



NOTANDA BOREA

California Classical Association—Northern Section

We are the Classics Association for Northern California • www.ccanorth.org

**California Classical Association—
Northern Section Spring 2018 Conference:
*Monuments and Memory: Contesting Identity in
the Classical Landscape***

Saturday, April 21, 2018

University of California, Berkeley, Dwinelle 370

10 a.m. to 1 p.m.

by John Rundin, CCA—North Newsletter Editor

In reaction to the current controversy in the United States over Confederate monuments, next year's California Classical Association—Northern Section [CCA—North] spring conference is entitled "Monuments and Memory: Contesting Identity in the Classical Landscape"



Robert E. Lee in
Charlottesville
(wikicommons)

The keynote speaker will be **Grant Parker**, Richard E. Guggenheim Faculty Scholar and current chair of the Stanford University Classics Program, the author of numerous scholarly publications including, *The Making of Roman India* (Cambridge Univ., 2008) and the editor of a critical edition of *The Agony of Asar* (Markus Weiner, 1999), a dissertation on slavery by the ex-slave Jacobus Elisa Johannes Capitein, who received a college degree in Holland in the eighteenth century.

The title of Parker's talk is "What's the Use of Monuments?" Here is his account of the topics he wishes to address:

As debates rage around statues and other manifestations of public history, this is a point at which we might well reflect more broadly on monumentalizing impulses, ancient and modern. Are the objects we call monuments planned interventions in collective memory, or are they chance survivals? How feasible, how important is it to understand intentions? What kinds of collective identities are involved?

The CCA—North is currently soliciting other presentations on monuments for the conference; see the adjoining call for papers. Details on the program will follow in our Spring/Summer 2018 newsletter. ☼

CALL FOR PAPERS



Ozymandias
©Trustees
of the British Museum

Northern Section
Spring 2018 Conference:
***Monuments and Memory:
Contesting Identity
in the Classical Landscape***
Saturday, April 21, 2018
University of California, Berkeley
Dwinelle 370
10 a.m. to 1 p.m.

Monuments, as recent news reminds us, are key markers of competing claims to shared memory, individual ambition, or group identity. The landscape of the ancient Mediterranean was densely covered with such social signs. The California Classical Association (North) will devote its Spring conference on April 21, 2018 at the University of California—Berkeley to exploring ways in which monuments interacted with the politics, arts, and daily life of people in ancient Roman, Egyptian and Greek cultural spheres. Papers (20 minutes) are invited on any aspect of this theme. Please send abstracts (500 words maximum) to jklopacz@stanford.edu by January 1, 2018. Those chosen will be notified soon thereafter.



CALENDAR

Saturday, December 2, 2017
 ANCIENT ART COUNCIL
 OF THE FINE ARTS MUSEUMS OF SAN FRANCISCO
JOHN McKESSON CAMP II
 "Greece in 1805: The Travels and Paintings
 of Edward Dodwell and Simone Pomardi"
 2-3:30 p.m., John A. and Cynthia Fry Gunn Theater
 Legion of Honor, San Francisco
www.ancientartcouncil.org

Monday, January 8, 2018
 HUMANITIES WEST
 COMMONWEALTH CLUB'S
 MONDAY NIGHT PHILOSOPHY
KAYLEEN ASBO
 "Pythagoras and the Search for Universal Harmony"
 6-7 p.m., Commonwealth Club,
 110 The Embarcadero, San Francisco
www.commonwealthclub.org

February 8-March 1, 2018
 UNIVERSITY OF CALIFORNIA, BERKELEY
 SATHER LECTURES
MAURIZIO BETTINI
***CITY OF THE SPOKEN WORD:
 ORALITY AND THE FOUNDATIONS OF ROMAN
 CULTURE***

Thursday, February 8
 "Memory and the Ear"
 8 p.m., Maude Fife Room, Wheeler Hall,
 University of California, Berkeley

Thursday, February 15
 "*Fatum*: Destiny in Greece and Rome"
 5:30 p.m., 370 Dwinelle Hall,
 University of California, Berkeley

