



NOTANDA BOREA

California Classical Association—Northern Section

We are the Classics Association for Northern California

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California Classical Association—Northern
Section Fall 2022 Conference:

“A Night at the Opera”

Participants will attend a performance of
Orpheus and Eurydice by Christoph
Willibald Gluck, produced by the San
Francisco Opera.

Thursday, December 1, 2022, 7 p.m. at the War
Memorial Opera House, 301 Van Ness, San
Francisco, CA, 94102 (sfwarmemorial.org)

\$52 (\$25 for students)

Optional no-host dinner and drinks at 5 p.m. at a
venue to be announced

RSVP by October 15

by John Rundin, Newsletter Editor

The San Francisco Opera will bring Christof Willibald
Gluck's important and popular opera, *Orpheus and
Eurydice* to the Bay Area this fall. Matthew Ozawa directs
the production and Peter Whelan will be the conductor.
Jakub Józef Orliński, Meigui Zhang, and Nicole Heasten will sing.
The libretto will be the original one written by Ranieri
de'Calzabigi in Italian.

The opera gives a happier twist to Orpheus' and Eurydice's sad
story, most prominently narrated in Vergil's *Georgics* and Ovid's
Metamorphoses' grimmer versions. In those versions, just as
Orpheus is about to arrive back in the realm of the living with
her, he looks at her, and she returns to the land of the dead;
Orpheus lives on in grief. In Gluck's and de'Calzabigi's happier
version, however, Orpheus ultimately wins back Eurydice
through the intervention of Amore.

Gluck's *Orpheus and Eurydice* is considered a major turning point
in the history of opera. It incorporated principles of dramatic
simplicity that replaced more complex operatic structures that
preceded it. It has gone through numerous revivals in various
revisions since its first production in Vienna in 1762.

Registration for the Conference

By October 15, go to ccanorth.org, where you can register and
will be led to a secure site to enter payment. ☼



Orpheus plays the lyre for Hades
(Underworld Painter, Erich Lessing Culture and Fine Arts Archives)

Are you a member of the
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If not, please consider joining by filling
out the form at the end of this newsletter
or visiting ccanorth.org.

The California Classical Association

Northern Section

WHO WE ARE AND HOW TO CONTACT AND FOLLOW US

We are the *California Classical Association—Northern Section*, 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.

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Treasurer's Report

by David Jacobson, CCA-Treasurer

For the eight-month period (22 January 2022- 20 August 2022) the total assets of CCA- North were **\$11,907.18** (\$1,236.69 in Wells Fargo Checking, \$4,265.83 in Wells Fargo Savings, and \$6,404.66 in PayPal). **Gross Inflows** during this period totaled **\$825.26** in new, renewed, and Lifetime Membership dues (\$524.88), registrations for the Spring Conference (\$50.14), interest gain in the Savings account (\$0.24), and donations to the Marian



McNamara Scholarship (\$250.00). **Gross Outflows** during the same period totaled \$324.80, paid to the winner of the Student Writing Contest (\$250.00), and \$74.80 for a 5-year extension of our ccanorth.org domain name. For this period Inflows exceeded Outflows by **\$500.46**. ❀

We Have Spirit. Yes, We Do...!

by Dobbie Vasquez, CCA—North Secretary

As school starts up again, I want to remind all the Middle and High School teachers in the CCA-North community that the Junior Classical League (JCL) is there for you and your students. Supported by the American Classical League (ACL), it offers opportunities for your students to shine in academics, arts, and sports, and it provides positions of leadership on the local, state, and national levels. Probably most important, it gives kids the opportunity to meet others who study Latin and/or Greek. This can be very valuable for your program as well as for the kids themselves.

In 2022, *Ludi Octobres* (the fall event) will be held at St. Ignatius High School in the city on Saturday, October 22. This is the perfect opportunity to check it out because you do not have to join JCL to attend. There will be tests, of course, but they affect nothing unless you win, and there will be *Certamen* (our equivalent of Jeopardy for Latin grammar, vocabulary, history, culture, derivatives, and modern references to the ancient world). In addition, local professors, teachers, and students will offer colloquia on any topic under the sun. Other events include some sports like volleyball, basketball, ultimate frisbee, and perhaps edible mosaics and cookie decorating as

well as some community service project. The students at the host school decide on all these extra activities.

Then in February there is *Carcer* (the prelims for the competitive *Certamen*) which will finish up at the state convention on March 31-April 1 at Miramonte High School in Orinda. For this, schools and students must be JCL members.

