

**A BRIEF HISTORY OF THE CLASSICAL ASSOCIATION  
OF THE ATLANTIC STATES AND  
*THE CLASSICAL WORLD: 1907-1980***

To compress the seventy-five year history of the Classical Association of the Atlantic States and *The Classical World* into a few pages is no easy task. One hopes that some day a more extended account of these twin institutions will be written, in which the myriad of events and personalities that have shaped CHAS and CW will be given their proper due. Such a "true history" will be of more than parochial interest, since the story of CAAS and CW constitutes a portion (and a not insignificant one at that) of the history of classical studies in the United States in the twentieth century. What follows, however, is merely an epitome: an attempt to capture, however selectively, some of the flavor of a rich and varied tradition. The annalist is dependent on his sources, and there could be no better documentary evidence than the pages of *The Classical World*, which are a fascinating mine of information about the "classical world", set against the backdrop of the major historical events of the first three quarters of this century.

On page one of Vol. 1, no. 1 of *The Classical Weekly* (dated Brooklyn, New York, October 5, 1907), Charles Knapp of Barnard College, the Association's first Secretary-Treasurer, gave his report of the First Annual Meeting of the Classical Association of the Middle States and Maryland, held on April 26-27, 1907 at Columbia University. The meeting "was a distinct success. The attendance was good. The papers were all interesting and suggestive. . . ." The men whose names appeared on the masthead were all from the New York City area, with one associate editor from Washington. Quoting from the Association's first constitution, Knapp told his readers that it was founded

to unite all persons in the Middle States and Maryland who are interested in the study of the literature, the life, and the art of ancient Greece and ancient Rome, that the position of the Classics may be strengthened in every possible way, through the encouragement of research and the development of better methods of teaching.

Seventy-five years later the mission of CAAS remains unchanged. A second purpose, no less compelling today, was reported by Knapp then: to address the "practical problems confronting classical teachers" and administrators and "to enable the members. . .to meet one another more freely. . ."

The purpose of *The Classical Weekly* followed naturally. It was to be "a means of communication" between officers and members, and a "depository of the papers read", including the "results of original research

conducted by members and others." Knapp also spoke of the "many dangers" confronting the teacher, especially the danger of being so "overwhelmed by his daily work" that "mental stagnation" results. Research is both the "surest preventive" and the "most pleasurable and satisfactory recreation." It is clear that Knapp was thinking primarily of secondary school teachers, for he noted that in Germany "much of the most valuable matter published" was written "by men entirely outside the university faculties; there is no reason why a similar state of things should not come to pass in our own country."

In another editorial (CW 2 [1908] 17-18) Knapp gave a brief history of the founding of the Association. It was, he said, the "outcome of the fusion of two movements", one of which he referred to cryptically as "a purely personal movement." The other had to do with The Association of Colleges and Preparatory Schools of the Middle States and Maryland, which had been in existence for some years. At its "classical conference" in 1904 a committee was appointed "to consider the possibility of establishing a classical association." After two years of study and opinion-taking the decision to organize was made at the classical conference in Philadelphia, November 30, 1906. Knapp lamented the fact that the South Atlantic States had not been included immediately; but when plans were made to incorporate those states, especially Virginia, it was discovered that the recently formed Classical Association of the Middle West and South had "annexed" these states. Sectional and organizational rivalry (the primitive territorial imperative), still an obstacle to harmonious cooperation among classicists, surfaced very early.

At the Second Annual Meeting on April 24, 1908 the constitution was amended and the Association was henceforth called by its present name. Knapp told his readers that the officers of CAMWS "were sensitive about the action taken by our Association in changing its name and enlarging its territory."

Knapp was

profoundly convinced that it is the imperative duty of the friends of the Classics to organize everywhere, as rapidly as possible, with the most effective and powerful organization possible.

He proposed the formation of a number of regional organizations, some of which were already in existence (like CANE and CAMWS), to cover the continental U.S. and Canada. (He advocated a separate Classical Association of the South Atlantic States, as a compromise in the territorial dispute.) What activated Knapp and others in those days was the felt threat to the Classics from what F. C. Eastman in the same issue called the "prevalent and insistent prejudice on the part of the community. . .and the school board, in favor of. . .the practical" as opposed to the enduring value of Latin and Greek. The answer to the threat lay in strong organization, unity of school and college, local and regional cooperation, and the establishment of a unified "credo" for the Classics:

When the associations named above shall have all been formed and shall all have attained a vigorous life, they should be affiliated as closely as possible one with another; in spirit at least they should be federated; we should have a classical *E pluribus unum*.

As one peruses those early issues of CW one's impression is confirmed that the formation of our Classical Association and similar bodies was a response to urgent needs in American classical teaching. The country was no longer young; her centennial had been celebrated some thirty years before; industry was rapidly supplanting agriculture; and the tide of new immigrants, with special requirements and different values, was at its crest. For many years the usefulness to America of the traditional classically oriented education, rooted in the upper middle class values of the Old World, had been seriously questioned. At the same time, American classicists had succeeded in freeing themselves from their long dependence on Anglo-European scholarship; it was no longer necessary to go abroad to obtain an advanced degree. The American Philological Association had been founded in 1869, joining the handful of learned societies in this country; by 1907 its membership had swelled to more than 500. Other classical associations and journals had come into existence in the last third of the old century and the early decades of the new. It was a time both of questioning the older ways and of adapting to new social forces, especially in the urban East. Paradoxically, the phenomena of rapidly increasing population and better means of communication had produced a heightened sense of isolation and social tension-rural and urban, traditional and novel, native and immigrant, middle class and lower class- that affected the Classics no less than other aspects of American life.

Like their lately-born sister institutions elsewhere in the United States, the Classical Association and its tabloid weekly responded to these new situations by providing a forum for ideas and a sense of common identity. Of the nineteen "Leading Articles" in CW Vol. 1, fifteen were pedagogical. Gonzalez Lodge, the editor-in-chief of the first six volumes, was at Teachers College in Columbia; his somewhat ponderous editorials were almost exclusively devoted to teaching methods, and most convey more than a note of anxiety about old versus new approaches, and the decline of standards. In an editorial (CW 1 [1907]189) he fretted:

We cannot help feeling that in some way or other we have not lived up to our birthright, that, whether by our own supineness or by force of circumstances, we have let slip that which to our forefathers was a priceless possession, and as we remark the increasingly large number of American youths whose minds during the formative period have not been touched with the slightest breath of Greek culture, we cannot but feel that our educational system has not progressed.

From the very beginning the journal recorded the downspiraling statistics, gloomy proof of the "anti-classical spirit", most especially in the study of Greek ("Greek is dying at Harvard"). The issues of Vol. 1 con-

tained defenses "of the study of Latin and Greek for all those students who expect to specialize in science" against the "familiar notion that the Classics are 'unpractical' ", and debates on the question "why not take both Greek and Latin literatures, so far as we want them, in translation?" (Courses in literature in translation "have been called into being by a certain lamentable tendency in higher education".) In 1907, as now, we hear of the "melancholy fact that much of the damage done to the Classics in this country within the last half century has been done by the executive officers of colleges and universities. . ."

Still, in 1907 a classicist in our area received 29 issues of CW (236 pp.) and membership in the Association for \$2.00 (\$1.00 for non-members). The contents found in Vol. 1 have changed surprisingly little over the journal's seventy-five years: articles, editorials, reviews, book notices, summaries from other journals, correspondence, notes and news, advertisements (not merely for books, but for hotels, hats, investment houses, overseas tours, tailors, furriers, and dry-cleaners).

While articles and papers on methods of teaching and the struggle against the philistines predominated in the early years of *The Classical Weekly* and CAAS, there was a liberal selection of other material: scholarly articles, reviews, and serious discussions about the direction of classical scholarship. Classical archaeology had reached its mature stage, and the pages of CW were dotted with news about exciting archaeological discoveries and new finds of literary papyri. CW's policy was to print the most popular papers presented at meetings of CAAS and other regional meetings. Then, as today, despite the preoccupation with pedagogical method in high-school teaching, the preponderance of papers and articles were by college and university teachers; and, although the overwhelming majority of Latin teachers (and attenders) then were women, few contributions by women teachers appeared.

The dominant mood expressed by classicists in the early decades of the twentieth century was one of anxiety. Even then the profession was justifying itself to what was perceived as a hostile world. That siege mentality was, as I have intimated, the main impetus for organization. The need for justification was reflected even in the more ambitious discussions about the nature and direction of the discipline. Mitchell Carroll of George Washington University attempted to describe "The New Classical Philology" (CW 2 (1908] 154-56) in Hegelian terms. The humanistic classicism which prevailed through the first half of the nineteenth century, challenged by the ascendant scientific spirit, had culminated in the rise of "philology as a science." The result was that "the value of humanism as an education force has become obscured." Carroll hopefully celebrated the new "synthesis, the stage of reconciliation. . .the union of the spirit of science with that of humanism and the emergence of a new ideal of personal efficiency, which combines liberal culture with technical training." The barbarians were at the gates, these men felt, and they counterattacked with the few weapons in their arsenal: appeals to past glory, *argumenta ad utilitatem*, and wishful thinking.

Out of the struggle of the past fifty years is emerging the *new classical philology* which adapts its message and its methods of teaching to the life of today. Let us point out briefly how this new utilitarian classicism. . .

Thus even in those early years "flourish" was a relative term; yet the Association did flourish in its modest way. The Fourth Annual Meeting in New York City had 150 in attendance ("disappointing" said Knapp) and many came from "a distance." Membership was up by 103 to 528. Cooperation and communication were identified as major problems. Organization was necessary "to present a phalanx array to the opponents of the Classics." In the papers presented, an attempt was made "to keep the pedagogical side of our interest. . . in the background."