Thursday, February 22
 "*Fas*: A Law with No Gods"
 5:30 p.m., 370 Dwinelle Hall,
 University of California, Berkeley

Thursday, March 1
 "Ferdinand de Saussure and the Phonic Harmony
 of Archaic Latin Poetry"
 5:30 p.m., 370 Dwinelle Hall,
 University of California, Berkeley
classics.berkeley.edu

Friday, February 9 & Sunday 11, 2018
 THE ARCHAEOLOGICAL INSTITUTE OF AMERICA
FLOYD McCOY
 "The Late Bronze Age Eruption of Thera (Santorini)"
 8 p.m., Friday, February 9, Stanford, Room TBA
classics.stanford.edu
 & repeated at 2 p.m., Sunday, February 11,
 University of California, Berkeley, 142 Dwinelle Hall
classics.berkeley.edu

Tuesday, February 20, 2018
 HUMANITIES WEST
 FIRESIDE CHAT
GEORGE HAMMOND
 "The Archaic Greeks"
 6:30-8 p.m., Orinda Library
humanitieswest.net

Thursday, February 22, 2018
 HUMANITIES WEST
 COMMONWEALTH CLUB
DOUGLAS KENNING
 "Europa and the Alphabet: Phoenicians
 Awaken the Greeks from their Dark Age"
 6-7 p.m., Commonwealth Club,
 110 The Embarcadero, San Francisco
www.commonwealthclub.org

Friday-Saturday, February 23-24, 2018
 HUMANITIES WEST
ANCIENT GREEKS: THE AGE OF EXPANSION
 Presentations by
KAYLEEN ASBO and EVAN KAHN
JOE GOODKIN
EMILY MACKIL
RICHARD MARTIN
MARGARET MILES
JOSIAH OBER
 Marines Memorial Theatre, San Francisco
humanitieswest.net

Tuesday, February 27, 2018
 ARCHAEOLOGICAL INSTITUTE OF AMERICA:
 SANTA CRUZ SOCIETY
 "West Meets East: Commerce between Ancient Rome
 and South Asia"
 4:30 p.m.; place TBA
www.archaeological.org

CALENDAR

Wednesday, March 21, 2018
COMMONWEALTH CLUB
HUMANITIES WEST
ANCIENT GREEKS: THE AGE OF EXPANSION
BOOK DISCUSSION
LYNN HARRIS
The Odyssey, translated by Robert Fagles
6:30-7:30 p.m., Commonwealth Club, San Francisco
www.commonwealthclub.org

Tuesday, April 3, 2018
CENTER FOR THE TEBTUNIS PAPYRUS
BRIAN MCGING
Title TBA
5:30 p.m., 101 Doe Library, University of California, Berkeley
classics.berkeley.edu

Friday, April 6, 2018
UNIVERSITY OF CALIFORNIA, BERKELEY, CLASSICS
EDITH HALL
Title TBA
5 p.m., place TBA, University of California, Berkeley
classics.berkeley.edu

Friday and Saturday, April 13-14, 2018
JUNIOR CLASSICAL LEAGUE
CALIFORNIA STATE CONVENTION
An event for grade 6-12 students of Latin and Classics.
Menlo School, Atherton, CA
www.cajcl.org

CALIFORNIA CLASSICAL ASSOCIATION—
NORTHERN SECTION
SPRING 2018 CONFERENCE
**MONUMENTS AND MEMORY:
CONTESTING IDENTITY
IN THE CLASSICAL LANDSCAPE**
10 a.m.-1 p.m., Dwinelle 370,
University of California, Berkeley
See page 1 of this newsletter.
ccanorth.org

Monday, April 30, 2018
HELLER LECTURE
DAN-EL PADILLA PERALTA
Title TBA
5-7 p.m., Dwinelle 370
University of California, Berkeley
classics.berkeley.edu

**AMERICAN CLASSICAL LEAGUE
SUMMER INSTITUTE 2018**
June 28-30, 2018; Pre-Institute: June 27-28
University of Montana, Missoula, Montana
aclclassics.org