This is a hectic 24 hours, but there is something for everyone. No matter what your students are good at, they will have a chance to shine here. This is definitely not just for academics, but for athletes, artists, actors, singers, dancers, and just about everyone else. Usually there are about 1200 students at this event which is proof enough of its value.

Finally, about 40 kids from California usually attend the



California at Nationals in Louisiana, July, 2022

national convention at the end of July. Teachers are not required to come along because there are always enough adults who go every year to cover the chaperoning duties. I remember sitting in an assembly at Indiana University in Indiana, PA, in 1989 while adults attending their 20th convention were being honored and thinking, "Don't these people have anything better to do with their summer?" I have not missed a summer since. There is something about the enthusiasm, the fellowship, and the open acceptance of everyone that really is special. Of course, there is plenty of competition, but there is also support and genuine enthusiasm for the winners and performers in all areas of the convention. It is really magical.

If you are interested in testing the JCL waters, please text me (Dobbie Vasquez) at 650-888-2489 for more information. I am happy to introduce you to other JCL colleagues and to help you get started. Come join the fun. ❀



What about ACL?

by Dobbie Vasquez, CCA—North Secretary

Of course we are delighted that you are members of CCA-North, and we thank you for your support. But I wonder if you realize the advantages of being a part of the American Classical League (ACL) as well.

One of the huge pluses is the opportunity to receive grants for travel, courses, and conferences. Every year ACL offers about 30 awards for up to \$2000.00. I used to be on the selection committee, and I was amazed at how much money ACL makes available for us annually. Take a look at [Awards and Scholarships](#).



In addition, there is always Institute to attend, either live or online, to meet with colleagues and listen to and comment on the presentations of numerous speakers. Each year it is in a different location, so there is always an opportunity to explore another part of the country. Next year Institute will be at Washington University in St. Louis, Missouri, June 29-July 1 with a pre-institute June 28-29. There are special grants for Institute too.

ACL also posts opening for Latin and Greek teaching throughout the country and offers mentoring and all kinds of materials and suggestions for teaching. A full list of advantages can be found [here](#). Check it out. 'Meet me in St. Louis?' 🌸

Bettering the Boathouse

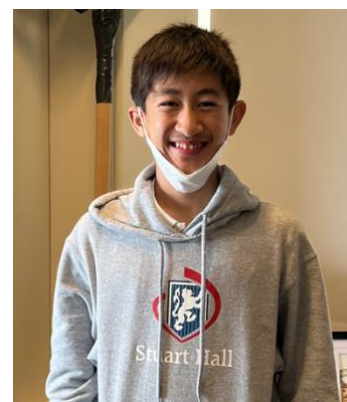
by Dylan Co, Seventh Grade, Stuart Hall for Boys

During the pandemic, when we were all locked down, I ended up watching quite a few movies. One movie that made an impression on me was *A Most Beautiful Thing*, a movie about rowing, where they established

the concept of leaving the boathouse better than they found it. When I was a part of Cub Scouts, there was a motto to leave no trace, but the concept of leaving the boathouse better hadn't occurred to me until watching this movie. As a middle school student, this precept meant that I would have to leave my school, Stuart Hall for Boys, better than I found it.

Stuart Hall already has many athletic activities available to students, so I didn't feel there was much opportunity there. Additionally, I was a key player in bringing a basketball championship to our grade, but I didn't want my reputation to be solely "the basketball kid." There are a lot of other things that I enjoy -- stock investing games, card tricks, and reading about mythology, especially Rick Riordan books.

At the beginning of 6th grade, our class was assigned a lot of Latin vocabulary. An idea came to me about possibly making a tedious but necessary part of Latin a fun and engaging game. I had the idea of using Bingo with Latin vocabulary, as a way to make learning the vocabulary more fun. With some help, I created Latin Bingo,



Dylan Coe

where words were translated to either Latin or English. It turned out to be a hit, so I began to discuss other ideas with my parents. On a long road trip, we continued to brainstorm ways to make Latin fun, as Dr. Blum always has. The list of ideas included mythology Jeopardy, movie night, and Taboo, all with a Latin twist. All the while, the idea of Latin Club was gradually forming in my head. Now it was a matter of making my thoughts a reality.