In the years prior to the First World War the soul-searching and breast-beating proceeded apace, with lively arguments, pro and con, about the efficacy (and morality) of translations, oral (direct) methods, the value of prose composition, etc. The sociological facts of industrialization, immigration, schools crowded with the sons and daughters of the new American proletariat, underlay statements like that of B. W. Mitchell of the Central High School, Philadelphia in CW 5 [1911] 27 about the "decline in mental stamina of American youth, their reluctance to discipline themselves or submit to discipline. . ." caused by "the fact that the American parent as a source of authority is non-existent." Nevertheless, among all the exhortations and melancholy predictions ("I have frequently been accused of a tendency to pessimism in these editorials," said Lodge in 1912), some positive tendencies may be noted. Teaching of the Classics had become, perforce, more "humanistic" (i.e. interesting to the students), new methods inspired variety and vitality, the shackles of "Teutonic" scholarship were being shaken off. Something we may call an "American spirit" in classical teaching was being formulated, in which content was emphasized over form.

In his first editorial of Vol. 6 Knapp announced CAAS's first membership drive (with appropriate publicity), commenting that of the 3000 teachers of the Classics in the region only one in six was a member. There was also a hint of money problems, and Knapp asked members and subscribers to pay their dues on time. It is interesting to note that the nervousness expressed in articles and editorials, not only about the future of Classics in America but also about ways to teach Latin and Greek, was always sociologically grounded. We find constant reference to "the unrest which pervades everything at the present day", "the fever of competition [which] has seized upon nearly everyone", "the present whirling upset which some miscall progress." The world was indeed whirling, and the place of the Classics in the new social order was uncertain. The major pedagogical controversy of the time concerned the new "Direct Method", and whatever else it was, it was a symbol of classicists' response to the bewildering social changes that they saw occurring about them. By 1913 it was generally conceded that the teaching of Greek in high school had virtually disappeared, a victim of "the economic and social unrest in

our country today", although Latin was "holding its own surprisingly well in the nation at large" (J. P. Behm, 1'2W7 [1913125-29). It was also in Vol. 7 that a predecessor of the justly famed CW surveys appeared in the form of a long article, "A Working Library for Students of the Classics" by R. W. Husband. A perennial problem, the lack of contributions from secondary school teachers, was noted by Knapp in the same volume.

When Gonzalez Lodge resigned as CW's first editor-in-chief in 1913, the Executive Committee of CAAS abolished the position and appointed Charles Knapp Managing Editor. In 1914 "The lamentable war ravaging Europe and, for that matter, most of the world," inspired an article by R. G. Kent, "The Military Tactics of Caesar and of Today" (CW 8 [1914] 69-70). In the same volume appeared editorials on "The European War and Classics" and "Moving Pictures and the Classics" by B. L. Ullman ("moving pictures are an excellent means of showing that the Classics are not dead", and they provide the "finest kind of publicity for the Classics"). Vol. 9 contained an article, "Latin and Football", a paper read aloud at the Ninth Annual Meeting of CAAS. Through 1915 and 1916 the number of "War Notes" ominously increased.

On April 14-15, 1916 the Tenth Anniversary Meeting of CAAS was held in Philadelphia, at the Central High School. Of the fourteen papers four were given by women. Knapp presented a history of the Association. Membership was now 722; the CAAS account balance was \$675.66 and CW's \$1184.73; subscriptions to non-members stood at 1516. The charge for the annual dinner was \$1.25, the lunch \$.50. The Association appeared to be in good health. But Dr. Thompson, the President of Central High School, warned of the imminent banishment of the word "liberal" from education, replaced, he lamented, by the "dollar-mark" stamped on everything, evidence of the "Socialist tendency to reduce the problems of society to the supply of food, clothing and lodging for the multitudes." Another sign of the times was S. E. Basset's thinly veiled references to the Germans as *barbaroi* (CW 10 [1916149-5 1). Wartime inflation ("the great advances in the price of paper, and in printings costs in general") required an increase in the cost of CW to non-members from \$1.00 to \$2.00 beginning with Vol. 11.

Another of the sporadic precursors of the CW surveys was Lane Cooper's "English Translations of Greek and Latin Classics" in CW 11 (1917) 49-52. Cooper was not a pure enthusiast of such courses, but he bowed to the inevitability of Greekless and Latinless college students. The proposed course "is based upon the assumption that the teacher of the Classics has not always known how to play all the cards in his hand." Along the same lines was a survey in Vol. 12 of "The Loeb Classical Library Recent Additions" ("the Library may well be of service, by supplying some texts not otherwise easily accessible. . ."). Classicists were giving ground-slowly, but inevitably, coming to accept their fate as educationally peripheral. More and more the *apologiae* for the Classics stressed utility and practicality.

Interestingly, although the War had occupied the minds of classicists as it did everyone else's, the pages of *CW* and the reports of the meetings throughout the war years remained remarkably pacific. There were of course some articles like "Second Year Latin and Some Aspects of the World War" (*CW* 12 [1919-1920]), by Margaret E. Englar of Western High School in Baltimore:

The very name of Caesar suggests war; and at this time, when we think war, hear war, eat war. . . , how can we refrain from the discussions that are naturally precipitated by the text we are reading?

Indeed, Caesar-articles reached a peak during this period. But already by March 1919 Knapp was looking forward to what the post-war state of the Classics would be, and found solace in a paper by President Butler of Columbia, who said that "The swing of the pendulum away from interest in the ancient Classics has plainly come to its end." And since 1918 there had been talk of forming a national American Classical League.

At the Thirteenth Annual Meeting in 1919 it was reported that because of the Great War membership had declined from 681 to 582 and subscribers from 704 to 542. The Association had realized \$30.15 profit from the printing of 15,000 copies of the pamphlet "The Practical Value of Latin."

With the end of the War a new forward-looking spirit, paralleling the nation's, was apparent in classical circles. Like the "new" methods it was strictly modern in its point of view. A novel idea, the teaching of Latin in grade school, had been abroad for a few years; in *CW* 12 [1919] 201 Knapp printed a list of articles that had appeared on the topic, from 1914 to present. Classicists had by now reconciled themselves to the principle of *utile*; on the other hand the inevitable humanistic reaction had set in. New times offered new opportunities. In *CW* 12 (1920), in an article appropriately titled "Modern Antiquities", Ethel H. Brewster of Swarthmore proclaimed:

Never has the classicist had such a golden opportunity to question his methods and to retrieve, if necessary. It is another truism that this is the day of educational reconstruction. From every quarter come queries and suggestions, doubts, hopes, and fears, as to post-bellum instruction. The world has seen and felt the shocking results of a materialistic creed. Is the classicist prepared to step into the breach which is being made for him?

The answer, according to Brewster, was to "develop a vital and modern method of teaching Greek and Latin", and the "keynote of the new score" was emphasis on the humanistic contribution of the Classics to Western democratic civilization. The post-war classicists found the combination of the useful and the beautiful, with an accent on the humanistic tradition, very appealing. Indeed, Latin and Greek enrollments were holding up rather well in the schools and colleges, declining of course, but relatively better off than some other languages (especially German).

The Fifteenth Annual Meeting of CAAS on April 22-23, 1921 saw the treasury in good shape. Membership vMs at 724, subscriptions at 1446, both up substantially. Attendance at the meeting was 250. The journal, now in its fifteenth volume, continued to be "devoted more to the pedagogy of the Classics or to propaganda than to research proper. . .", with a good selection of general scholarly articles "in an easy and readable form", in addition to the short reviews, which by then had come to be highly regarded. For some reason the number of original poems printed in CW had decreased; Vergil and Horace were the frequent subjects of articles, Caesar was eclipsed. The ongoing Classical Investigation of the ACL was already providing fodder for articles on the state and direction of the Classics. Gonzalez Lodge's obituary of Basil Gildersleeve (CW 17 [1924] 113-14) reminded readers that American graduate training, which had "domesticated" German research, had come into its own with Gildersleeve's Greek Seminary at Johns Hopkins University in 1876. The editor's confidence in his readers' continuing capacity to read Latin was demonstrated by publication of a five-page article in Latin, "De Horatiانا Villa", in CW 17 [1924] 201-05.

The mood of confidence and the presentiment of change that were characteristic of the twenties in the U. S. were mirrored in the pages of CW during this period. Ominously, one writer, speaking of the religious and racial tolerance of the Hellenistic Greeks, mentioned in 1925 the anti-Semitism which was "peculiarly virulent in Europe since the close of the World War." Another writer commented that we were living in an "age of propaganda." L. A. Post spoke to a CAAS meeting on "The Feminism of Menander" (CW 19 [1926] 198-202), relating the topic to the current feminist movement (Post was in favor).

The twentieth anniversary of the Association was celebrated with little fanfare. Membership in 1926 was 866, subscribers to CW totalled 1776. The good times were at hand, and in 1927 the Secretary-Treasurer "had the great pleasure of reporting the highest total of members and of subscribers, both, that had been reported in all the years of the life of the Association." Like the nation, the Association and the journal were bullish during the late twenties. Articles on the decline of Latin and Greek in school and college seldom appeared. The economic (capitalist) explanation of ancient societies prevailed; the authors sometimes lamented the spirit of luxury and self-interest abroad in the land, and compared that modern mood either to the simplicity and rustic virtues of Greece and Rome or to their periods of decadence and decline. Social change presumes uncertainty, and the problem of direction was a constant preoccupation. H. G. Thompson of the New York State Department of Education voiced the period's feeling of anxiety cum optimism (C W 23 [1930] 73-76):

The teaching of Latin is in a state of flux and change at the present time. Desirable objectives are before the teachers as never before. A new educational philosophy has entered the conservative stronghold. Methods of teaching are changing. Some progressiveness

should be our watchword. The best of the new should replace the worst of the old. . . . As there are definite cycles in history and in the stockmarket, so the teaching of Latin progresses by cycles.

Forward with the new but preserve the old-this was the message of the time. Thompson gave his paper at a CAAS meeting in May 1929; the stock market crash of October 1929 had not yet darkened expectations. Another talk on methodology at the same meeting noted that "School conditions have changed and it is necessary to adapt our work to meet the changing conditions. . . we live in a utilitarian age." The article closed with the words *Tempora mutantur et nos mutamur in illis*.