Monday-Saturday, July 23-28, 2018
NATIONAL JUNIOR CLASSICAL LEAGUE
NATIONAL CONVENTION
An event for grade 6-12 students of Latin and Classics.
Miami University, Oxford, Ohio
www.njcl.org

CCA—NORTH BOARD: 2017-2019

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WHO WE ARE AND HOW TO CONTACT AND FOLLOW US

We are the regional association for Northern California classicists. We hold conferences, produce a newsletter, and maintain close relations with the California Classical Association — Southern Section, the Junior Classical League, the American Classical League, the American Philological Association, the National Committee for Latin and Greek, and the Foreign Language Association of Northern California. In addition, we support the field through scholarships and grants.

website: www.ccanorth.org
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email: ccanorth@gmail.com
Twitter: @cca_north



CCA—North Treasurer's Report

by Gillian McIntosh, CCA—North Treasurer

For the first half of 2017 (January 4th-August 12th, 2017), the total assets of CCA—North were \$9797.19 (\$7,098.93 in Wells Fargo Checking, \$2,037.45 in Wells Fargo Saving, and \$660.81 in PayPal). Net Inflows during this period totaled \$190.09 and included: \$120.00 in Membership dues, \$40.00 in donations to the Richard Trapp Grant-in-Aid, and \$30.00 in donations to the CCA—North. Net Outflows during the same period totaled \$250.00 which was awarded to Sarah Harrell for the Richard Trapp—Grant-in-Aid Scholarship Award. For this period, outflows exceeded Inflows by \$59.91.



Special thanks for donors to our awards. For the Richard Trapp Grant-in-Aid:

Robert Knapp

In Support for the CCA—North:

Ben Schalit

Thank you to all of you who have become members or have renewed your CCA—North membership. ☼

Introducing Latin into the Fifth Grade at Stuart Hall

by Mary Blum, CCA—North Vice President

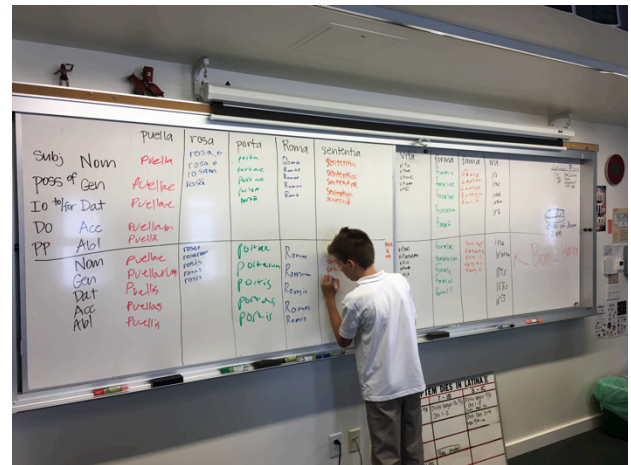
In 2000, Stuart Hall for Boys and Convent Elementary at Schools of the Sacred Heart in San Francisco made the commitment to implement a Latin program within their two middle form curricula. At that time, Spanish and French were the only languages taught in the K-8 program, but starting that Fall, all of the 6th grade students took their modern language as well as classical Latin. At the end of 6th grade, students were asked to choose the one language with which they would stay through 8th grade.

Now, fast-forward to fall of 2016. Language begins in kindergarten, with students rotating on the semester mark among Spanish, French and Mandarin for their early years. In 3rd and 4th grades, students move back and forth between Spanish and French. Then, in 5th grade, all students pause in the formal study of their modern language to take a full year devoted to classical Latin. Finally, at the end of 5th grade, students choose whether to stay with Latin or to return to their modern language, with a three-year period of study in that single language through graduation from 8th grade.

