



# NOTANDA BOREA

**California Classical Association—Northern Section**

We are the Classics Association for Northern California • [www.ccanorth.org](http://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

9:30 a.m. to 2 p.m.

by John Rundin, CCA—North Newsletter Editor



*Protestors at Robert E. Lee Statue, Richmond VA, September 16, 2018*

**M**onuments, 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, Greek and Near Eastern cultural spheres. ☼

## Conference Schedule

April 21, 2018, Dwinelle 370,  
University of California, Berkeley

**9:30am Donuts and Coffee**

**10:00am Keynote Speaker**

Grant Parker, classics professor,  
Stanford University:

“What’s the Use of Monuments?”

**10:30am Presentations and Papers**

Honora Powell Chapman, classics professor,  
California State University, Fresno:

“Colossal Amnesia: Forgetting the Jewish  
Connection to Rome’s Monuments and the Roman  
Connection to Jerusalem’s Monuments”

Daniel J. Crosby, graduate student, Bryn Mawr  
College: “Remembering Quinctilius Varus: Memory  
and Memorialization of the Failed General in  
the *Annales* of Tacitus”

Sara Fascione, graduate student, Università degli  
Studi di Napoli Federico II and Université Jean  
Moulin Lyon 3:

“*Ad posterum monumenta*: A School of Romanity in  
Third Century Gaul”

Silvia Gazzoli, graduate student, Università degli  
Studi di Milano:

“*Vos qui legitis*: Reconstructing the Identity of  
Roman Children through Funerary Monuments”

Marion Meyer, doctor professor, Institut für  
Klassische Archäologie, Universität Wien:

“Monuments for Memory:  
(Dis)playing Identities in the Classical *Polis*”

**1:00pm Light Mediterranean Lunch**

## TO REGISTER,

please visit [ccanorth.org](http://ccanorth.org)  
or fill out the form

on the last page of this newsletter.



## CALENDAR

Wednesday, April 11, 2018  
 CLASSICS STUDENTS ASSOCIATION  
 SAN FRANCISCO STATE UNIVERSITY  
**KATHLEEN MCCARTHY**

“Integrated but Unequal: The Census as a Lens on Roman  
 Political Culture”  
 7 p.m., HUM 587  
[classics.sfsu.edu](http://classics.sfsu.edu)

Monday, April 16, 2018  
 SARAH B. ALESHIRE CENTER FOR THE STUDY OF  
 GREEK EPIGRAPHY and THE GRADUATE GROUP IN  
 ANCIENT HISTORY AND MEDITERRANEAN  
 ARCHAEOLOGY:  
 THE ALESHIRE LECTURE  
**PAULA PERLMAN**  
 A lecture on Cretan Epigraphy  
 4-6:30 p.m., Dwinelle 370,  
 University of California, Berkeley  
[ahma.berkeley.edu](http://ahma.berkeley.edu)

Wednesday, April 18, 2018  
 CLASSICS STUDENTS ASSOCIATION  
 SAN FRANCISCO STATE UNIVERSITY  
**SUSANNA ELM**  
 “Eutropius the Consul: Power, Ugliness, and Imperial  
 Representation in Late Antiquity”  
 7 p.m., HUM 587  
[classics.sfsu.edu](http://classics.sfsu.edu)

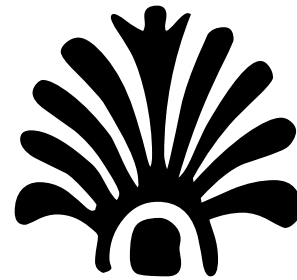
Saturday, April 21, 2018  
 CALIFORNIA CLASSICAL ASSOCIATION—  
 NORTHERN SECTION  
 SPRING 2018 CONFERENCE  
**MONUMENTS AND MEMORY:  
 CONTESTING IDENTITY  
 IN THE CLASSICAL LANDSCAPE**  
 9:30 a.m.-2 p.m., Dwinelle 370,  
 University of California, Berkeley  
 See page 1 of this newsletter.  
[ccanorth.org](http://ccanorth.org)