At first the Great Depression received little mention in the pages of C W. A letter from Mary Johnston of MacMurray College in Jacksonville, Illinois commented on "this winter of 1931, in a farming county that has seen almost no rain for a year. . ." (CW 24 [1931] 136). But hard times were upon us. No meeting of CAAS was held from May 1929 to May 1931. In his report on the Twenty-Fourth Annual Meeting (1931) at Lehigh, Knapp said only that "In view of all the circumstances, the meeting was very well attended." And in the report of the Twenty-Fifth Annual Meeting the Secretary-Treasurer was pleased to say that it had been a very good meeting, even though "In view of the financial condition of the country, there had been some concern as to whether the meeting would be successful." For the first time the annual Friday night dinner was omitted by unanimous vote of the Executive Committee: "It was felt that, under existing circumstances, it was better not to hold a subscription dinner, whose price would inevitably, in a large city [Philadelphia], be high." No real celebration of the "quarter-centennial" of the Association took place. Spirits were low. Still, the assets of the Association totalled \$3930.78.

A topical note was sounded by Moses Hadas, "The Social Revolution in Third-Century Sparta," CW 26 [1932] 65, who defended that early "socialist" movement and concluded:

But if Agis, Cleomenes, and Nabis were all three activated by a desire to help their fellowmen, to raise the poor from the dungheaps. . . and to show that a State based on absolute equality could hold its own with other States, then certainly it is to the interest of civilization to record their effort honestly and not to malign them. . .

In the same volume J. W. Spaeth, Jr. compared Governor Roosevelt's plan to intervene in the disastrous financial situation of New York City to similar "interference" by the Roman emperors. The "chastening" lesson: such bureaucratic meddling "paved the way. . . to corruption." Vergil and Horace continued to hold centerstage as subjects of articles and papers, while Tacitus and Juvenal had begun to make a strong showing. Cicero, Ovid, Homer and Plato were also well represented. Advertisements had disappeared from the pages of CW beginning with Vol. 7 (1913-14); they began to reappear in Vol. 26 (1932-33) in the form that

recent readers are familiar with (books and teaching aids, summer sessions).

At a celebration in honor of Charles Knapp's fiftieth year at Barnard College (1934), Moses Hadas said of Knapp and CW that the journal "has in a peculiar sense become Professor Knapp's personal organ for the dissemination of sound doctrine." Indeed it had; Knapp's personality, fussy, censorious and pedantic, but totally devoted to accuracy and high ideals, had stamped itself not only on the journal but on the Association. Knapp, ailing, retired both as editor of CW and as Secretary-Treasurer of CARS in 1936. He had been Secretary-Treasurer since 1907 and editor since 1913. The new editor, Casper J. Kraemer, Jr. of New York University, said of his predecessor that "No matter how long the *Classical Weekly* continues to exist, the scholarly world will associate it, deservedly, with his name." A special tribute cited his "single-hearted and indefatigable devotion", his "boundless energy", and his "passionate concern for precision even in most minute details". As part of the tribute, Knapp was elected 33rd President of CAAS for 1936-37.

Kraemer and his staff changed the logo and increased the number of articles printed. In his first editorial (CW 30 [1936] 1) the new editor promised some changes: to publish as many book reviews as space permitted as well as "comprehensive lists of recent publications", the progenitor of the Books Received department. There would be greater selectivity of articles; "other features" were promised as well. Kraemer recognized the problems ahead:

We face in these days an unprecedented opposition to classical studies on the part of a clamoring host of pragmatists, vocationalists, educationalists and of some even stranger progeny of a "changing world."

He stressed the importance of cooperation among associations and journals, expressing confidence that "relatively unimportant points of difference can be settled in amiable conference."

Knapp died in September 1936 at the age of 68. Ernst Riess wrote a glowing eulogy, repeating once again that CW had "become in truth an image of the character of its editor", and acclaiming Knapp's "passionate faith in the value of the Classics as an indispensable factor in education" in which struggle he "had little care where the chips might fly." Critical, conservative, acerbic, even insulting and unkind at times, Knapp had been a man with a mission: to stem the tide of anti-classicism and to restore the Classics to the prominent place they had held during his own formative years.

After Knapp's retirement, problems of editorial direction that had been pushed into the background came to the fore. In the course of Vol. 30 Kraemer announced that he was discontinuing the department entitled "Classical Articles in Non-Classical Periodicals", which was to be replaced by "Abstracts of Articles", summaries of articles appearing in the 21 leading scholarly journals. CW during this year was almost exclusively

given over to book reviews and "Recent Publications"; a new department, "Classical News", which was devoted to *personalia*, was added. Reaction from readers was mixed, but what emerged was a long-felt sense on the part of high-school teachers that the journal slighted their interests in favor of the needs of college and university teachers. Kraemer asked his readers for their opinions. The response showed that college teachers approved of what he was doing; high-school teachers felt abandoned, but had few concrete suggestions. Thus was brought to a head a problem that had existed for some time and which has continued to haunt editors of CW since. Could CW satisfy what had become, in effect, two rather different clienteles? Kraemer's solution:

CW will continue substantially as it has in the past, stressing reviews and bibliographical information, but leavening the whole with more frequent articles.

For the high-school teacher Kraemer proposed a new feature, "Teacher's Digest", to be issued as a supplement, detached in pagination from the regular issues. It apparently never came to fruition; instead, in the December 13, 1937 issue a new department appeared, called "In the Classroom", edited by R. H. Chastney of the Townsend Harris High School in New York City. It appeared regularly in Vol. 31 and once in Vol. 32 (1937-38) with a new editor; then it disappeared. Now, for the first time in the history of the journal and the Association, there was a clear recognition of "the cleavage between the scholars and the secondary school teachers", and of the impasse to effective communication which no amount of editorial pleading could remove.

Illness forced Kraemer to retire. With Vol. 32 (1938-39) CW, for the first time, moved out of New York City to the "comparative rusticity of Pittsburgh." At that time the price of CW, with membership in CAAS, was still \$2.00. A new Secretary-Treasurer, John Flagg Gummere of the William Penn Charter High School, Philadelphia, was appointed in 1936; he was to hold the post until 1943. Despite the Depression both the Association and the journal were solvent, although the cash flow was precarious. In the Secretary-Treasurer's report of the Thirty-First Annual Meeting (1938), it was recorded that the number of paid subscribers had reached 1242, including all 48 states except Arizona and Nevada, and fourteen foreign countries.

Under the new editor, James Stinchcomb of the University of Pittsburgh (Vols. 32-38), the format of CW remained essentially the same: reviews, a few articles, abstracts of articles in other periodicals, recent publications. A new feature was "Coming Attractions", which listed meetings of classical groups in the area. Another innovation was the notice and review of books specifically for high-school courses, entitled "Schoolbooks." In an editorial (CW 32 [1939] 279) Stinchcomb gave a retrospective view of the first thirty-four presidents of CAAS. He noted that eight of them were women (none until 1918), and that Philadelphia and its environs had supplied more than a third of all the presidents.

True to the intentions of the founders of the Association, the presidents were about equally divided between secondary school and college/university teachers. Some had been eminent scholars, others were obscure.

The journal, the Association and the profession had weathered the Depression very well, it seems. Both membership and subscriptions were up, and the Executive Committee congratulated itself at its 1939 meeting on the "comfortable condition of the Association's finances." The Executive Committee had also voted to restrict advertising space and to raise its rates; the result was higher revenue and fewer ads, a hopeful sign. Stinchcomb's review of the Thirty-Third Annual Meeting in April 1940 summarized the optimism with which the new decade began (CW 33 [1940] 278):

The tasteful smartness, the Olympian efficiency and the sybaritic comfort of the Hotel New Yorker gave the proper setting . . . to our Association's most enjoyable, most business-like and most scholarly Annual Meeting.

The outlook was "uniformly optimistic." The journal, Stinchcomb proudly reported, had become "a review journal for the scholars of the whole country"; CW was

instructed to avoid the toils of popularization, of "appeals to the illiterate" and of pedagogical vocationalism. We are to publish for the scholar exclusively . . .

Vol. 33 was 316 pages, the largest ever.

In truth, neither the Depression nor the critical events in Europe had been much reflected in the pages of CW during the thirties. The agonizings over the imminent demise of the Classics and the heated controversies about teaching-methods and the "value" of Latin and Greek were much less in evidence. CW had become essentially a scholarly review publication, although the Annual Meetings still continued to devote about equal time to scholarly and pedagogical papers and conferences. The first Fall Meeting since 1927 was held in Atlantic City on November 22, 1941, described as one "of unusual merit". "Deep interest and educational optimism characterized sessions at which women speakers won much of the applause." The only sign of our imminent involvement in the world holocaust was the notice that, "Basking under a comfortable Treasurer's Report, the Committee voted to purchase a \$500 Defense Saving Bond . . ."

Shortly thereafter, of course, references to the "time of crisis" peppered every issue of CW. A little less hysterically, perhaps, than during the first World War (the intervening period had matured us with some worldly cynicism), the obligatory parallels between the Classics and the current condition of nations began to be drawn. Raphael Demos defended Plato from a charge that he was a "Fascist" (CW 35 [1942] 1243); similarly, it was reported that "A distinctly patriotic tone pervaded the display of Latin class projects of the New York City schools last week."

The mood of the early war years was summed up by a statement read by Ernst Riess at the Thirty-Fifth Annual Meeting in 1942:

While it is self-evident that the classical studies, together with other disciplines in the liberal arts curriculum, cannot make a direct and immediate material contribution to the war effort, teachers of the Classics have the opportunity and the duty to make a vital contribution to the education of the community and the individual in the national emergency by imparting a profound and true understanding of the culture of antiquity and its significance for modern democratic society.

Once again, the aims and objectives of the teaching of the Classics were seen to be tied to the national interest. The United States needed "inner iron self-discipline"; the proper study of the Classics would supply it; the child-centered education had failed to provide that iron will and the country was in crisis because of it. Somehow the Classics (and the liberal arts) had to be made a wellspring of strength against a brutal foe. The defense lay both in that vaunted discipline supplied by a rigorous curriculum and in the ideas of freedom and spiritual power that antiquity represented. So, to the question "Do the Classics Have A Place in Wartime Education?" (CW 36 [1943] 146-49) W. C. Bagley of Columbia answered a resounding "yes", against the prevailing sentiment that they were a "war-time nonessential." The wartime emphasis on technology had only heightened a long trend in that direction. The rationale expressed by Bagley and others was that Latin, like no other subject, aided in the development of the conceptual and symbolic and, therefore, *underlay* the study of other subjects. The future would require this capacity even more.