Mary Blum, Ph.D., was hired in 2000 to design and implement the Latin program for both Stuart Hall for Boys and Convent Elementary, and she found the challenge of

teaching Latin to eleven-year olds to be a delight. They were wide-eyed and very open to learning anything new, and she found that they were quite able to absorb a solid amount of vocabulary and grammar, as well as to apply that knowledge to the skills of parsing and translating. Because the goal of the larger languages program is matriculation into a 2nd year high school classroom, Mary chose to use *Wheelock's Latin* as the text book upon which she founded her curriculum. Although it may seem intimidating to the average eleven-year old, the students adapted to the academic prose and navigated the book with success. By spring of 2003, there were too many students at both schools for just one teacher, and Magistra Blum chose to stay with the boys at Stuart Hall, while Convent Elementary devoted a position to the girls, one currently held by Michelle Pasicatan.

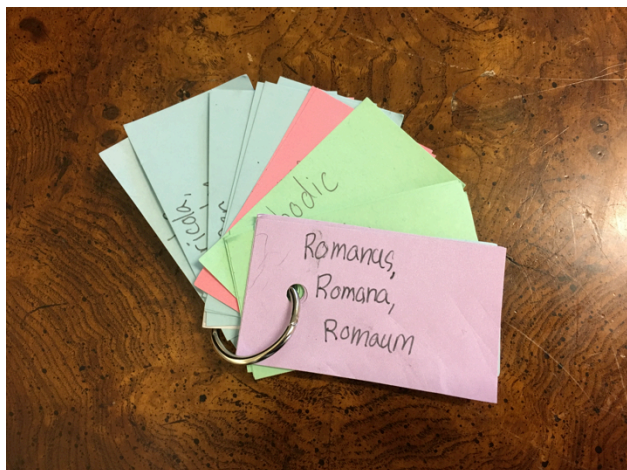
When approached by the administration in the spring of 2016 with the goal of moving the introductory year of Latin down into the realm of 5th grade, Mary and Michelle were excited by the prospect. While there is only one year of physical difference between the two levels, an eleven-almost-twelve-year-old boy or girl is in many ways a very different young person from a ten-going-on-eleven-year-old boy or girl. Because abstract thinking skills develop in the early to mid-teens, the question to be answered was whether a 5th grade student would be able to grapple with the complexities of grammar both in Latin and also in English that would make their experience richest. Happily, the answer was a resounding yes.



Fifth grade board work in Latin

At Stuart Hall for Boys, the inaugural year's 5th grade class moved through the Latin work well, even as they also learned selected grammar concepts and vocabulary from Spanish and French alongside those being taught in Latin. Thus, when the boys learned to conjugate *amāre* in the present tense and imperative, they also learned to conjugate *amar* and *aimer* in both Spanish and French. This was in part to keep their modern language fresh in their minds, especially for those who would choose to return to their modern language in 6th grade, but it was also so that the

students could see the rich correlations between Latin and the modern languages spoken by so many people around the world today. Finally, both teachers took the opportunity to dive deep into the grammar of an English sentence, work that has provided foundational support for the material being taught concurrently in the Language Arts classes.



Fifth grade color-coded vocabulary cards

By the end of the year, those 5th grade students had come to love Latin, to recognize vocabulary and grammatical concepts from English, and to embrace all aspects of the work, from paradigm to reading comprehension. In all ways, that first year was a success, and at Stuart Hall 21 of the 42 boys chose to stay with Latin through 8th grade. One boy, toward the end of the year, gifted his best friend with a home copy of *Wheelock's Latin* (7th edition) in honor of his friend's birthday; and, *mirabile dictum*, the almost-6th-grade recipient was overjoyed.

The gift of having three solid years with a group of tensile young minds to dive deep into the treasures that Latin has to offer is incredible, and many thanks must be given to the administration of Schools of the Sacred Heart who in 2000 saw the need for Latin within the middle form curriculum and who seventeen years later reaffirmed their commitment to the study of classical language for young minds. ☼

The World of Junior Classical League [JCL]

by Dobbie Vasquez, CCA—North Secretary, National Junior Classical League Communications Coordinator

Since **State Convention** at St. Ignatius School in San Francisco hosted by Grace Curcio and Lana Sum on April 21-22, 2017, California JCLers and their teachers have been as busy as ever.