Wednesday, April 25, 2018  
 CLASSICS STUDENTS ASSOCIATION  
 SAN FRANCISCO STATE UNIVERSITY  
**RICHARD SALLER**  
 “Gender and Slavery in the Roman Household”  
 7 p.m., HUM 587  
[classics.sfsu.edu](http://classics.sfsu.edu)

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](http://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](http://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](http://www.njcl.org)



### 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 Society for Classical Studies, 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](http://www.ccanorth.org)  
 Facebook: [tinyurl.com/ccanorthfacebook](https://www.facebook.com/tinyurl.com/ccanorthfacebook)  
 email: [ccanorth@gmail.com](mailto:ccanorth@gmail.com)  
 Twitter: [@cca\\_north](https://twitter.com/ccanorth)

## CCA—NORTH BOARD: 2017-2019

**Officers:**

President: Scott Roos  
 Vice-President: Mary Blum (Stuart Hall for Boys)  
 Treasurer: Gillian McIntosh (San Francisco State University)  
 Secretary: Dobbie Vasquez (Menlo School)  
 Past President: Richard Martin (Stanford University)  
 Newsletter Editor: John Rundin (UC Davis)  
 CCA—South President: Stanley Burstein (CSULB)

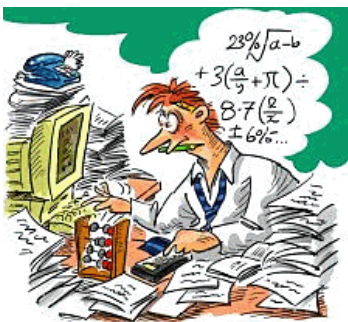
**Members at Large:**

Louise Chu (Fine Arts Museums of San Francisco)  
 Holly Coty (Live Oak Academy)  
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 John Klopacz (Stanford)  
 Kimberley Paton (Town School for Boys)  
 Contact us at our website: ccanorth.org

**CCA—North Treasurer's Report**

by Gillian McIntosh, CCA—North Treasurer

**F**or the second half of 2017 and start of 2018 (August 12<sup>th</sup> 2017 - 23<sup>rd</sup> January 2018), the total assets of CCA-North were \$10,133,65 (\$6639.93 in Wells Fargo Checking, \$2337.72 in Wells Fargo Saving, and \$1156.00 in PayPal). **Net Inflows** during this period totaled \$950.27 and included: \$620.00 in Membership dues, \$165.00 in donations to the Richard Trapp Grant-in-Aid, and \$375.00 in donations to the Mary McNamara Scholarship. **Net Outflows** during the same period totaled \$220.00. For this period Inflows exceeded Outflows by \$950.27.



Thank you to all of you who have become or have renewed your CCA-North Membership.

**Especial thanks for donors to our awards:**

**For the Richard Trapp Grant-in-Aid:** Ann Criswell, Colleen Johnson, John Ruegg.

**For the Mary McNamara Scholarship:** Ann Criswell, Carolyn Fank, John Ruegg. ☀

**Teaching Environmentalism through Classics**

by David G. Smith, Professor, Department of Classics, San Francisco State University

**I**t is becoming increasingly clear that we cannot easily justify the expense of teaching Classics by claiming only that it socially advances those who study it. One problem is that our detractors can continue to ask, and rightly: Does knowledge of the classical past just *automatically* turn its

students into better people (and, by extension, *quanto* such knowledge, *tanto* better person)? Clearly not.

Nonetheless, what bringing up “the value of Classics” never fails to do is invite the type of uncomfortable questions and as-yet unsatisfying answers with which both classicists and an increasingly anti-intellectual public are by now so familiar that the debate is, effectively, stalled. To make progress past this point may require nothing less than the re-orientation of one of history’s oldest disciplines.