Continuity within the Association and the journal was demonstrated in the obituary by Nelson C. McCrea and La Rue Van Hook of Gonzalez Lodge, who died in 1942 at the age of 79. Lodge had written such a eulogy on his colleague Basil Gildersleeve many years before.

At the Thirty-Sixth Annual Meeting in Philadelphia in the Spring of 1943 the Executive Committee debated whether to continue CW as it was or to turn the journal over to the American Philological Association. At the meeting itself, attended by 128 members, "most of the papers . . . took cognizance of the demands of the war on school and college curricula and emphasized . . . how the unique value of the Classics must be demonstrated to pupils, administrators, and the public, if these subjects are to survive." John Flagg Gummere retired as the Association's second Secretary-Treasurer, and was succeeded by Franklin B. Krauss of the Pennsylvania State College. The editor, Stinchcomb, reported that there was "no dearth of material for publication, and that enough for next year's volume is already submitted or contracted for." Stinchcomb had initiated a new feature with Vol. 35- "Comment and Conjecture"-short notes and reports on connected topics that served to relieve the standard fare of reviews and abstracts. He reported that com-

ment from readers had been favorable. Despite some inevitable declines in both circulation and membership the journal and the Association were faring well.

The Autumn Meetings of 1943-1945 were cancelled because of "war-time transportation restrictions." As had been the case during World War I, numerous articles on military affairs in antiquity appeared in the war volumes of CW. Terms like "gremlins", "pin-ups", "panzers" and "Blitzkreig" became part of CW's vocabulary during those years. The following notes in "Comment and Conjecture on Greek History" appeared in the January 10th issue of Vol. 37 (1944): "The Formulation of War Aims in Thucydides"; "Tyranny and Democracy"; "Commando Raids in the Peloponnesian War." Allyn and Bacon advertised its high-school Latin books under the banner, "Latin in Peace and War. . . ." The text read in part: "War puts a premium on disciplinary subjects like Latin. Drill is vital in war, and drill in orderly inflections... affords the best promise to the young pupil of mastery of his native English."

The issue of May 22, 1944 was the 1000th issue of CW. Editor Stinchcomb devoted the entire issue to brief notes by contributors to [Vol. 1. D. M. Robinson](#) wrote that CW had "become the *Philologische Wochenschrift* of America." T. Leslie Shear and Karl P. Harrington, wrote praises of the first two editors, Lodge and Knapp ("the meticulous Lodge, the tireless Knapp").

As the war years drew to a close, attention was directed to the challenges and possibilities that faced the profession in the period ahead. Just before the last issue of Vol. 38 (1944-45) was published James Stinchcomb died suddenly at the age of 47. Charles M. Lee praised Stinchcomb's "charming personality, affability, and genial sense of humor" (CW 39 [1945] 2). The new editor, Edward H. Heffner of the University of Pennsylvania, tentatively stated his policy in the first issue of Vol. 39. His most pressing concern was lack of material, an ever present problem during the war. He stated his intention "to print more material calculated to be a source of instruction and inspiration to the teachers of the Classics in the schools." One immediate innovation of Heffner's was to change the logo back to *The Classical Weekly*, the journal's original title, which had been shortened to *Classical Weekly* by the third editor, Kraemer.

The problems facing the Classics at this time were the same ones that had bedevilled the profession for years, summed up by the challenge to the Classics (especially Latin) to meet the "broader educational objectives of the modern high school." Professional educators, now even more insistently, were stressing goals like "life-satisfaction" and the "new technological requirements." The situation facing higher education was not essentially different-the colleges experienced an influx of new, mature students on the "G. I. Bill" whose previous schooling had prepared them inadequately for college careers in the Classics, and whose personal requirements would inevitably be focused on practical considerations. The "normal" high school Latin Course had now been uni-

versally reduced to two years. The justification for Latin, predictably, had changed little, except that now the emphasis was on the richness of the classical heritage as an exemplum for the brave new world that lay ahead—a true cosmopolis. Thus, when teachers asked themselves about "the place of Latin in the postwar secondary curriculum", the answers were couched in the broadest terms, typified by W. C. Korfmacher's article "Latin and the New Internationalism" (C W 39 [1946] 122-24):

- (1) Latin can foster the language sense;
- (2) Latin can foster a reasonable tolerance;
- (3) Latin can foster a true universality.

Vol. 39 (1945-46) was the shortest in recent history, with only 168 pages. Subsequent volumes, however, freed from wartime restrictions, once more began to equal their former lengths. Editor Heffner was forced to warn contributors about excessive use of Greek type in their articles; in the post-war era such frills were becoming too expensive. In May 1947, CAAS dues were increased from \$2.00 to \$2.50; printing costs had increased 75% and business expenses 50%. Nevertheless, the Executive Committee authorized an increase from eight to sixteen pages per issue for Vol. 41 (1947-48), with a total of 256 pages. Under Heffner the number of articles carried had increased; the new size permitted even more. Heffner expressed his confidence "that the worst of the war-born difficulties have been surmounted", and looked forward to "solid improvement and greater usefulness" (CW41 [1947] 2).

The Fortieth Annual Meeting was held in Washington on May 9th and 10th, 1947. Attendance was good. CAAS had 647 members and the total number of subscribers was 1280. The Association's balance was \$90.78 and CWS was \$1652.97. The outlook was optimistic.

Scholarly and pedagogical articles both were now longer and more substantive; reviews and other service features were given a lower priority. The survival of Latin in the "Atomic Age" was, inevitably, a major preoccupation. The arguments pro-Latin were essentially the same as they had long been, except that the utilitarian philosophy that permeated the society forced apologists for Latin to concentrate even more on its practicality (even "slow" students could benefit greatly from Latin). It was the age of the average man. The solution to declining interest in the Classics, according to the articles written in the late forties, lay somehow in a transformation of the curriculum. "Method" became the operative word.

In the last issue of Vol. 42 Heffner announced his retirement as editor of CW (Vol. 39-42) and welcomed his successor, Harry L. Levy of Hunter College. Levy introduced a new uniform style-sheet for contributors and announced his policy: "articles and notes of general classical interest, wide enough in scope to appeal to the entire range of our readers", as well as reports of "results of specialized research." He asked also for "less technical items" dealing with matters of pedagogy (CW 43 [1949] 18). The "Notes and News" department was inaugurated in Vol. 43, no. 2, and the listing of new books was re-christened "Books

Received." The journal was evolving into something resembling its current form. Each issue contained several short articles, brief reviews, Books Received and Notes and News. Another feature, revived by Levy, was "Brief Communications", notes and letters from contributors on a variety of scholarly topics.

In 1948 CAAS established a scholarship fund to enable secondary school teachers to attend the summer session of the American Academy in Rome. Anna H. Griffiths of the Brooklyn Friends' School was the first recipient-the amount was \$300. Since the late 30's audio-visual material had become increasingly available for teaching the Classics. In 1950 ("this television age") CW began to list the aids of this type in a feature which has continued to the present.

Levy, echoing what Knapp had complained of in 1913, expressed his concern that articles relating to "secondary-school Latin teaching" were scarcer than ever, and he doubted whether his intended policy of devoting half of CWS space to articles and reviews in this area could be maintained. He again emphasized that one of CWS best features was "prompt, brief, reviews of a great number of books" (CW 43 [1950] 243-44). Changes in type-size and other adjustments gave the journal more space. In 1950 CW became available on microfilm for the first time. Franklin B. Krauss, who had been Secretary-Treasurer of CAAS since 1943, resigned his office in 1949 and was succeeded by Eugene W. Miller of the University of Pittsburgh. Krauss, who was one of the most active members of the Association, was elected President for 1949-50 and again for 1950-51. In March 1951 Levy announced that CW would sponsor, at the request of the APA, an annual textbook survey; the first survey appeared in CW 44 (1951) 214-18 and has appeared more or less regularly since.

Once again (in 1951) the subscription price of CW had to be raised (to \$3.75) because of increased printing costs; the finances of the journal, somewhat precarious since the end of the war, had turned worse, due partly to changes in editorial office and new printers. The journal was now suffering from a small, but chronic deficit. The deficit reported at the Forty-Fourth Annual Meeting in April 1951 was \$82.72, despite a loan of \$500 from the Endowment Fund of the Association. At the same meeting a new position was added to the journal: S. A. Akielaszek of Fordham was appointed "Secretary for Distribution of Publications" to help with the increased burdens of circulation and subscriptions.

In his "remarks" to the Association President Krauss addressed the problems facing the profession in the 1950's. Latin enrollments were falling, Greek had virtually disappeared from the high-school curriculum. Krauss decried the apathy and inertia of classicists in facing this long-standing problem. It was an age of scientific and vocational education. The solutions were curriculum reform, addressed precisely to that huge group of "pre-professional students and students in the social sciences", and for the classicists to present a united front through their professional associations. Krauss considered and dismissed the fre-

quently made proposals that the regional classical associations disband and reform themselves into a single blanket national organization, and that CW, CO, and CJ likewise become one journal expressing the common voice. His tone, echoing the tone of many articles and talks on the same subject during these years, was pessimistic in the extreme, almost paranoid: classicists had to "defend" themselves against "all opponents" who were intent on the "demolition" of the profession.

Levy retired as editor of CW after Vol. 45 to assume the duties of Dean of Students at Hunter College. He was succeeded by Edward A. Robinson of Fordham University, the seventh editor of CW. Robinson was to hold the post longer than any other editor except for the renowned Charles Knapp. In his first editorial Robinson promised to retain

The familiar allotment of space among articles, service features, reviews and reporting of recent publications, and news of interest to classical teachers . . . . (CW 46 [1951] 1).

In addition, he announced the inauguration of a new feature, one that has since become almost an identifying trade mark of CW: "a series of surveys of recent work on the major classical authors and fields . . ." During Levy's tenure as editor the number and length of articles had increased; their content had also become more scholarly. In spite of many appeals for such material, the number of pedagogical articles had decreased.