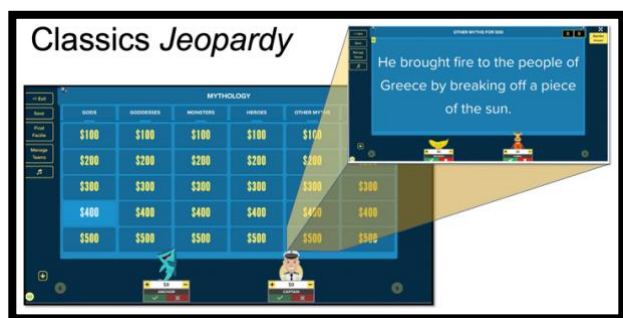
Making Latin Club a reality initially seemed improbable, but I started with small steps. First, I made a google form polling for interest in a "Latin Club." Most people seemed to like the idea. That's when I consulted with my family and brainstormed ideas for what I could do at Latin Club meetings. We came up with a short-list of activities including mythology jeopardy and vocabulary bingo. When I had gotten enough brainstorming done, I pitched the idea to my Latin teacher, Dr. Blum. She helped expand my audience to all her Latin students as well as the girls taking Latin at Convent Elementary School. The planning process took much longer than I had expected, but in hindsight, there were a lot of details to consider.

I didn't know what to expect at the first Latin Club meeting. I didn't know how many people were going to show up, if they would enjoy Mythology Jeopardy, or if they would even listen! The first meeting of any club has to be the best so that people keep on coming back. Going into the first gathering I knew this, so I was very nervous as there was a lot on the line.



Dylan and his cohort

It turned out that the participants in this meeting loved the game. The room had loud and enthusiastic energy. When our Upper Form Dean, Mr. Estrada, walked into the room, he was extremely pleased with how engaged the students were. Teachers realize how hard it is to capture kids' attention, so this was such a compliment for me to hear. Even though I felt drained from running the meeting, it was worth the stress and detailed planning to create a game that would capture the enthusiasm of the more than forty attendees of the meeting. I left school that day feeling that the first Latin Club was a huge success.



Having just started Latin Club, my focus now is to make the next several meetings successful. When I graduate, I certainly don't want the Latin Club to stop. I would very much like this club to continue to meet and grow. To better ensure the success of the club, I will pass down my work to either Dr. Blum or another interested student. Before I leave, I would like to put in place a "senate" for the club, essentially a leadership team to ensure that students have a structure in place to continue Latin Club. This will be a more formalized way for members of the club to decide what happens in future meetings. I hope that Latin Club will eventually become an incentive for students to choose Latin as their choice language in their 6th, 7th, and 8th-grade years. I hope that Latin Club will be one of the many after-school activities which will help Stuart Hall and Convent attract more potential students.

When I first transferred to Stuart Hall in 5th grade, I thought it was a perfect school. I couldn't see anything that

would make it better, but over time I determined that I could leave Stuart Hall better than I found it. Now, with the foundation of Latin Club, I have found a way to make my school better. I feel that I've accomplished something that I am proud of, something that will be remembered, and something that leaves our boathouse a little better than I found it. 🌸

2022 Student Writing Contest Winning Entry

Editor's note: The CCA-North offers an annual prize for the best student writing submitted to it. Students of any level may submit. The rules are available at the CCA-North website under [Award Opportunities](#). In 2022, Max Tulley wrote this year's winning essay during his senior year at Stuart Hall High School for his International Baccalaureate (IB) Latin course. The IB Latin program requires students to generate an annotated collection of seven to nine primary source materials that answers a question on a topic related to the language, literature, or culture of the Greco-Roman world. Here is his essay:

Roman Treatment of Prisoners of War, Enemy Leaders, and Conquered Peoples

by Max Tulley (Stuart Hall High School, San Francisco, CA)