Where can we start? As a past-president of CAMWS has said, let us first de-narcissize the question: If learning Classics doesn’t simply just make a better person, then widening our ethical stance requires paying it forward and helping others. So, rather than existing to promote the value of our students *per se*, let us reconfigure the value of studying Classics around helping them become, in turn, agents of positive change in our communities.

Can the CCA do that? *Sí, se puede.* As a past-president of the Society for Classical Studies has said, the future of Classics is right here on the Pacific Rim, in California. And “what course of study is more valuable to a society than one that can teach young citizens and future leaders how to be good citizens?” As the crisis of relevance spreads throughout the Humanities, Classics is already offering some good models for helping others that can be adopted or adapted as alternatives to improving our students’ personal brands:

Perhaps the best known are therapeutic approaches to suffering and trauma based on readings of Greek tragedy (Bryan Doerries’ *Theater of War*), Homer (Doerries’ *Odyssey of Sergeant Jack Brennan* and Jonathan Shay’s *Achilles in Vietnam*, which *Bryn Mawr Classical Review* calls “a weapon in the battle which classicists fight to defend their departments against university budget cuts and accusations of obsolescence and irrelevance”), and the wider corpus of Greek and Roman mythology (Rhodessa Jones’ San Francisco-based *Medea Project*). Can we encourage Classics students to sponsor groups of this type on every campus?

The narrative study of classical texts about suffering and recovery has also been used to help process the pressures and anxieties felt by patients and doctors (who have the highest suicide rate of any profession). Medical Humanities programs that bring together literary study and medical practice are cropping up across the country to improve physicians' understanding of how patients express their concerns, and vice-versa, which has been shown in turn to improve clinical outcomes. As opioid addiction reaches epidemic levels, a new project called *Narrating Myths of Addiction* that brings together doctors, patients, performers, and classicists to reduce rates of both chemical addiction and penal recidivism is just one example of success. How widely can these partnerships that use Greek and Roman texts to help bring insight and relief to those who treat and suffer from pain, illness, and addiction be replicated?

As the Anthropocene dawns on us, many of our emergent global crises of conflict, capitalism, and climate will have solutions with one thing in common: they must all involve re-inventing our relationship to the natural environment in some way. It turns out that, since the modern environmental tradition itself is not only arguably born in California but also inarguably steeped in classical concepts, Greek and Roman sources have a lot to say about the ways we use nature right here today. Indeed, the very concept of a land ethic was introduced to the world with the words, "When godlike Odysseus returned from the wars in Troy...". That's why I now teach (both at our urban campus and in the outdoor setting of San Francisco State University's *Sierra Nevada Field Campus*) a series of courses on how classical ideas about nature have influenced the modern practice of environmentalism, on the principle that providing a wider perspective on nature through Classics will make students more effective as voters and future stewards of the environment.

These are just some of the ways we can make the value of our discipline clearer to the public without having to fall back on the fact that we make pretty good employees. What other types of social values and engagements can we bring to our syllabuses, classes, and students?

To turn detractors into supporters, ask not what Classics can do for you, but how Classics can help others. Because we cannot continue to expect support from pluralities to whom we have not unequivocally articulated our usefulness.

David Smith can be contacted at [dgsmith@sfsu.edu](mailto:dgsmith@sfsu.edu). ☀

## Why JCL?

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

**J**ust in case you haven't read previous articles about the advantages of getting involved in the Junior Classical League [JCL], I will share my perspective with you again.

First, so often our students think they are the only ones who study Latin. They have no idea that there are almost 50,000

students in JCL plus many others who are all studying Latin and/or Greek and the classical world.

Next, the competitions offered through JCL often drive students to study way beyond the requirements of any class. Certaminators in particular regularly spend extra hours during the year and attend camps in the summer to learn and compete in preparation for the local, state, and national *certamina* (Latin Jeopardy). Students study for the 21 exams offered at Nationals or for the ones offered at their state and local conventions. Then there is the opportunity to speak and recite Latin in Dramatic Interpretation, Latin Oratory, and the *Cena Latina* meals. At conventions at all levels there are workshops and speakers to open new doors for your students and for you.

