ready for me?” Hoping it was I screwed up my courage and presented for the first time before the august CANE assemblage. Admittedly intimidated I sought advice from friends who are regularly
in the public speaking business. Their advice was to “picture the audience naked.” I must tell you that you all looked great!!!!!

— Fran Lanouette

Richard V. Desrosiers of the University of New Hampshire performs a very special annual service for CANE. Every year Dick has the task of seeing to it that the bowl which is given to the recipient of the Barlow-Beach Award Friday evening during the banquet is both suitably inscribed with the name of the honoree and a Latin quotation and then brought to the meeting either by him, John Rouman, or me. Dick considers an inscribed bowl a fitting conclusion to our annual tradition of publicly recognizing a member’s many and various contributions to CANE. I know this for a fact, and so I applaud Dick’s willingness to do this for CANE. I don’t know how long he has done this (he has done it for as long as I can remember), but he deserves to be recognized for this task.

I remember the year when John Rouman was given the Barlow-Beach Award. Months before the meeting, Dick informed John (when he did so, he kept a straight face) that there would be no bowl that year. Not surprisingly, John was at first shocked to hear this announcement and then became rather indignant and chastised Dick. John was truly taken aback by the thought that CANE was breaking with tradition. But Dick’s ruse worked. John was therefore completely surprised at the banquet and relieved to hear that CANE was not breaking with tradition after all. Of course, not long after that he was again surprised when he realized that he was that year’s recipient.

— Richard Clairmont

When I began to re-enter the world of classics, after eight years of teaching English at Miss Porter’s School, I came upon an advertisement for the Summer Institute and decided to attend. The summer session seemed tailor-made for me, as it offered a chance to reconnect with the field and to meet other Classicists. I did not dream at the time how much a part of my professional and personal life CANE would become.

The session was the second of an Institute that has just completed its 23rd year. I remember standing in line to register and meeting Joe Desmond and Susan Brown. Joe became an inspiration for my own teaching of Vergil and Susan a generous and loyal friend. I remember students from Matt Wiencke’s fraternity carrying my bags to my room. I could pick up the books for my courses in the dorm itself; they were already paid for by Humanities Councils’ grants. The CSI has, of course, had to give up such luxuries as student porters and free books, but the ethos of the Institute remains the same. I recall taking wonderful courses from Matt Wiencke and Edward Bradley and listening mesmerized to Gloria Duclos’s lectures on Greek poetry. Gloria became a dear friend, and I miss her greatly. I will never forget how Matt brought European art into his talks – his lecture on Michelangelo’s Last Judgment was breathtaking. Edward’s lectures, with their breadth of knowledge and skill in communicating to an audience made up of teachers of various fields and of a diverse group of devotees of the Classics, ranging from Martha Dalton, who ran an auto body business to John Sullivan, a retired member of the foreign service, have remained paradigms for me of how to give just the right lecture. Gloria, Matt, and Edward, founders of the CSI, were its backbone. Together they created a mechanism for demonstrating the lasting importance of Classics to the Humanities and a place where the role of Classics in a changing world could be reaffirmed. CANE is fortunate to have had three such devoted members.
From my first CSI, I was hooked on CANE, attending annual meetings, giving papers, and serving the organization in a number of capacities. CANE has been for me and for many, many others, far more than a place to reconnect with Classics. CANE’s staunch support of the Classics has served me in many ways. Its collegiality between teachers and professors, the life-blood of the organization, will always flow in my veins.

— Phyllis B. Katz

Here is an event or “happening,” if you like, which has come to be a tradition since 1988. At the Business Meeting of CANE at Saint Anselm College, April 14, 1988, after the minutes of the meeting at Deerfield Academy the previous year were approved, I as President of CANE announced my appointments. For the Resolutions Committee, I presented the following members: Richard E. Clairmont (Chair) and Selma Naccach-Hoff. Little did I expect then that Richard’s delivery of the Resolutions would be the beginning of a tradition that everyone eagerly looks forward to hearing at the conclusion of each meeting, namely, his short but eloquent delivery of the Resolutions in Ciceronian Latin. I recall my saying to him, tongue-in-cheek, that he might attempt to write his resolutions in Latin and read them to us. But what surprised everyone and me, in particular, was his presentation viva voce and ex memoria. Since that meeting he and Francis Bliss alternate in offering the Resolutions.

— John C. Rouman

In one of the CANE Summer Sessions [at Dartmouth] back in the late eighties/early nineties, the group was housed away from the center of Hanover in some modern dorms toward the north end of the campus near the fraternities. As was our wont, some of us stayed up very late, chatting, mulling over ponderables, and partaking of the available grape juice.