The Forty-Fifth Annual Meeting was held in Annapolis on April 18-19, 1952; attendance was over 100. CAAS members totalled 573. The Association had a balance of \$329.58 in its account, -CW \$ balance was \$80.57. Total expenditures for CW 45 had been \$5174.88.

The fortress-mentality of classicists during this period was typified in an article by J. A. Gaertner of Lafayette College, aptly titled "Why Not Attack?" (CW 46 [1953]193-200). Gaertner concluded:

All too often we have defended the Classics on the grounds and in the terms the enemy has chosen. We have feebly asserted that somehow they did seem to have a practical value.

Instead, said Gaertner, we should admit that they are not utilitarian, in the gross sense, but have lasting value as a fundamental element of Western civilization. And, indeed, although the utile-argument was still widely expressed, this transcendent point of view had become more and more common. What it meant, of course, in the quiescent 50's was that classicists had few other ways of justifying their existence except this one. Our backs were to the wall.

Robinson departed from tradition with Vol. 47 (1953-54) by changing CW from a "weekly" to "semi-monthly." In fact, the weekly schedule had become quite erratic, and *The Classical Weekly* was a weekly only in name. The last issue of Vol. 46 (1953) contained the first of the CW scholarly surveys, E. H. Haight's "Notes on Recent Publications about the Ancient Novel." Greek font reappeared in Vol. 48 for the first time since Vol. 44.

In 1954 F. Gordon Stockin of Houghton College became the fifth Secretary-Treasurer of CAAS. Signs of serious financial problems had begun to appear. Stockin reported at the Forty-Ninth Annual Meeting (1956) that the Association had a deficit of \$42.54, and that the Rome Scholarship Fund was also in deficit to the amount of \$43.47. CW's balance was \$504.32.

Robinson's editorial bent was, as he put it, "philanthropical"; his desire was to make CW into a true service publication to the profession, and he constantly strove to do this by means of the various surveys, not only of authors and fields, but of inexpensive texts, college and school texts, audio-visual aids, etc. Vol. 50 saw the publication of "College Classical Departments", the forerunner of CWS widely acclaimed 1973 *Directory of Classicists*.

The Fiftieth Annual Meeting was held on April 26-27, 1957 at Columbia University, the Association's place of birth. It was, apparently, not as gala a celebration as the occasion warranted. The highlights of the meeting were appearances on the program of Edith Hamilton and Gilbert Highet. But financial problems and editorial difficulties marred the event somewhat. The future was uncertain; the Nominating Committee deferred naming the editor for volume 51. Robinson *was* reappointed in the course of that summer, and changed the name of the journal to *The Classical World*, now to be published monthly in eight issues of 32 pages each. Robinson also inaugurated a new department, "In the Journals", which was "intended primarily to be of service to teachers of Latin in Secondary Schools." CW during the 50's had more and more the appearance of a service bulletin, with articles and notes taking a definite second place.

Vol. 51 saw the largest increase in its circulation in history, 40%, to 1750 total subscribers. But, whatever the causes, neither the Classics, nor the Association nor the journal were in the best of health. Franklin Krauss, speaking at the Fiftieth Annual Meeting, noted that "the Association has suffered a considerable loss in vitality within the period of the past few decades." Krauss blamed the malaise on the increasing gulf between secondary school teachers and university scholars. Under Knapp's "editorial regime", CW had effectively represented the "work of all groups", but

For many years now the editorial policy of the C. W. has gravitated from the central position which Professor Knapp maintained. Although it continues to be excellent and most useful to some members of the Association, it no longer has the appeal and utility that it should have for all members ....

Robinson was the target of much criticism, openly expressed or thinly veiled. In the first issue of Vol. 52 (1958) he announced "CW *Redivivus*", citing the "remarkable upturn in the fortunes of CW" which gladdened its numerous "friends" and sobered "a few chronic de-

tractors." Its circulation was nearly 2000, "its financial underpinnings secured, and its policies more satisfactorily defined." Much of the praise was given to Louis H. Feldman of Yeshiva University, who had been appointed Managing Editor, and to Irving Kizner of Hunter College High School, Assistant Managing Editor, in charge respectively of finances and circulation.

As the sixties dawned, new life seemed to come to both the Association and the journal. Membership and subscription figures were reportedly good, finances appeared to be relatively secure. In the wake of the launching of Sputnik by the U.S.S.R., Latin enrollments in the schools enjoyed an upsurge, the fruit of another of America's convulsive reactions to events, which usually take the form of a "return to the basics." CW began to publish nine issues with Vol. 53. Advertisements had increased substantially, further proof of the growing national economy. Nevertheless, the appearance of good health was illusory, and during the sixties CW and the Association continued to have financial problems.

The circulation of CW 57 (1963-64) was reported to be at a record 3,000. The journal had now settled into the mold fashioned by Robinson, which emphasized services (surveys of various sorts) and regular departments: Reviews, Books Received, "The Audio-Visual World", "In the Entertainment World", "The Archaeological World", "Classics Makes the News", "Notes and News", "In the Journals", "In the Schools." Usually, only one short article per issue was published.

The important post of Secretary-Treasurer of CAAS had been held by two men in the fifties, Eugene W. Miller from 1949-54, and F. Gordon Stockin from 1954-60. Joseph A. Maurer of Lehigh University served from 1960-64, resigning in favor of Evelyn H. Clift of The University of Delaware, who has been Secretary-Treasurer since. During those years the financial and other problems were little aired in the reports of Meetings that appeared in the journal. For most of the fifties and sixties the financial reports of CAAS and CW were not printed.

In a "Memorandum to Editors of Classical Publications", CW 58 (1964) 33-35, J. F. Latimer, President of ACL, reported on the crisis of Latin in the schools despite the "seemingly encouraging increase in the number of Latin students in recent years." Latin enrollments had, in fact, increased numerically throughout the country, but the percentage of students studying Latin was declining. Latimer enumerated the causes for concern: shortage of teachers, apathy and hostility by administrators and counselors, the two year sequence, inadequate school-college communication and the indifference of college teachers to the problems of the high school, competition from other languages. He warned that unless a concerted effort was made, "Latin could all but vanish from the secondary curriculum in the next decade." The solution was, as usual, to be found in centralized organization on a national scale and in massive publicity.

The dues of CAAS and the subscription price of CW had been increased several times recently, and at the Fifty-Seventh Annual Meeting

the combined price was raised to \$5.50 to cover heavier printing costs and the expanded activities of the Association. The service aspects of the journal had made printing very expensive, because of the small type employed and the complexity of setting the many surveys.

In his opening editorial of Vol. 59 (1965-66) Robinson acknowledged the opposition felt in many quarters to his policy of making CW into the "service magazine" of the profession to the exclusion of "original" contributions. He promised to attempt to restore some better balance to the journal. Reviews and Books Received especially had expanded considerably under Robinson and the Book Review editor, Ursula Schoenheim: CW was printing approximately 200 book reviews and 400 book notices annually. At an Executive Committee Meeting in January 1966 some "more drastic than anticipated" decisions were made about the journal, resulting in the liquidation of several of the service departments in favor of greater space for "more conventional copy."

A sign of the times was the new interest on the part of classicists in the deepening crisis of poverty in America, as witnessed by an article in CW 60 (1966) 93-98, "Classics in the Inner City School: Experiments and Proposals," by Hilary Hayden. This interest in the role that Latin could play in the linguistic and cultural enrichment of urban grade-schoolers culminated in the successful FLES programs in Philadelphia, Washington and elsewhere in the late sixties and the seventies.

Vol. 61 (1967-68) was a hefty 437 pages-the largest in history. It was also Robinson's final contribution as editor, which post he had held since 1952. Joseph A. Maurer, who had been Secretary-Treasurer also, accepted the position of interim editor. In a gracious tribute to Robinson, "under whose editorship this journal achieved the stature which it now enjoys in our discipline", Maurer proposed no changes in format.

Once again the Classics were adjusting to social change: this time it was the vociferous demands of students that their education be "relevant", the buzz-word of the late sixties. Latin was not "with it" by definition. More immediately pressing, however, was the Association's financial condition. Secretary-Treasurer Clift's financial report at the 62nd Annual Meeting in 1969 showed a deficit of \$684.96 in the Rome-Athens Scholarship Fund. Editor Maurer reported that \$3500 of CW's current income had to be used to clear the outstanding debts from the previous volume. The Executive Committee voted to increase the subscription price by \$1.00. Maurer resigned as editor of CW after Vol. 64 and recommended as his successor Robert W. Carrubba of The Pennsylvania State University. Although Maurer saw himself simply as a "caretaker" editor, in his brief tenure the journal's offerings had become better balanced between articles and service features. The problem of space was helped by limiting the number of pages devoted to reviews and, especially, to Books Received, under Carrubba.

Edward A. Robinson died early in 1972 at the age of 61. In the obituary that appeared in CW, J. H. Reid, S. J. of Fordham noted Robinson's contributions to the journal, achievements which are still the most

prominent features of CW. the many short reviews and the scholarly surveys. It was fitting that Carrubba had been one of Robinson's students at Fordham.

Vol. 66 (1972-73) witnessed a major innovation in the journal. The "magazine" or tabloid format, which had been CW's identifying mark since 1907, was abandoned, and CW adopted the size and look of other scholarly journals. Carrubba promised eight annual issues, 64 pages each, a total of 512 pages. The editorial staff was also enlarged, and a more rational system of refereeing was instituted. Carrubba's purpose was to retain the best of the old-surveys, service departments, Reviews, and Books Received-and to concentrate on upgrading the quality of articles. The new format and the new direction, embarked upon with some trepidation by Carrubba, met with instant and universal approval.

CW had entered the seventies. So had the profession. Despite the never-ceasing chorus of gloomy predictions, the Classics had survived the turbulent decade of the sixties. It is interesting to note that while other periods of social change and unrest had been reflected in the pages of the journal, the tremendous dislocations of the sixties passed almost unnoticed. During that time "method" had dominated, and the pedagogical articles in CW argued the merits of the Sweet Method, Oerberg's Nature Method, the Cambridge Latin Course, Audio-Visual instruction, etc., with all the fervor that accompanies that kind of singlemindedness. The notion that if we could just hit upon the proper "technique" all problems would be solved mirrored precisely the current myth of managerial magic by which the society at large was hypnotized.