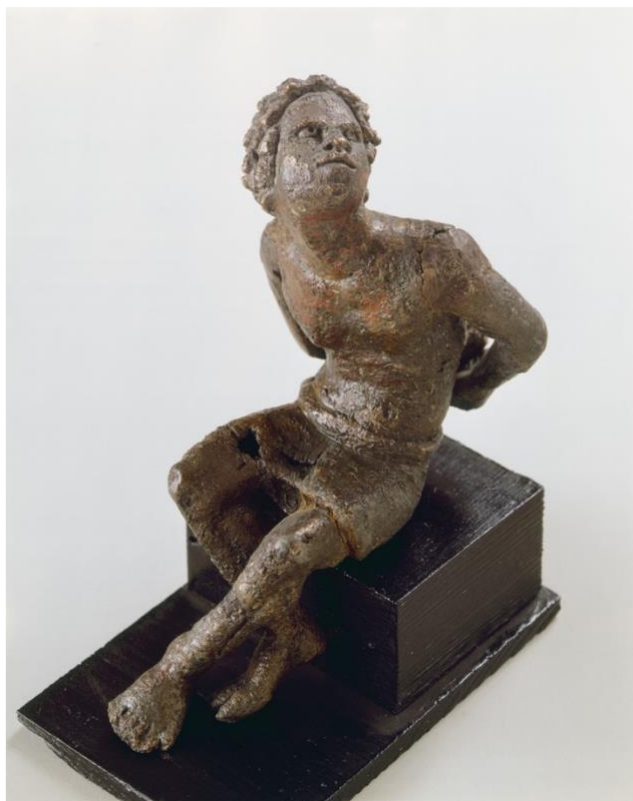
The Romans are well known for their military conquest and domination over much of the known world during their time, but their treatment of conquered peoples is not as clear. There are contradictory statements made about the Roman treatment of captured enemies. Some say that they were merciful and lenient towards them in order to win them over, but others say they were ruthless and unforgiving. This essay will examine Roman military history from the Samnite Wars to the end of the Punic Wars in order to answer the question: How did the Romans treat conquered soldiers, leaders, and civilians during the Punic Wars?

This essay will look into a wide range of situations in which the Romans dealt with prisoners, surrendered generals, and more. I will be examining histories written by Polybius, Livy, and Appian of Alexandria.

The first source is written about a garrison of Roman soldiers, who were sent to recapture a city taken by mercenaries. The Roman garrison defects and takes the city for themselves: "They presently took the place and killed the greater number in the assault—for the men resisted desperately, knowing what must follow—but took more than three hundred alive. These were sent to Rome, and there the Consuls brought them into the forum, where they were scourged and beheaded according to custom: for they wished as far as they could to vindicate their good faith in the eyes of the allies" (Polybius, *Histories*, book 1, section 7).

This source shows that the Romans followed a custom in which they humiliated and killed captured soldiers. This practice was possibly specific to Roman rebels and not all captured combatants since treason was a particularly egregious crime. The quote, "knowing what must follow," also reveals

that the rebels were aware of the consequences, meaning that the practice of executing rebels was likely a standard practice used by the Romans. The practice of beheading was regarded as the most honorable form of death (Abbot, *Encyclopedia Britannica*, *Beheading*). It was reserved for citizens. The fact that these mutineers were given an honorable death shows that the



Roman bronze depiction of a captive (Staatliche Museen zu Berlin)

Romans had some level of respect for them simply because they were citizens, and it is likely that, if they weren't citizens, they would have received a far less honorable execution.

In the next source, the Mamertines, a group of mercenaries, after capturing and pillaging the city of Messene, sue for peace with both Carthage and Rome. Rome accepts the peace treaty and aids the Mamertines in fighting off the Carthaginians. This source shows a different side of Rome's policy towards enemy soldiers. Polybius writes,

The conflict of motives proved too strong, after all, to allow of the Senate coming to any decision; for the inconsistency of aiding the Messenians appeared to them to be evenly balanced by the advantages to be gained by doing so...the military commanders suggested that individually they would get manifest and important benefits from it. They accordingly voted in favour of giving the aid. (Polybius, *Histories*, book 1, section 11)

While the Mamertines weren't direct enemies of Rome, they had pillaged Messene and killed most of its citizens. They were also allied with the Roman rebels at Rhegium, so they can be considered enemies of Rome. This passage shows that the

Romans were not opposed to siding with former enemies if it was for a larger political or military goal. In this case, the Romans decided that the threat of Carthage gaining a foothold in Sicily outweighed the benefit of destroying the Mamertines. However, the senate clearly saw it as a hard decision because they had to ask the people to decide for them. Their indecision shows that they would probably rather destroy the Mamertines, but because of the threat from Carthage they chose to side with them. In conclusion, the Romans were willing to forgive enemies at least temporarily if it served a greater purpose for Rome.