And what if your students are not always outstanding Latinists (Could that be?)? That's OK too, because JCL offers opportunities to shine in dramatic arts, graphic arts, music, and sports. JCL celebrates everyone's talents. All of us contribute in our own way.

JCL is also a wonderful way for your students to take on leadership roles. At all levels there are interesting positions whether your kids like to run the whole show or maintain a website, make a scrapbook, keep minutes, handle other people's money, or organize outreach projects.

Then there is the question of the national convention. Not all students or teachers can/want to give up a week of summer vacation to travel to a university in another part of the country. Usually only about 1700 of us do, but every year NJCL is offering more events and opportunities that are not connected to convention: Video Contest, Community Service Ideas and Awards, Publicity Competitions and suggestions, Publications Contest, Social Media Contest, Website Contest, On-line Tests, Membership Contest, Creative Writing, and, of course, Scholarships.



Dobbie Vasquez (CA), Sue Robertson (VA), and Melissa Burgess (OH) at NJCL Spring Planning Meeting in New Orleans, March 3-5.

Finally, and maybe the most important, JCL offers students and teachers an opportunity to meet people from other



schools, other parts of the state, and/or all over the country. The motto for this year is “*amicitiam omnibus rebus humanis antepontis*” (Cicero, *De Amicitia* 17), and that surely is the most important part of JCL. It is a wonderful chance to talk to colleagues about our craft or just hang out and have fun. Most of my closest friends have come from JCL. It has made a huge difference in my world and in my students’ lives, and I know it can do the same for you. Give it a try. Text me at 650-888-2489, and I will help you start. You won’t be sorry. 🌸

### Book Review: Mary Beard, *Women and Power: A Manifesto* (Norton 2017)

by Sarah Harrell, CCA—North Member at large

**M**ary Beard, the famous classicist and commentator, recently published a new book, two essays really, entitled: *Women & Power: A Manifesto*. I heard about this latest publication with great anticipation, for I have found Mary Beard to be an inspiration as well as a boundless source of knowledge about the Roman world. My students greet her videos (in the *Meet the Romans* series) with eagerness and glee; books such as *SPQR* have enlightened me and my students about Roman history. I know that as a commentator Mary Beard has faced both admiration and vitriol from the internet, and I couldn’t wait to see how she approached the topic of women and power. I was not disappointed.

In this book, based on two lectures, Beard weaves together the classical past with modern political culture. Her purpose is to explain “how deeply embedded in Western culture are the mechanisms that silence women, that refuse to take them seriously, and that sever them...from the centres of power” (xi). The idea of silencing women has, even since the publication of this recent book, taken on new meaning with

the #MeToo movement. How fitting that Beard, who herself has faced those who wish to silence her, speaks to us as a classicist on this topic. She has a unique perspective, as someone who has risen to prominence in a traditionally male-dominated field and who speaks publicly on a regular basis, and as someone with a deep knowledge of the classical precursors to modern efforts to silence women in the public sphere.

I found Beard’s first essay, “The Public Voice of Women,” to be the most fascinating (again because of its links to the #MeToo movement). Beard starts off by discussing several ancient examples of women who are muted when attempting to speak out (and of course we must remember that our sources for these examples were written by men). Penelope, being told by Telemachus in the *Odyssey* to go back to her room, is in Western literature the “first recorded example of a man telling a woman to ‘shut up’; telling her that her voice was not to be heard in public” (3). Beard goes on to discuss Roman examples, especially those contained in Ovid’s *Metamorphoses*, perhaps most notably the story of Philomela, whose rapist cuts her tongue out to prevent her from speaking. She traces her theme all the way to modern internet