We decided about 2 or 3 a.m. to stroll out and get some fresh air. We moved along Fraternity Row and were struck by the liveliness of the summer students still shouting and playing loud music at that hour of night. Agreeing that we frowned on such exuberance at that hour, we paused and thought about what to do. One in our midst, a senior member of our CANE Summer Institute faculty, let out an Indian war hoop that would have chilled the hearts and minds of any listeners. Indeed, silence followed; murmurs of conversation reached our ears as we were moving quickly away from Fraternity Row.

When we returned to our dorm, we heard no further sounds of party noise. The next morning, sitting at breakfast in Thayer near some undergraduates, we heard what happened after the war hoop. The students called the police to report a threatening disturbance; the police came, could find no villain, but were so distressed by the condition of the students and their incredible reports of the incident that they immediately closed down all of the parties on the street and upbraided the participants.

None of the students discussing the events of the night before were aware that we culprits were sitting nearby, listening innocently to their gripes.

— Maureen Beck
Being President of CANE is one very tough job. There are so many things to remember, so many things that can go wrong, and by Murphy’s Law many of them do. It starts with setting up the program. It is important to set deadlines for submissions and announce them; it is more important to disregard them, if you still do not have a full program. Then there are the obstacles set up by those who do not have to make the program: that the meeting should have one theme; that there should be a big-name speaker on Saturday morning to keep people from leaving early.

A big challenge is just getting to some of the meetings of the Executive Committee, especially those in the winter. There are, however, other things that can make it difficult. I remember once, when the President was late for a meeting, but the committee could not understand why, because the president had stayed the night before at the house of another member of the committee who was there. They had started off in separate cars; the President left first to be there at the very beginning, and followed carefully the directions given by the other member. The directions had one flaw, a right turn early on, instead of a left.

However, the biggest challenge is the meetings themselves, first those of the Executive Committee, and then the business meetings and sessions of the annual meeting. I remember one President who brought a clock to the Executive Committee to enforce the times listed on the agenda, because the meetings had been lasting past midnight. I remember another President who brought a clock to a session of presentations to enforce the fifteen minute limit on presenters, and who had to walk up on stage to terminate one speaker, so to speak. Even worse was to have to explain proposed revisions of the Constitution or Bylaws before the vote. More than one President has become confused by the complexity of those issues.

One of the most hallowed ceremonies of CANE is the passing of the Gavel from the outgoing President to the incoming President. As with most traditional ceremonies this is merely a figurative and symbolic hand-over of leadership, because the real transfer of power does not occur until June 30. Nonetheless, it is the tradition, and one usually relished by the outgoing President, because it signifies the end of a year of stress and anxiety. Accordingly the ceremony is performed with real feeling and high emotion as well as with all the solemnity and high drama that can be brought to bear. Of course, for it to work at all, the sacred gavel must be present. This gavel is given in trust to the new President to safeguard until it is handed over to the successor. This is another thing for the President to remember.

On the particular occasion that I recall, the President had left the gavel at home. The meeting was some distance from the President’s home, but luckily the absence of the gavel was noticed early enough on Saturday morning for the President to go and get it, but not early enough for the President to make the beginning of the Saturday Business Meeting. Therefore, the Immediate Past President had to fill in and procrastinate long enough for the President to arrive and hand over the gavel. On this occasion not only the President, but also his predecessor, both experienced an extra measure of relief from the burdens of leadership.

— Al Wooley
The weather report was OK when I set off from Providence to go to Maine. As I got closer to the border, however, the gods changed the weather pattern (had I neglected to make the proper sacrifices?) and little snowflakes began as soon as I crossed the border. The snow got stronger and stronger the farther north I went, and by the time I exited the highway, it was up to my hubcaps. There I was, an effete southern New Englander (actually a former New Yorker) in a strange place, with no signs, the wind howling, the snow unplowed and no signs anywhere for the University.

My life passed before my eyes. I floundered until I found the University, and when I pulled in, there were no signs to direct me. Luckily I finally spotted 2 intrepid students, who directed me through snow banks to the parking lot and the meeting.

“Sive casu sive consilio deorum” I arrived in one piece. I even found the hotel later that evening, showing me that despite my belief that the gods were against me, they indeed had watched over me.

However, I now have a pathologic fear of Maine, from the months of September to May. I truly hadn’t seen that much snow since the blizzard of ‘78, which in Rhode Island has assumed mythic proportions.