This summer from July 23 to 29, 39 students, three college-age SCLers, six teachers and two parents flew to Troy University in Troy, Alabama, to represent California at the National Convention. Much like our state convention,

students competed in seventeen academic tests, sports, and arts, but, instead of cramming it all into a little over 24 hours, we had almost a week. Students were able to attend some 27 colloquia by local professors, experience dorm life, meet people from all over the United States, and just have fun. Topics on the colloquia ranged from how to prepare for the AP or win a scholarship from the NLE to making *garum* or viewing ancient artifacts in 3-D or finding parallels between the *Aeneid* and the *Walking Dead*. Troy was a perfect campus for us. A small liberal arts public school, it offered an outstanding convention staff, a compact campus, and wonderful southern hospitality. Professor Pete Howard, our host and local convention chair, went out of his way to welcome us. The campus signpost in the central quad, which normally has distances to famous places around the world, was redesigned with Latin names, and quotes from Vergil were on signs all over campus. There was also a challenge to stage our own Laocoön scene with a life-sized image of the Vatican statue and two huge stuffed snakes there for our use. The winners got to take the snakes home!



Scene from the National JCL Convention

Fall has also been busy. On October 28, students in southern California attended SCRAM (Southern California Regional *Amici* Madness) at Loyola College Prep in Los Angeles, and those of us in the north headed to St. Francis High School in Sacramento on November 18 for our *Ludi*. The purpose of these events is to see old friends and have fun together, of course, but it is also to welcome new

schools and students to the JCL experience. If you want to become involved in JCL, get in touch with me, Dobbie Vasquez, dvasquea@menloschool.org.



Lisa Masoni (Harker MS), Eleanor Stuart (Crocker MS), Martha Altieri (State Chair), and Matt Davis (Miramonte) offer encouragement after our bus broke down on the way back to the airport.

After the preliminaries for the *certamen* competition (Latin Jeopardy) on March 3, our next agenda item is the state convention itself at Menlo School on April 13-14, 2018. For this event you and your students must be registered with both the state and national JCL organizations. The cost is minimal. At that convention, schools compete in 15 academic tests, *certamen* - both Competitive and the more relaxed Open, sports (basketball, dodgeball, soccer, ultimate Frisbee and volleyball by school and swimming, tennis, track and field for individuals), arts, and performance arts. Of course, we have a chariot race and a catapult contest as well. This year we will also have an escape room, M&M mosaics, mythology Jenga, a programming challenge, quidditch, Harry Potter Kahoot, bubble soccer, a tech challenge, Roman Speed Dating, Project Runway, and colloquia offered by local teachers and professors. Please contact Dobbie Vasquez (information below).

“Share your favorite classical passions with a room full of teenagers on Saturday, April 14.”

4:15-5:00. This is our opportunity to expose students to subjects and ideas they don't get in their classes and to give them a taste of what they may encounter in college. If those times don't work, let us know and we will work something out. The theme for the year is *amicitiam omnibus rebus humanis antepontis* (You should put friendship before all human endeavors.)- Cicero, *De Amicitia*, which may be an inspiration for you, but we do not have to stick to the theme. Another thought is that April 13 is a Friday, so we could turn to monsters, superstitions, and death. Again

Here is my plea: we are looking for you, any of you and all of you, who would like to share your favorite classical passions with a room full of teenagers on Saturday, April 14, from 3:15-4:00 and

contact Dobbie Vasquez at 650-888-2489 or dvasquez@menloschool.org if you can help. ☼

Vergilian Society Summer Tour: “Latin Authors in Italy: A Study Tour for Teachers”

by Sarah Harrell, CCA—North Member at large

In July 2017, I took part in the Vergilian Society Summer Tour: “Latin Authors in Italy: A Study Tour for Teachers.” The tour had two elements: classroom sessions that focused on Latin pedagogy and site visits relevant to Latin literature during which we read excerpts from Latin authors. In the evenings, there was also a Latin reading group.