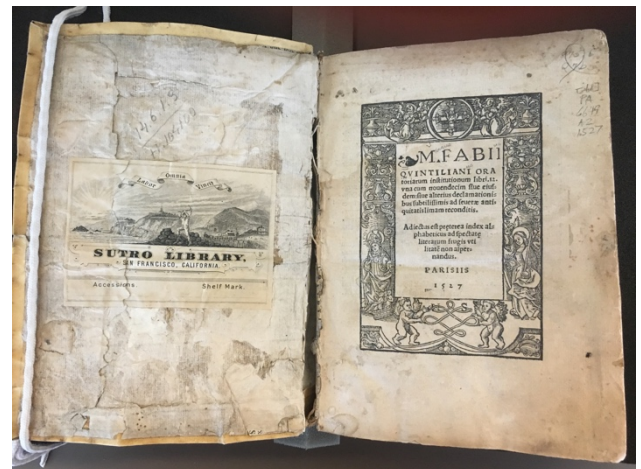
trolls, whose insults aimed at women speaking follow patterns familiar from antiquity. Finally, Beard calls for a re-thinking of what it means to speak “with authority”. Can we conceptualize this idea in a new way so that the “voice of authority” is not by definition male-gendered? In the end, Beard raises these important questions without claiming to have found an answer.

Beard’s second essay, “Women and Power” examines the western tradition of separating women from sources of public power. She discusses women who have stood up to the traditional definition of power as male, looking at female politicians, including Hillary Clinton and Theresa May, who have been demonized as monstrous. Strikingly, Beard cites several examples of female politicians who have been compared to Medusa, with their male opponents depicted as the conquering Perseus holding their severed heads. Beard ends her manifesto with a little, but not much, optimism about the future of women and power. The existence of her book and its success has given me hope that we will continue to hear more and more women’s voices speaking with authority in the public sphere. Beard’s voice is loud and clear. 🌸

### An Amazing Collection of Latin Texts in San Francisco: The remains of the Library of the Colegio de Santa Cruz de Tlatelolco

by John Rundin, CCA—North Newsletter Editor

**S**omething wonderful waits for Latin lovers who visit the Sutro branch of the California State Library, located on the top floor of San Francisco State’s J. Paul Leonard Library in southwest San Francisco. It’s the remains of a library that was created for the Colegio Imperial de Santa Cruz de Tlatelolco [the Imperial College of Santa Cruz de Tlatelolco] in Mexico City in the mid sixteenth century.

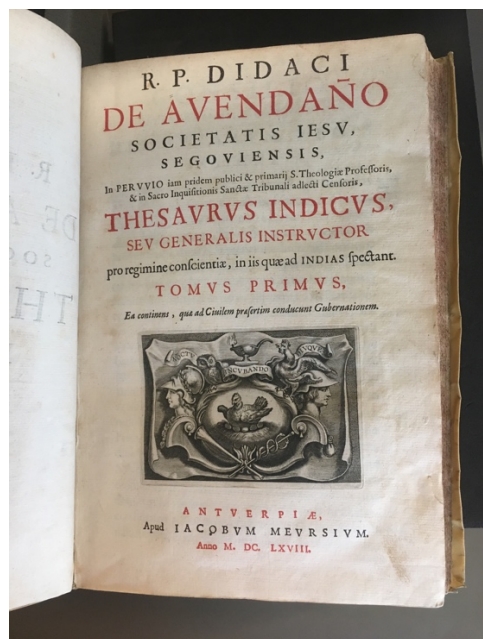


An edition of Quintilian from the Sutro Library Tlatelolco Collection

Franciscan Bishop Fray Juan de Zumáraga, an educated and humane man, along with other sympathetic clerics, founded the college, which was under the patronage of the Santa Cruz [Holy Cross] and dedicated on Epiphany (January 6), 1536, in

Tlatelolco, the major commercial center associated with the Aztec capital of Tenochtitlán; today the area is part of Mexico City. The founders wanted to train native Mexicans from noble families for the clergy. Many Spaniards had resisted training native Mexicans to be priests; support for the project was weak from the beginning; continuing hostility to it closed the Colegio by 1571. Nevertheless, the Mexicans displayed remarkable facility in Latin, in which all instruction was conducted, surpassing Spaniards in their mastery. One Mexican, Miguel de Cuautitlán, a remarkably skilled Latinist, even became a reader in Latin at the Colegio in 1538 in the year after its founding. Sadly, Miguel passed away in a fever epidemic in 1545; his deathbed conversation was in Latin.