— Ruth Breindel

I recall fondly my 36-year association and friendship with John C. Rouman, Emeritus Professor of Classics at the University of New Hampshire, my undergraduate mentor, the recipient of the Barlow-Beach Award and Past President of CANE, and member of the board of the Professor John C. Rouman Classical Lecture Series named in his honor at UNH in 1997. John is the one most responsible for my professional career in classics and the one who proposed that I serve as president of CANE, which I did in 1993-94.

I recall fondly the many CANE meetings at the end of which Francis Bliss of the University of Vermont and Richard Clairmont of the University of New Hampshire, Resolutions Co-Chairs, delivered *Latine* their eloquent and witty tributes of that year’s CANE meeting.

John McVey, current President, has aptly stated: “We at CANE are a close-knit group, always eager to discuss, complain or talk about what is going on.” My own association with CANE – attending the meetings, and talking with friends and colleagues – is among the highlights of my career.

— Paul Properzio

In the Spring of my junior year at the College of the Holy Cross (1994), Professors Blaise Nagy and Bill Ziobro invited undergrad classics majors to attend a conference with them. We drove up to St. Paul’s School for the annual CANE conference, my first experience with classicists other than my high school and college teachers. Nagy and Ziobro truly did a great service to their students by introducing us to this community of scholars, in that we were able to view a realm of like-minded and good-hearted people, beyond the walls of our own academic institutions. Others colleges and universities also subscribe to this way of thinking, and they are correct in introducing their students to CANE and inviting them to participate while still students, instead of waiting until those students are teaching or pursuing doctorates. Over the last decade,
I have continued to be enlightened and delighted by this community of scholars who have played such an important role in my life. Seeing Carl Krumpe and Jacqui Carlon, as well as countless other CANE friends, has been a highlight of every conference. A particular point of excitement for me was when Holy Cross hosted the 2002 CANE conference, and the professors who had introduced me to CANE during my “youthful” years, were the same gentlemen who welcomed conference attendees to my alma mater. The beauty of CANE is not only that the association provides opportunities for members to share ideas and learn from each other, but it also bears testimony to the zeal of established professionals to bring students and new teachers into the community.

— Michael Deschenes

A few years after my active involvement in the CANE [Summer] Institute, I was invited by Dr. Julianne S. Cooper, Director of the 1997 CANE Institute, to give the after-dinner speech at the closing banquet. Needless to say, I was both honored and humbled by this invitation. Like the transcendental poet John Donne, I began my lesson (speech) with my name. “The Roumans as Greeks: A Personal Reflection.” I began by saying, “Before you stands John Rouman, at once somewhat of a contradiction. Throughout my long career of teaching, well over three decades, students found that I had the wrong name. How could John Rouman be a Greek teacher? He had to be a Latin teacher! But there it is and in this conundrum of freshmen lies a deep insight into the relationship of Greece and Rome. My name is Rouman precisely because, throughout the long period of the Byzantine Ages, the Greeks of Constantinople, Greece, and Anatolia regarded themselves as Romans. And so they were.” With this beginning I tried with some success to provide some light, but inspiring and serious thoughts about our noble profession.

— John Rouman

Phil Ambrose had run things for so long [as Curator of Funds 1969-2001] that no one could imagine him retiring. Yet, finally, the call of Italy was too strong. How could we honor him? Bags of money? Gold bars? Finally, we decided that a set of luggage would do the trick, since he would, we knew, continue to travel between Italy and Vermont. At the Business Meeting, we had the bags carried down to him by porters in a procession, so that everyone would see how much we esteemed him and also, of course, for maximum embarrassment! Phil was so cool and collected that you would have thought honors such as this were a common event (perhaps they are up in Vermont!).

Al Wooley had been Secretary of CANE for so long that we all assumed he would continue. Vince Rosivach had moved the journal up to the next step in elegance. Since they both stepped down at the same time, we obviously had to make a splash. But what would suit them both? Books were so prosaic, and Al had already been given the honorary pen (a ceramic pen with Egyptian figures I had found at Job Lot in Providence!). We decided on rakish bags: for Al, a new computer bag, so that he would always be organized and able to take notes wherever he might be. For Vince, we felt an Indiana Jones leather bag would allow him to continue his adventurous work that began with his redo of NECJ.