Shortly after Rome sided with the Mamertines, Appius, a Roman general relieved Messene and laid siege to Syracuse:

he [the Roman general] killed a large number of them and forced the rest to fly precipitately to the neighbouring towns. These successes sufficed to raise the siege of Messene: and thenceforth he scoured the territory of Syracuse and her allies with impunity, and laid it waste without finding any one to dispute the possession of the open country with him. (Polybius, *Histories*, book 1, section 12)

This source reveals that the Roman practiced "scorched earth" tactics. They were willing to carry out acts of violence against not only enemy soldiers, but civilians. The addition of "with impunity" suggests that the Roman senate and people thought that Appius's tactics were acceptable. Similarly, the Romans enact these tactics in the siege of Aspis:

Having done this they made active preparations for a general advance and set about plundering the country...they destroyed numerous dwelling houses of remarkably fine construction, possessed themselves of a great number of cattle; and captured more than twenty thousand slaves whom they took to their ships. (Polybius, *Histories*, book 1, section 29)

This source corroborates the previous one and confirms that the Romans were not opposed to plundering and acting harshly against non-combatants. In book 2 Polybius writes about an instance of Roman forgiveness: "Of the Illyrian troops engaged in blockading Issa, those that belonged to Pharos were left unharmed, as a favor to Demetrius" (Polybius, *Histories*, book 2, section 11). The forgiveness shown to Demetrius's countrymen shows that, if it served a purpose, the Romans would show mercy to captured soldiers. This supports the conclusion made from source 2: The Romans gave forgiveness as a political move rather than a moral obligation.

The next two sources present Scipio's terms of surrender at the end of the Second Punic War and give insight into the Roman treatment of enemy generals, in this case, Hasdrubal Eriphus and Hanno the Great. Firstly, Appian's account:

We will yet grant you peace, Carthaginians, on condition that you surrender to the Romans all your warships ships

except ten, all your elephants, the plunder you have lately taken from us, or the value of what has been lost, of which I shall be the judge, all prisoners and deserters and those whom Hannibal led from Italy...You to pay to Rome the sum of 250 Euboean talents per annum for fifty years...You to retain your city and as much territory inside the Phoenician trenches as you had when I sailed for Africa...you shall forthwith give us 150 of your children as hostages whom I shall choose. You shall also give 1,000 talents in addition for the pay of my army, and provisions likewise. When the treaty is ratified we will release your hostages. (Appian, *The Punic Wars*, book 11, section 54)

And now, Livy's account:

they [Carthaginians] were heard with much less pity owing to the memory, still fresh, of their treachery. In the council, although righteous indignation spurred them all to the destruction of Carthage, nevertheless they reflected how serious a matter and how protracted also was the siege of a city so well fortified and so strong...Consequently they all were inclined to peace. (Livy, *The History of Rome*, book 30, chapter 36)

Scipio's terms seem very reasonable and don't show any signs of revenge or punishment against the Carthaginians. This shows that Scipio must have had some respect for the Carthaginian generals and people or at least he didn't want to squander the opportunity by disrespecting them. Again, this shows that the Romans were willing to forgive enemies if it served them.

Livy's account highlights that the memory of the Roman defeats would still be fresh in Scipio's mind. Livy states that the Romans considered sieging Carthage and destroying it and would have if not for the possible cost and consequences of it. This shows the true purpose of "forgiving" Carthage which was to avoid the cost of attempting to destroy them.

These accounts of Roman interaction with conquered peoples show that the Romans were not simply merciful or ruthless. Sources 1, 3, and 4 show that the Romans had no problems with being extremely violent towards enemies if it was beneficial. The other sources show that Romans were also willing to show mercy when necessary or useful. Sometimes they would



"Scipio Africanus," woodcut (1425-30 C.E.) by Mattia di Nanni di Stefano (Metropolitan Museum of Art)

destroy their enemies and other times they would make peace with them, but what is consistent throughout these examples is that they always chose the option that best served their strategic purposes. If it was beneficial to show mercy, they would, and if it was better to enact revenge, they would.

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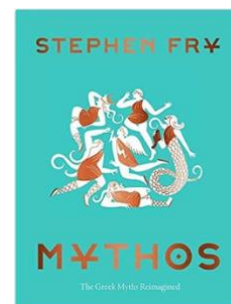


Book Review

Stephen Fry: *Mythos* (Stephen Fry's Greek Myths, 1)

by Dobbie Vasquez, CCA—North Secretary

In his foreword to his book *Mythos*, Fry declares that he is concerned with re-telling the myths not in explaining them or investigating the human truths within them. But his presentation of the stories, however, defies this declaration. We can see ourselves in so many of the scenes he describes that their relevancy is immediately apparent. For example, what daughter or father of a daughter does not recognize this scene? (p. 94):



"Father, ...do you love me enough to grant me a wish?"