By 1972 the Rome-Athens Scholarship Fund had fallen hopelessly into debt, and a new fund, bearing the name of one of CAAS' former distinguished presidents, the E. Adelaide Hahn Rome-Athens Endowment Fund, was instituted. No scholarship was to be awarded until the old debt had been paid off and the endowment had reached \$10,000, a goal that has been nearly attained at this writing.

Carrubba resigned as editor after Vol. 67 to take on the duties of Secretary-Treasurer of APA. Walter Donlan, also of The Pennsylvania State University, succeeded him. Under Carrubba's management the editorial policy of CW had become clearly defined. Articles of scholarly and general interest were actively sought, and the number of original manuscripts submitted increased from a trickle to a steady flow. The surveys, under the able direction of A. G. McKay of McMaster University, were given pride of place; their format was regularized to make them more easily consulted, and their standards of completeness and scholarly value became even higher. The short reviews and Books Received, among the most popular features of the journal, were also given more flexible guidelines. The regular "service" departments were reduced to two: "Notes and News" and "In the Schools." A new department, "Scholia", devoted to short notes and comments, a revival of a similar feature of the past, was instituted in Vol. 68. Otherwise the format and policies of the journal remained essentially unchanged.

**The really serious problem facing Donlan and the Association was CW's large deficit which had been steadily accumulating through the years. At the end of fiscal year 1974 the CW deficit was \$6,083.00. Car rubba had instituted stringent economy measures, including a change of printers; otherwise the deficit would have been greater still. Clearly this was a crisis of major proportions that threatened not only the existence of the journal but of the Association itself. By the end of 1975 the debt had been wiped out and the Secretary-Treasurer reported a modest balance of \$875.48, which increased to \$3186.38 by June 30, 1978. Part of the financial difficulties of the journal stemmed from years of chaotic neglect of circulation problems. No one, literally, knew how many paid subscribers CW had at the beginning of Vol. 68. The combination of strict economy, new circulation procedures under an energetic Circulation Manager, Anthony O. Leach, II, subscription drives, and the initiation of new sources of revenue (among which was the sale of offprints to authors for the first time) paid off, and the journal was financially and managerially sound as the decade of seventies neared its close.**

**On October 29-30, 1976 CAAS celebrated the nation's bicentennial with an exceptionally fine meeting in Philadelphia. It was not a time of optimism nationally, but to the Association, the journal and the profession itself the future appeared somehow brighter. We were used to hard times. A true spirit of cooperation among classicists and the various organizations was emerging. The feeling prevailed that hard work and dedication to the permanent values that the Classics symbolized would get us through again. In his farewell editorial (C W 71 [1978] 465) Donlan tried to sum up the present mood:**

**The "Modern World," now several centuries old, has begun to appear tired and cranky, its institutions and ideologies not as vital and buoyant as they once were. The instinctive reaching out for the stability of past forms, patently and pathetically manifested in the new conservatism of Left and Right, religious revival, back to basics education, economic decentralization, law and order, romanticism, return to nature, and all the other symptoms of dissatisfaction with what is, has rekindled an interest in classical antiquity. It is too early to know whether this interest, reflected in recent reports of increasing enrollments in the ancient languages and in translation courses in both school and college, heralds a true renaissance of the Classics, or, like other phenomena of our fast-paced era, is a passing fad. It is important, in any event, that we do not regard this incipient revival merely as a means of increasing enrollments, an opportunity to "cash in" on society's discontent and fears. The nostalgia for the solid values of the past, however unfocussed, is a deeply felt response to the anomie of modern society. Guardians (by default) of the foundations of Western culture, classicists are uniquely equipped to transmit and interpret the cultural heritage to those yearning for that which does not change. It is a grand opportunity . . . . To realize the opportunity teachers of the Classics, especially**

**those who teach the young, must have a sense of paedeutic mission. We must learn again from our spiritual ancestors that the end of learning is not skills for the market place but excellence of mind and soul.**

**In 1978 the Garland Reference Library of the Humanities issued a five-volume series of reprints of CW surveys, entitled *The Classical World Bibliographies*, eloquent testimony to the lasting importance of these surveys of scholarship to the profession world-wide.**

**So much for the past. What of the future? With Vol. 72 (1978-79) Jerry Clack became the eleventh editor of CW. His direction has been sure and magisterial, his staff efficient and hardworking. The Association is financially sound; its activities under the vigorous leadership of its officers and the dedication of its members to the highest ideals of teaching and scholarship have expanded considerably in the past several years. We enter the eighties with undiminished hope and an abiding faith that the study of the Classics will continue to inspire future generations of our young.**

**This selective account has been the merest sketch of a long and eventful chapter in American classical studies. Many things of note have been omitted; only a tiny handful of the hundreds of dedicated men and women who made that history has even been mentioned. One thing stands out above all else. During the seventy-five years of the Association and of CW the stated goals and objectives of the founders, men trained in the scholarship of the nineteenth century, whose cultural and intellectual outlook were formed by a vastly different set of experiences, have remained virtually unchanged. It is comforting to realize that *maiores* like Lodge and Knapp would feel themselves at home, among friends, were they to attend the celebration of CAAS's seventy-fifth birthday.**

*The Pennsylvania State University*

**WALTER DONLAN**

I wish to record my indebtedness to Barbara Jo McNeillie, Work Study Student at Penn State, for invaluable aid rendered in the preparation of this report.

## MEETINGS OF CHAS

First Annual Meeting April 26-27, 1907	Columbia University, New York, NY (then called The Classical Association of the Middle States and Maryland)
Second Annual Meeting April 24-25, 1908	George Washington University, Washington, DC (then called The Classical Association of the Middle States and Maryland)
Third Annual Meeting April 23-24, 1909	Haverford College, Haverford, PA (now called The Classical Association of the Atlantic States)
Fourth Annual Meeting April 22-23, 1910	The College of the City of New York, New York, NY
Fifth Annual Meeting April 21-22, 1911	Princeton University, Princeton, NJ
Sixth Annual Meeting May 3-4, 1912	University of Pennsylvania, Philadelphia, PA
Seventh Annual Meeting May 2-3, 1913	Johns Hopkins University, Baltimore, MD
Eighth Annual Meeting April 17-18, 1914	Barnard College, New York, NY
Ninth Annual Meeting May 7-8, 1915	Swarthmore College, Swarthmore, PA
Tenth Anniversary Meeting April 14-15, 1916	Central High School, Philadelphia, PA
Eleventh Annual Meeting April 27-28, 1917	University of Pittsburgh, Pittsburgh, PA (with The Classical Association of Pittsburgh and Vicinity)
Twelfth Annual Meeting May 3-4, 1918	Drexel Institute, Philadelphia, PA

Thirteenth Annual Meeting April 4-5, 1919	Haverford College, Haverford, PA
The First Fall Meeting November 29, 1919	University of Pennsylvania, Philadelphia, PA (with The Association of Colleges and Preparatory Schools of the Middle States and Maryland)
Fourteenth Annual Meeting April 30-May 1, 1920	Johns Hopkins University, Baltimore, MD
The Second Fall Meeting November 27, 1920	Johns Hopkins University, Baltimore, MD (with The Association of Colleges and Preparatory Schools of the Middle States and Maryland)
Fifteenth Annual Meeting April 22-23, 1921	Hunter College, New York, NY
The Third Fall Meeting November 26, 1921	Swarthmore College, Swarthmore, PA
Sixteenth Annual Meeting April 28-29, 1922	University of Pittsburgh, Pittsburgh, PA (with The Classical Association of Pittsburgh and Vicinity)
The Fourth Annual Fall Meeting December 2, 1922	Tower Hill School, Wilmington, DE (with The Association of Colleges and Preparatory Schools of the Middle States and Maryland)
Seventeenth Annual Meeting May 4-5, 1923	Rutgers College, New Brunswick, NJ (in cooperation with The Classical Association of New Jersey)
The Fifth Annual Fall Meeting December 1, 1923	Moravian College, Bethlehem, PA (with The Association of Colleges and Preparatory Schools of the Middle States and Maryland)
Eighteenth Annual Meeting May 2-3, 1924	The Episcopal Academy, Overbrook, Philadelphia, PA (in cooperation with The Classical Club of Philadelphia)

The Sixth Annual Fall Meeting November 29, 1924	George Washington University, Washington, DC (with The Washington Classical Club)
Nineteenth Annual Meeting May 1-2, 1925	Swarthmore College, Swarthmore, P A
The Seventh Annual Fall Meeting November 28, 1925	Columbia University, New York, NY (with The Association of Colleges and Preparatory Schools of the Middle States and Maryland)
Twentieth Annual Meeting April 30-May 1, 1926	University of Pennsylvania, Phila- delphia, PA
The Eighth Annual Fall Meeting November 27, 1926	University of Buffalo, Buffalo, NY (with The Association of Colleges and Preparatory Schools of the Middle States and Maryland)
Twenty-first Annual Meeting May 6-7, 1927	George Washington University, Washington, DC (with the cooperation of The Wash- ington Classical Club and The Balti- more Classical Club)
The Ninth Annual Fall Meeting November 11, 1927	Atlantic City High School and the Hotel Strand, Atlantic City, NJ (with The New Jersey Classical As- sociation)
Twenty-second Annual Meeting May 18-19, 1928	Princeton University, Princeton, NJ (with the cooperation of The New Jersey Classical Association)

*No Fall Meeting Noted for 1928*

Twenty-third Annual Meeting May 3-4, 1929	Baltimore City College, Baltimore, MD (with the cooperation of The Wash- ington Classical Club and The Balti- more Classical Club)
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*No Fall Meeting Noted for 1929*

*No Spring Meeting Noted for 1930*

*No Fall Meeting Noted for 1930*

Twenty-fourth Annual Meeting      Lehigh University, Bethlehem, PA  
May 1-2, 1931

*No Fall Meeting Noted for 1931*

Twenty-fifth Annual Meeting      Central High School, Philadelphia,  
May 6-7, 1932                              PA