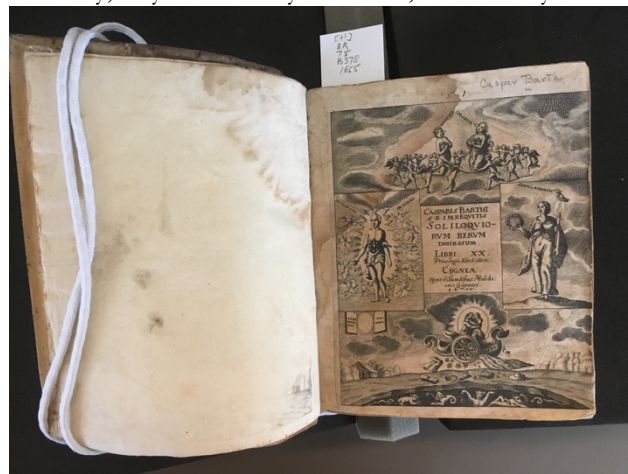
The Colegio's benefactors assembled a library of books, largely in Latin, to support its mission. When the Colegio's project was abandoned, the books passed to the Franciscan Convento de Santiago Tlatelolco. In nineteenth-century Mexico's political chaos, a strong strain of anticlericalism attacked the Church and broke up the Convento's collection. Books were variously lost, abused, and dispersed. Many of the books wound up in the hands of Francisco Abadiano, the most prominent bookseller in Mexico City. In 1889, his son Eufemio sold the remaining collection of books to Adolph Sutro, the German-American engineer who became rich off the Comstock Lode and later became mayor of San Francisco, California. Sutro wanted San Francisco to have a research library and, for that purpose, avidly collected books, which he stored in various places around the city. After his death in 1998, widespread fires resulting from the 1906 earthquake burned approximately half the books. His heirs gave the remaining books to the State of California, and that collection was the beginning of the Sutro Branch of the California State Library in San Francisco.



*An edition of Diego de Avendaño's Thesaurus Indicus from the Sutro Library Tlatelolco Collection. This historically important book lays out guidelines for the treatment of Native Americans.*

These books are still in the Sutro Library, currently housed on the top floor of San Francisco State University's library, where

they are available to anyone who wishes to see them. They are not in open stacks, so arrangements need to be made in advance; however, the librarians are delighted to let people examine these remarkable remnants of the Mexican colonial era. Sadly, they are currently uncurated, and it is very difficult



*Caspar Barth's Soliquiorum rerum divinarum libri xx from the Sutro Library Tlatelolco Collection*

to figure out exactly what is in the collection. It is unclear how many of the books came from the Colegio itself rather than from the Convento into whose library the Colegio's book was merged or other sources. However, a serviceable survey of the collection can be gotten from the "The America's First Academic Library: Santa Cruz de Tlatelolco" (1985) by W. Michael Mathes, whose investigation of the collection remains the only serious attempt at a comprehensive study. ❀

## Grants, Scholarships, Awards from the CCA—North

by John Rundin, CCA—North Newsletter Editor

**D**id you know that the CCA—North awards several cash benefits to classicists? There are travel grants, scholarships for high school students who intend to study classics in college and a student writing award. Learn more about these opportunities at our website: [ccanorth.org](http://ccanorth.org). ❀



### NOTA BENE:

**We are always delighted to receive submissions for future newsletters! Please send articles, photographs, and announcements to [ccanorth@yahoo.com](mailto:ccanorth@yahoo.com)**