"Of course, my dear..."

"Would you grant me *several* wishes?...They aren't difficult ones, Daddy. Just the smallest things."

"Very well, let's hear them."

"I never ever want to have a boyfriend or husband or have a man touch me, you know, in that way.--"

"Yes, yes ...er...I fully understand..."

"Also, I want lots of different names, like my brother has. 'Appellations', they're called. Also a bow, which I notice *he* has a whole collection of but I don't because I'm a girl which is totally unfair. I'm the older

twin, after all. Hephaestus can make me a really special one as a birth present, just as he did for Apollo, a silver bow with silver arrows please. And I want a knee-length dress for hunting in, because long dresses are stupid and impractical. I don't want dominion over towns and cities, but I do want to rule mountainsides and forests. And stags, I like stags. And dogs, hunting dogs, anyway, not lap dogs which are useless. And, if you'd be very *very* kind, I'd like a choir of young girls to sing my praises in temples and a group of nymphs to walk the dogs and look after me and help protect me from *men*."

"Is that it?" Zeus was almost giddy at this recitation.

"I think so. Oh, and I'd like the power to make childbirth easier for women. I've seen how painful it is. In fact, it is actually quite sincerely gross and I want to help make it better."

"Goodness me. You don't ask for the moon, do you?"

"Oh, what a good idea? The moon. Yes, I'd love the moon, please. That will be all. I'll never ask for anything ever again ever."

As Classicists, we know the stories, but Fry manages to tell them with a fresh spin. They are funny, compelling, and relatable. Often too, he brings them from the timeless to the contemporary as when he comments on the fate of Pyramus and Thisbe (p. 277):

As for their spirits – well, Pyramus was turned into a river that bore his name for millennia and Thisbe into a spring whose waters run into it. The flow of the Pyramus (now called the Ceyhan) has been dammed for hydroelectric energy, so the power of the two lovers now goes to light Turkish homes.

Another delight in this book are the footnotes. His observations are fun and compelling and do much to point out the relevance of the ancient Greek myths today. When talking about how Gaia gave birth to Pontus and Ouranos all on her own, Fry notes (p. 20):

1. This trick of virgin birth, or *parthenogenesis*, can be found in nature still. In aphids, some lizards, and even sharks, it is a reasonably common way to have young. There won't be the variation that two sets of genes allow; this is the same as the genesis of the Greek gods. The interesting ones are all the fruit of two parents, not one.

Or sometimes Fry explains word origins (p. 165):

101. In due time Psyche gave birth to their child: a daughter, Hedone, who was to be the spirit of pleasure and sensual delight. The Romans called her Voluptas. Hedonism and voluptuousness, unsurprisingly, are hers.

Additionally, after struggling with the necessity of hiding his own sexual preferences throughout his school years, Fry can't

resist making this observation during his discussion of Hermaphroditus (p. 143):

94. The great museums of the world have hidden away treasures that represent intersex figures like Hermaphroditus. Many of these have only recently come to light, with exhibitions at the Ashmolean Museum in Oxford and other leading institutions setting a trend for rediscovery of this neglected area. It coincides with a greater, society-wide understanding of the fluidity of gender.

Fry claims he has written *Mythos* for everyone, not just those well-steeped in the tradition. It is true that his telling of the myths stand on their own, and it is certainly more important to enjoy the stories and to think about their implications than to try to memorize the myriad of names associated with them, but, here again, Fry's renderings make these tales easy to be read and enjoy again and again. Eventually the names will stick on their own.



Stephen Fry

Finally, the question is whether to read the book with its fascinating footnotes and its stunning artworks or to listen to him reading on Audible Books. His voice is rich, varied and extremely easy to listen to, and there is something very intimate about having this prolific and accomplished writer, actor, comedian and storyteller read to you. Perhaps the best thing is to listen to him as you follow along in the text. Then you can stop to read the footnotes and peruse the art as you will.

Mythos does not cover all of Greek mythology, but Fry has followed it with *Heroes*, 2020 (Perseus, Jason, Atalanta, Theseus, and Hercules), *Troy*, 2021, and *The Odyssey*, 2022. These are not to be missed. Enjoy! 🌟

Grants, Scholarships, Awards from the CCA—North

by John Rundin, CCA—North Newsletter Editor

Did 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. Learn more about these opportunities at our website: ccanorth.org. 🌟





California Classical Association—Northern Section

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