*No Fall Meeting Noted for 1932*

*No Spring Meeting Noted for 1933*

*No Fall Meeting Noted for 1933*

Twenty-seventh Annual Meeting      College Misericordia, Villa Teresa,  
May 4-5, 1934                              Dallas, PA

*No Fall Meeting Noted for 1934*

Twenty-eighth Annual Meeting      Lafayette College, Easton, PA  
April 26-27, 1935

*No Fall Meeting Noted for 1935*

Twenty-ninth Annual Meeting      Franklin and Marshall College,  
April 24-25, 1936                              Lancaster, PA

*No Fall Meeting Noted for 1936*

Thirtieth Annual Meeting              New York University, New York,  
April 30-May 1, 1937                              NY

*No Fall Meeting Noted for 1937*

Thirty-first Annual Meeting              University of Pittsburgh, Pitts-  
April 29-30, 1938                              burgh, PA

Executive Committee Session              Chalfonte Hotel, Atlantic City, NJ  
November 26, 1938

Thirty-second Annual Meeting              Benjamin Franklin Hotel, Philadel-  
April 28-29, 1939                              phia, PA

Executive Committee Session              Atlantic City, NJ  
November 25, 1939

Thirty-third Annual Meeting April 26-27, 1940	Hotel New Yorker, New York, NY
Autumn Meeting, Executive Committee November 23, 1940	Atlantic City, NJ
Thirty-fourth Annual Meeting April 25-26, 1941	Mayflower Hotel, Washington, DC (with the cooperation of The Wash- ington Classical Club and Sidwell Friends School)
Fall Meeting, Executive Committee November 22, 1941	Atlantic City, NJ
Thirty-fifth Annual Meeting April 24-25, 1942	Hotel New Yorker, New York, NY
Autumn Meeting November 28, 1942	Hotel New Yorker, New York, NY
Thirty-sixth Annual Meeting April 30-May 1, 1943	Benjamin Franklin Hotel, Philadel- phia, PA (with the cooperation of The Phila- delphia Classical Society)
Autumn Meeting November 27, 1943	New York--Cancelled

*No Spring Meeting Noted for 1944*

Autumn Meeting November 25, 1944	Hotel New Yorker, New York, NY
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*No Annual Spring Meeting for 1945*

Executive Committee April 28, 1945	Philadelphia, PA
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*No Fall Meeting Noted for 1945*

Thirty-ninth Annual Meeting May 17-18, 1946	Hotel Pennsylvania, New York, NY (with the cooperation of The New York Classical Club)
Autumn Meeting November 30, 1946	Hotel Pennsylvania, New York, NY
Fortieth Annual Meeting May 9-10, 1947	Willard Hotel, Washington, DC

Autumn Meeting November 29, 1947	Chalfonte-Haddon Hall, Atlantic City, NJ (with The Middle States Association of Colleges and Secondary Schools)
Forty-first Annual Meeting April 23-24, 1948	University of Pittsburgh, Pittsburgh, PA
Autumn Meeting November 27, 1948	Chalfonte-Haddon Hall, Atlantic City, NJ (with The Middle States Association of Colleges and Secondary Schools)
Forty-second Annual Meeting May 6-7, 1949	Hotel Lafayette, Buffalo, NY
Autumn Meeting November 26, 1949	Chalfonte-Haddon Hall, Atlantic City, NJ
Forty-third Annual Meeting April 14-15, 1950	Lehigh University, Bethlehem, PA (with the cooperation of The Classical League of the Lehigh Valley and the Lehigh Valley Chapter of The Archaeological Institute of America)
Autumn Meeting November 25, 1950	Chalfonte-Haddon Hall, Atlantic City, NJ
Forty-fourth Annual Meeting April 27-28, 1951	Franklin and Marshall College, Lancaster, PA (with The Pennsylvania State Association of Classical Teachers)
Autumn Meeting November 24, 1951	Chalfonte-Haddon Hall, Atlantic City, NJ
Forty-fifth Annual Meeting April 18-19, 1952	St. John's College, Annapolis, MD
Autumn Meeting November 29, 1952	Chalfonte-Haddon Hall, Atlantic City, NJ
Forty-sixth Annual Meeting April 17-18, 1953	Benjamin Franklin Hotel and The Museum of The University of Pennsylvania, Philadelphia, PA (with The Philadelphia Classical Society)

**Autumn Meeting**  
**November 28, 1953**                      **Chalfonte-Haddon Hall, Atlantic City, NJ**

**Forty-seventh Annual Meeting**  
**April 23-24, 1954**                      **Hotel' Shelton and Hunter College, New York, NY**

*No Fall Meeting Noted for 1954*  
**(first CW issue was not until December 13, 1954)**

**Forty-eighth Annual Meeting**  
**April 29-30, 1955**                      **University of Pittsburgh, Pittsburgh, PA**  
**(with The Pennsylvania State Association of Classical Teachers and The Classical Association of Pittsburgh and Vicinity)**

**Autumn Meeting**  
**November 25-26, 1955**                      **Chalfonte-Haddon Hall, Atlantic City, NJ**  
**(with The Middle States Association of Colleges and Secondary Schools)**

**Forty-ninth Annual Meeting**  
**April 27-28, 1956**                      **Johns Hopkins University and Lord Baltimore Hotel, Baltimore, MD**

**Autumn Meeting**  
**November 24, 1956**                      **Chalfonte-Haddon Hall, Atlantic City, NJ**

**Fiftieth Annual Meeting**  
**April 26-27, 1957**                      **Hotel Governor Clinton and Columbia University, New York, NY**  
**(in cooperation with The New York Classical Club and The Catholic Classical Association of Greater New York)**

**Autumn Meeting**  
**November 30, 1957**                      **Chalfonte-Haddon Hall, Atlantic City, NJ**

**Fifty-first Annual Meeting**  
**April 25-26, 1958**                      **Gettysburg College, Gettysburg, PA**  
**(with The Pennsylvania State Association of Classical Teachers)**

**Autumn Meeting**  
**November 29, 1958**                      **Chalfonte-Haddon Hall, Atlantic City, NJ**

**Fifty-second Annual Meeting**  
**April 24-25, 1959**                      **Rutgers University, New Brunswick, NJ**  
**(with The New Jersey Classical Association)**

Autumn Meeting November 28, 1959	Chalfonte-Haddon Hall, Atlantic City, NJ
Fifty-third Annual Meeting April 29-30, 1960	Sheraton-Park Hotel, Washington, DC
Autumn Meeting November 26, 1960	Chalfonte-Haddon Hall, Atlantic City, NJ
Fifty-fourth Annual Meeting April 28-29, 1961	Hunter College, New York, NY
Autumn Meeting November 25, 1961	Chalfonte-Haddon Hall, Atlantic City, NJ
Fifty-fifth Annual Meeting April 27-28, 1962	University of Pennsylvania, Philadelphia, PA
Autumn Meeting December 8, 1962	Chalfonte-Haddon Hall, Atlantic City, NJ (with The Middle States Association of Colleges and Secondary Schools)
Fifty-sixth Annual Meeting April 26-27, 1963	University of Pittsburgh, Pittsburgh, PA (with The Classical Association of Pittsburgh and Vicinity and The Pennsylvania State Association of Classical Teachers)
Autumn Meeting November 8-9, 1963	Chalfonte-Haddon Hall, Atlantic City, NJ (with The New Jersey Classical Association)
Fifty-seventh Annual Meeting April 24-25, 1964	Goucher College, Towson, MD
Autumn Meeting November 13, 1964	Chalfonte-Haddon Hall, Atlantic City, NJ (with The New Jersey Classical Association)
Fifty-eighth Annual Meeting April 23-24, 1965	Princeton University, Princeton, NJ

Autumn Meeting November 12, 1965	Chalfonte-Haddon Hall, Atlantic City, NJ (with The New Jersey Classical Association)
Fifty-ninth Annual Meeting April 22-23, 1966	Statler-Hilton Hotel, Buffalo, NY (with The Classical Association of Western New York)
Fall Meeting November 12, 1966	Washington Square College, New York University, New York, NY (with The New York Classical Club)
Sixtieth Annual Meeting April 21-22, 1967	Catholic University of America, Washington, DC (with The Washington Classical Society)
Fall Meeting November 11, 1967	Lehigh University, Bethlehem, PA (with The Pennsylvania State Association of Classical Teachers and The Philadelphia Classical Society)
Sixty-first Annual Meeting April 19-20, 1968	Hotel du Pont, Wilmington, DE (with The Delaware Classical Association)
Fall Meeting November 9, 1968	Chalfonte-Haddon Hall, Atlantic City, NJ (with The New Jersey Classical Association)
Sixty-second Annual Meeting April <b>18-19, 1969</b>	Wilson College, Chambersburg, PA
Fall Meeting October 31- November 1, <b>1969</b>	Hotel Syracuse, Syracuse, NY (with The Classical Association of the Empire State)
Sixty-third Annual Meeting April 10-11, 1970	Benjamin Franklin Hotel, Philadelphia, PA (in cooperation with The Philadelphia Classical Society)
Fall Meeting November 7, 1970	Chalfonte-Haddon Hall, Atlantic City, NJ (with The New Jersey Classical Association, Inc.)