### Horace Odes 1.5

translated by Peter Brodie

*quis multa gracilis te puer in rosa  
perfusus liquidis urget odoribus  
grato, Pyrrha, sub antro?  
cui flavam religas comam*

*simplex munditiis? heu quotiens fidem  
mutatosque deos flebit et aspera  
nigris aequora ventis  
emirabitur insolens,*

*qui nunc te fruitur credulus aurea,  
qui semper vacuum, semper amabilem  
sperat, nescius aurae  
fallacis. miseri, quibus*

*intemptata nites. me tabula sacer  
votiva paries indicat uvida  
suspendisse potenti  
vestimenta maris deo.*

Who is this willowy flower-child—  
Dripping cologne and hormone-wild—  
Whose passions, dear, you have beguiled?

You lurk in that seductive lair,  
Braiding your long and golden hair,  
Carefully careless—if you care.

Alas, how often will he mourn  
Fidelity and vows forsworn,  
And watch the seas  
Whipped by the breeze,  
Gazing in innocence forlorn.

He thinks you true now, hopes to find  
You ever carefree, ever kind—  
He feels not the fallacious wind.

Untried, how promising you must  
Appear to those who care to trust:  
They will be wrecked, and come to dust.

I, bruised by Venus, find that I've  
An old salt's instinct to survive:  
Safe on dry land  
It keeps me and  
My memories, and hopes, alive.

Alphonse Mucha, "Dusk"





## California Classical Association—Northern Section

### Membership & Spring 2018 Conference Registration Form

Use PayPal to register, join, or renew online at [www.ccanorth.org](http://www.ccanorth.org).

### Conference Registration

(Registration includes continental breakfast, refreshments, and lunch)

**Mail this form by April 16; or register online by April 17.**

**(N.B.: There will be a \$5 surcharge per person for same-day registration)**

- \_\_\_\_ Number of attendees at student rate of \$15  
 \_\_\_\_ Number of attendees at CCA—North member rate of \$30  
 \_\_\_\_ Number of attendees at non-CCA—North member rate of \$40

**Total Conference Fees.....**

\$ \_\_\_\_\_

Name(s) of attendee(s): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Please support us by joining if you are not already a member!**

### Membership & Membership Renewal:

**Please Check One:** ☐ New Member ☐ Renewal

Name \_\_\_\_\_

Institutional Affiliation: \_\_\_\_\_

**Please Check One:** ☐ Home Address ☐ Work/Office/School

Address: \_\_\_\_\_

City: \_\_\_\_\_ State \_\_\_\_\_ ZIP Code \_\_\_\_\_

**Please Check One:** ☐ Home Phone ☐ Work/Office/School

Phone Number (\_\_\_\_) - \_\_\_\_\_ - \_\_\_\_\_ Ext. \_\_\_\_\_

Email address \_\_\_\_\_

(Please indicate email address even if renewing. Thanks!)

**Please Indicate Your Membership Category:**

☐ Regular (1 year) — \$20..... \$ \_\_\_\_\_

☐ Student/Retired (1 year) — \$10..... \$ \_\_\_\_\_

**An 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 (include Conference fees).....** \$ \_\_\_\_\_

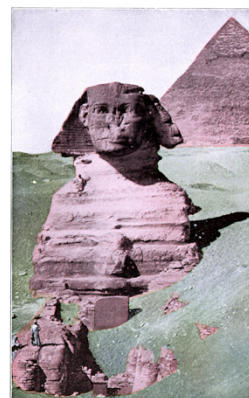
**Please mail this form with a check payable to  
 “CCA—North” for the total amount to:**

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

### Spring Conference

#### *Monuments and Memory*

April 21, 2018



**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 Society for Classical Studies, 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.

**Please fill out the conference registration information and, if you wish to join or renew, fill out the membership information at left. Include your check to cover all attendees of the Fall Conference, your annual membership or renewal (if due), and any additional contributions you would like to make. Thank you for supporting Classics in Northern California.**

Visit us on the web:  
[www.ccanorth.org](http://www.ccanorth.org)