The pedagogy sessions covered an array of topics and were led by a master high school Latin teacher Amy Leonard. We discussed, for example, how to incorporate visuals into the classroom and how to get students to talk and write about art in a meaningful way, especially when it is possible to link the art directly to a Latin text. This is something I have started to do in my classes, and the trip as a whole provided me with a bank of incredible images to bring to my students. I especially was glad to talk about how to structure an advanced reading class so that students are always looking at the Latin instead of their translation of the Latin. I have incorporated these suggestions into my upper level Latin classes already, and I have seen an improvement in student engagement with the texts they are reading. Finally,

we looked at a range of project ideas for bringing cultural topics into the classroom, something that I plan to do more of in my future teaching, and which I know my students will appreciate. The Latin reading group in the evenings exposed me to authors that I don't read now with my students, but which I plan to incorporate into future classes.



The site visits were equally productive. They were led by Steve Tuck, a Roman archaeologist who has literally written the book on Roman art. Steve took us to important sites in Rome (from the Capitoline Museum to the Forum), and after we moved to the Vergilian Society villa in Campania, we visited sites in that region. We saw Herculaneum, Pompeii, Baiae, Puteoli, Lake Avernus, and even took a trip to Capri. We visited the Naples Archaeological Museum and the tomb of Vergil. At every site, Steve lectured on the art, architecture, and cultural significance of what we were seeing. The information I learned from Steve's lectures is immense, and I will be incorporating this information into every discussion I have on culture and history in my Latin classes. I have already used his insights in a presentation I gave to Middle School Latin students on Pompeii and Herculaneum. It wasn't until I was back home and preparing the presentation that I appreciated the depth of what Steve had taught me on the trip.

We also had a sourcebook prepared just for the trip that collected plans and Latin passages relevant to each site. We read from this book at every site, with each participant taking turns reading in Latin (this reminded me of how it feels to be a student reading aloud to the whole class and reinforced for me the importance of getting students to practice reading Latin aloud). This sourcebook will be an invaluable tool for me in my Latin classes since it gives me relevant primary sources for so many cultural and literary topics that I would like to introduce to my students.

I greatly appreciate receiving the Richard Trapp Grant in Aid, which helped me cover the costs of this trip. I will be taking my own group of students to Rome and Pompeii this coming spring, and I feel so much more eager and prepared

for that experience after being led through Italy by such masters. ❀

CCA—North Enchanted by *La Circe*: Our Fall Meeting in San Francisco

by Holly Coty, CCA—North Member-at-Large

A small contingent of CCA members gathered at the Rite Spot in the Mission district of San Francisco on Saturday, September 9, to welcome an evening of Baroque opera with some libations and food. (If you want to check out a neighborhood bar with decent food and an easy atmosphere, the Rite Spot is your place...) The highlight of our evening was our viewing of Ars Minerva's production of *La Circe*. What? You say you haven't heard of this opera before? Well, neither had many of us. We were in for a treat.



CCA—North members at *La Circe*

La Circe is an Italian opera, composed (we are mostly certain) in 1665 by Pietro-Andrea Ziani, libretto by Cristoforo Ivanovich. Five musicians playing harpsichord, cello, violin, viola, and theorbo (!!!) played the opera in beautiful Baroque style, drawing us into the story of the scheming and vengeful Circe, who, at the start of the opera, has been abandoned by Ulysses – we see the aftermath of this bad breakup. A small cast, led powerfully by Celine Ricci (Ars Minerva's founder and director) in the part of Circe, captures the sense of frustrated love, embittered betrayal, and ensorcelled passion that mark the various romantic victims of Circe's resentment – most focally the love that Glaucus bears for the ever-resistant Scylla (who will be tragically transformed by Circe here), and the love he has abandoned in faithful Aegle (who disguises herself as a man in her pursuit of restitution). The opera felt properly Ovidian in its nods to the nymphs who open the opera with a celebration of delightful pursuits of youthful joy, but whose mood is soon undone by Circe as she is yet again foiled in her fresh desire for Glaucus and commits herself to victimizing lovers at every turn. Andromache gets a beautiful aria in this opera, whose love and faithfulness to Pyrrhus is another highlight here in the maze of foiled lovers. The opera's end was rather abrupt, but we had been captivated by a great story up until that point, and I think we knew there would be no happy ending for Circe.