Sixty-fourth Annual Meeting April 23-24, 1971	The Downtown Holiday Inn, Baltimore, MD
Fall Meeting November 4-6, 1971	Chalfonte-Haddon Hall, Atlantic City, NJ (with The New Jersey Classical Association)
Sixty-fifth Annual Meeting April 21-22, 1972	The Penn Center Inn, Philadelphia, PA (in cooperation with The Philadelphia Classical Society)
Fall Meeting October 27-28, 1972	Quality Motel and Dickinson College, Carlisle, PA (with The Pennsylvania Classical Association)
Spring Meeting April 27-28, 1973	Hotel du Pont, Wilmington, DE (with The Delaware Classical Association)
Fall Meeting November 3, 1973	Commodore Hotel, New York, NY (with The New York Classical Club)
Spring Meeting April 26-27, 1974	Gettysburg College, Gettysburg, PA
Fall Meeting November 9, 1974	Shelburne Hotel, Atlantic City, NJ
Sixty-eighth Annual Meeting May 9-10, 1975	Duquesne University, Pittsburgh, PA (with The Classical Association of Pittsburgh and Vicinity)
Fall Meeting November 15, 1975	Shelburne Hotel, Atlantic City, NJ
Sixty-ninth Annual Meeting April 23-24, 1976	Hotel du Pont, Wilmington, DE (with The Delaware Classical Association)
Bicentennial Meeting October 22-23, 1976	The Penn Center Inn, Philadelphia, PA (with The Pennsylvania Classical Association and The Philadelphia Classical Society)

**Seventieth Annual Meeting  
April 30, 1977**

**Biltmore Hotel, New York, NY  
(with The New York Classical Club)**

**Fall Meeting  
October 22-23, 1977**

**The Turf Inn, Albany, NY  
(with The Classical Association of  
the Empire State)**

**Seventy-first Annual Meeting  
March 11, 1978**

**Rutgers University, New Brun-  
swick, NJ  
(with The New Jersey Classical As-  
sociation)**

*No Official CARS Meeting Was Convened*

**Fall Meeting  
October 20-21, 1978**

**Washington Hotel, Washington,  
DC  
(with The Washington Classical So-  
ciety)**

**Seventy-second Annual Meeting  
April 27-28, 1979**

**Lehigh University, Bethlehem, PA**

**Fall Meeting  
October 26-27, 1979**

**Benjamin Franklin Hotel, Philadel-  
phia, PA  
(with The Pennsylvania Classical  
Association and The Philadelphia  
Classical Society)**

**Seventy-third Annual Meeting  
May 3, 1980**

**Seton Hall University, South  
Orange, NJ  
(with The New Jersey Classical As-  
sociation)**

**Fall Meeting  
October 24-25, 1980**

**New York University, New York,  
NY  
(with The New York Classical Club)**

**Seventy-fourth Annual Meeting  
May 1-2, 1981**

**University of Delaware, Newark,  
DE  
(with The Delaware Classical Asso-  
ciation)**

**Fall Meeting  
October 2-3, 1981**

**Barnard College, New York, NY  
(with The New York Classical Club)**

## PRESIDENTS OF CAAS

<b>Archibald L. Hodges</b> <i>Wadleigh High School, New York, NY</i>	<b>1906-07</b>
<b>Kirby F. Smith</b> <i>Johns Hopkins University</i>	1907-08
<b>Franklin A. Dakin</b> <i>Haverford School, Haverford, PA</i>	<b>1908-09</b>
<b>Edward Capps (resigned)</b> <i>Princeton University</i>	<b>1909-10</b>
<b>Mitchell Carroll</b> <i>George Washington University</i>	
<b>J. B. Hench</b> <i>Shadyside Academy, Pittsburgh, PA</i>	<b>1910-11</b>
<b>John C. Rolfe</b> <i>University of Pennsylvania</i>	<b>1911-12</b>
<b>B. W. Mitchell</b> <i>Central High School, Philadelphia, PA</i>	<b>1912-13</b>
<b>Wilfred P. Mustard</b> <i>Johns Hopkins University</i>	<b>1913-14</b>
<b>William F. Little</b> <i>Battin High School, Elizabeth, NJ</i>	<b>1914-15</b>
<b>Walter Dennison</b> <i>Swarthmore College</i>	<b>1915-16</b>
<b>Charles E. Bennett</b> <i>Cornell University</i>	<b>1916-17</b>
<b>Jesse E. Allen</b> <i>Girls' High School, Philadelphia, PA</i>	<b>1917-18</b>
<b>Robert B. English</b> <i>Washington and Jefferson College</i>	1918-19
<b>Richard M. Gummere</b> <i>William Penn Charter School, Philadelphia, PA</i>	<b>1919-20</b>
<b>David M. Robinson</b> <i>Johns Hopkins University</i>	<b>1920-21</b>
<b>Helen H. Tanzer</b> <i>Hunter College</i>	<b>1921-22</b>
<b>Bessie R. Burchett</b> <i>South Philadelphia High School for Girls</i>	1922-23
<b>Arthur L. Wheeler</b> <i>Bryn Mawr College</i>	<b>1923-24</b>
<b>Evan T. Sage</b> <i>University of Pittsburgh</i>	<b>1924-25</b>
<b>Ellis A. Schnabel</b> <i>Northeast High School, Philadelphia, PA</i>	1925-26
<b>C. W. E. Miller</b> <i>Johns Hopkins University</i>	1926-27

<b>Mary B. Rockwood</b> <i>Western High School, Baltimore, MD</i>	<b>1927-28</b>
<b>Ernst Riess</b> <i>Hunter College</i>	<b>1928-29</b>
<b>Mary L. Breene</b> <i>Peabody High School, Pittsburgh, PA</i>	<b>1929-30</b>
<b>Charles S. Smith</b> <i>George Washington University</i>	1930-31
<b>Joseph P. Behm (resigned end of October)</b> <i>Central High School, Syracuse, NY</i>	1931-32
<b>William S. Eldridge</b> <i>Central High School, Philadelphia, PA</i>	
<b>Evan T. Sage</b> <i>University of Pittsburgh</i>	<b>1932-33</b>
<b>Elsie I. Barrows</b> <i>Central High School, Syracuse, NY</i>	<b>1933-34</b>
<b>Earl L. Crum</b> <i>Lehigh University</i>	1934-35
<b>Helen S. MacDonald</b> <i>The Shippen School, Lancaster, PA</i> (and <i>Abington Friends School, Jenkintown, PA</i> )	1935-36
<b>Charles Knapp (died September 17, 1936)</b> <i>Barnard College</i>	1936-37
<b>Shirley H. Weber</b> <i>Princeton University</i>	
<b>Mildred Dean</b> <i>Roosevelt High School, Washington, DC</i>	<b>1937-38</b>
<b>George D. Hadzsits</b> <i>University of Pennsylvania</i>	<b>1938-39</b>
<b>Robert H. Chastney</b> <i>Townsend Harris High School, New York, NY</i>	<b>1939-40</b>
<b>Sister Maria Walburg</b> <i>College of Chestnut Hill</i>	<b>1940-41</b>
<b>Moses Hadas</b> <i>Columbia University</i>	<b>1941-42</b>
<b>Edna White</b> <i>Dickinson High School, Jersey City, NJ</i>	<b>1942-43</b>
<b>John F. Gummere</b> <i>William Penn Charter School, Philadelphia, PA</i>	<b>1943-45</b>
<b>Donald B. Durham</b> <i>Hamilton College</i>	<b>1945-47</b>
<b>Lillian B. Lawler</b> <i>Hunter College</i>	<b>1947-49</b>
<b>Franklin B. Krauss</b> <i>Pennsylvania State University</i>	<b>1949-51</b>
<b>Emilie M. White</b> <i>Public Schools, Washington, DC</i>	<b>1951-53</b>

Earl L. Crum <i>Lehigh University</i>	1953-55
John F. Latimer <i>George Washington University</i>	1955-57
Frank C. Bourne <i>Princeton University</i>	1957-58
E. W. Miller <i>University of Pittsburgh</i>	1958-60
E. Adelaide Hahn <i>Hunter College</i>	1960-62
William R. Ridington <i>Western Maryland College</i>	1962-64
Joseph A. Maurer <i>Lehigh University</i>	1964-65
Phyllis W inquist <i>Westfield High School, Westfield, NJ</i>	1965-66
John C. Williams <i>Goucher College</i>	1966-67
Ethel Lux <i>Somerville High School, Somerville, NJ</i>	1967-68
Annette H. Eaton <i>Howard University</i>	1968-69
Rev. Hilary Hayden <i>St. Anselm's Abbey School, Washington, DC</i>	1969-70
James W. Poultney <i>Johns Hopkins University</i>	1970-71
Rudolph Masciantonio <i>School District of Philadelphia, PA</i>	1971-72
Helen Loane <i>Albright College</i>	1972-73
Sr. M. Amata, SSJ <i>Archbishop Ryan High School, Philadelphia, PA</i>	1973-74
George Constantou <i>Cleveland Hill School, Cheektowaga, NY</i>	1974-75
E. Mildred Kelly <i>Wilmington, DE</i>	1975-76
Robert W. Carrubba <i>The Pennsylvania State University</i>	1976-77
David H. Kelly <i>Montclair State College</i>	1977-78
Jerry Clack <i>Duquesne University</i>	1978-79
Walter Donlan <i>The Pennsylvania State University</i>	1979-80
Rhoda M. Sehall <i>Concord High School, Wilmington, DE</i>	1980-81

## EDITORS OF *THE CLASSICAL WORLD*

Gonzalez Lodge <i>Teacher's College, Columbia University</i>	Vols. 1- 6	1907-1913
Charles Knapp <i>Barnard College, Columbia University</i>	Vols. 7- 29	1913-1936
Casper J. Kraemer, Jr. <i>New York University</i>	Vols. 30-31	1936-1938
James Stinchcomb <i>University of Pittsburgh</i>	Vols. 32-38	1938-1945
Edward H. Heffner <i>University of Pennsylvania</i>	Vols. 39-42	1945-1949
Harry L. Levy <i>Hunter College</i>	Vols. 43-45	1949-1952
Edward A. Robinson <i>Fordham University</i>	Vols. 46-61	1952-1968
Joseph A. Maurer <i>Lehigh University</i>	Vols. 62-64	1968-1971
Robert W. Carrubba <i>The Pennsylvania State University</i>	Vols. 65-67	1971-1974
Walter Donlan <i>The Pennsylvania State University</i>	Vols. 68-71	1974-1978
Jerry Clack <i>Duquesne University</i>	Vols. 72-	1978-

## SECRETARY-TREASURERS OF CAAS

Charles Knapp <i>Barnard College</i>	1907-36
John Flagg Gummere <i>William Penn Charter School, Philadelphia, PA</i>	1936-43
Franklin B. Krauss <i>The Pennsylvania State College</i>	1943-49
Eugene W. Miller <i>University of Pittsburgh</i>	1949-54
F. Gordon Stockin <i>Houghton College</i>	1954-60
Joseph A. Maurer <i>Lehigh University</i>	1960-64
Evelyn H. Clift <i>University of Delaware</i>	1964-