— Ruth Breindel
As the Local Coordinator for the 2000 Annual Meeting at Providence College, I took the greatest pains to make sure that every detail was covered, from food to parking to the most elaborate audiovisual needs. As I drove to school a few days before the meeting, I noticed a problem of epic proportions. The “Renaissance City” was undergoing major changes, and as a result the directions to Providence College, which were printed on the flyers for the meeting and displayed on the official web pages, were rendered impossible. A long line of Jersey-barriers now shunted traffic away from the College and toward an up-scale downtown mall. Imagine the sinking feeling I experienced as I drove along the blockade and realized that dozens of CANE members would probably end up buying sunglasses at Eddie Bauer rather than attending the meeting. On the eve of the meeting, my wife, Debra, and I—assisted by Providence friends Nina Coppolino and Ruth Breindel—systematically called every registrant we could reach to inform them of the problem. Dis volentibus, the meeting went off without a hitch, except for the occasional painful observation (perhaps from the individuals we could not reach) that “the directions were bad.”

— John Lawless

An Addition to the Previous Anecdote

While calling all those registrants, I was again reminded how wonderful CANE members are. Everyone was pleased to hear from me, thanked me for the new directions, and we often continued to chat for a few minutes. We are indeed a “one of a kind” group.

— Ruth Breindel

The year 2004 barely qualifies as part of the “history” of CANE, but it included an event that, for me, foreshadowed CANE’s continued creativity for the next hundred years. At the 2004 CANE Summer Institute, participants experienced some much earlier history – they were able to enter into the emotional experience of Athenian tragedy, carrying on CANE’s mission of keeping antiquity a living presence in the modern world.

At that CSI, Lon Winston and Valerie Haugen of the Thunder River Theatre Company taught a theatre workshop, helping teachers introduce Greek tragedy to their students through mask making and acting. Lon and Valerie were also booked for a performance after the closing banquet, based on the company’s recent Medea, an original play encompassing all facets of the myth of Medea in the ancient world. Sign-ups for the workshop were a bit light – after all, these were New Englanders, not given to vigorous public expression, far less performance. At registration, one of the workshop groups noticed the announcement of the banquet performance and asked me nervously, “I don’t have to be in that, do I?” I reassured her that the workshop and the banquet presentation were unconnected.

As the week went by, the class made plaster masks and, wearing them, worked on scenes from Medea, reaching for an inner experience of the myth and an understanding of its place in the tragedy. Banquet night came. The crowning moment was Valerie’s performance of Medea’s monologue as she kills her children (onstage in the modern production.) All lights were out except for the spotlight on the stage. The terrible murders were committed, and Medea rushed out of the light, crying, “Aie! Aie!” And from the surrounding darkness, one by one, cries went up, softly at first and then louder, “Aie! Aie!” Slowly, white-masked figures rose at every table,
a “chorus” of grief that raised the hair on the back on my neck. In only four days, the workshop students had entered so far into the myth that all of them had volunteered to be part of the banquet performance. And the whole audience found themselves, not safely seated in the “front of the house” but in the midst of the chorus at the crisis of a Euripidean tragedy.

This was my “peak experience” as Director of CSI and, for me, real proof that after one hundred years, CANE is a continuing force for the use and experience of antiquity, not merely for its preservation.

— Heidi Wilson

At the 2005 CANE annual meeting at St. Joseph’s College in Maine, I was deeply moved that Alison Barker was posthumously honored with CANE’s prestigious Barlow-Beach Award. The inscribed silver bowl was presented at Friday’s banquet to her husband, Lloyd Hunt, by then CANE President, Jacqui Carlon. Alison was a close friend to many of us and her death was much too untimely. I also featured a two-page tribute to Alison in the Spring 2005 issue of The American Classical League Newsletter (pp. 34-35). This memorial was composed by Ann Wilkins of Duquesne University, Alison’s roommate at Wellesley, and by Judy Hallett of the University of Maryland at College Park, another of Alison’s Wellesley classmates.

— Paul Properzio

Last year as the 2005 CANE conference at St. Joseph’s College in Maine drew to a close, I was offered the gavel from then President Jacqui Carlon. One might think that this would have been the highlight of the conference for me as the incoming President; however, as I looked out on the audience of teachers and students at all levels my eyes fell upon Reg and Tink Hannaford. Reg had been the onsite coordinator, and he and his wife Tink had done a marvelous job of making us all welcomed with a level of comfort that felt distinctly like being at home. Reg and Tink were sitting side by side with their backs resting on each other as if basking unobtrusively in the moment of a job well done. I commented at that time about how perfect I thought the image of the two of them sitting thus was. It reminded me then as it does now of the Simon and Garfunkel song “Old Friends, Bookends.” And, in that moment, I believe I saw the essence of the CANE experience for each and everyone of us: *cari amici atque libri boni.*

- John R. McVey