Ars Minerva is a small company, working in an intimate theater (the ODC) for their productions, and yet they made spectacular use of the intimacy of the setting, and a more minimal set – one of the most striking features of the



Musicians at La Circe

performance was the aerial acrobatics of the dancer, Katherine Hutchinson, who could be interpreted as the shadow (perhaps the subconscious) of Circe – with no singing role, she almost eerily frames Circe's descent into darkness. Hutchinson wowed the audience with two extended routines featuring her dance with silks and cords above the stage. The audience's proximity to the stage lent to the intimacy of the performance – there was plenty to enjoy in the comic relief of some of the minor characters, and several of the audience were lucky enough (or not?) to be crowned with floral wreaths by Circe. We were enraptured by both the performers and the musicians alike, and I'll look forward to seeing what Ars Minerva might bring us next. We'll keep you posted! ❁

Sacramento's Latin-Teaching Stand-Up Comic

by John Rundin, CCA—North Newsletter Editor

It's 8 p.m. Friday, November 10. I'm sitting in Luna's Café and Juice Bar in downtown Sacramento waiting to see Damian Harmony, a Sacramento Latin teacher do stand-up comedy. Luna's, a wonderful hole-in-the wall casual coffee, juice, and snack bar, offers well-prepared comfort food with a generally Mexican feel. There's fun local art on the wall, and the staff are friendly, efficient, and good-humored. Luna's has regularly been offering live entertainment—music, comedy, and other events—for years to an appreciative downtown Sacramento audience. You can see the entertainment schedule at their website, lunascafe.com.

Laocoön was the one man who could've
saved Troy.
Alas, he looked a gift horse
in the mouth.

—Damian Harmony

People who have come to see the comedy show have filled Luna's seating and create a general atmosphere of fun and expectation. The show tonight is a presentation by "Capitol Punishment," a group founded by Harmony and his friend Daniel Humbarger. They put on pun contests. An M.C. and the audience collaborate to come up with topics, and individual comics and teams of comics compete to produce the most and best puns on them. The show is soon gaining momentum and delighting the audience. I've been enjoying Damian's stand-up comedy shows for years and was not disappointed by the pun show. Mark Burg moderated several exciting rounds of pun contests, delighting the crowd for over an hour.



Damian Harmony

In his day job, Damian is a popular and beloved Latin teacher at John F. Kennedy High School in Sacramento. He had always wanted to learn Latin as a high-school student in Contra Costa County, but had no opportunity to do so till he attended Sacramento State University. There he learned Latin with legendary instructors Mark Riley and Robert Meindl. He became a credentialed high school history teacher and began to hold Latin classes under that certification; when No Child Left Behind came along, to comply with new the new law, he continued his Latin study with Kathryn Chew at California State University, Long Beach.




Daniel Humbarger, Mark Burg, and Damian Harmony at Luna's

I urge you do come out and see Damian do his stand-up. You can follow him by seeking out his or Capitol Punishment's Facebook page. 🌻

by Holly Coty, CCA—North
Member at large

CCA—North can directly support you in either your work as a classicist or in your ambition to study Classics. If you are a CCA—



More information can be found on our website:
ccanorth.org. 

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Your Additional Contribution Would be Greatly Appreciated for:

☐ Richard Trapp Grant-In-Aid Fund.....☐ Marian McNamara Student Scholarship Fund.....☐ CCA—South Affiliate Membership (1 year) —\$5.....

TOTAL ENCLOSED



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amount to:**

Gillian McIntosh
Classics Department, SFSU
1600 Holloway Ave.
San Francisco CA 94132

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