

COLORADO CLASSICS ASSOCIATION

MINUTES OF THE FALL MEETING

9/24/2022, 10:00 a.m.-11:30 a.m.

D'Evelyn Jr./Sr. High School

Respectfully submitted by Pierre D. Habel, CCA Secretary (pdhabel@gmail.com)

9:30-10:00 Conversation and reconnection over refreshments took place prior to the formal convening of the meeting

10:00-10:30 CCA business meeting:

- Introductions of officers and meeting attendees:
Jackie Elliott (CU Boulder, CCA Co-President), Elizabeth Bowman (CCA Co-President), Amanda Sherpe (Mullen High School, CCA Treasurer), Richard Buxton (Colorado College, CCA Communications Director), Pierre Habel (D'Evelyn Jr. Sr. High School, CCA Secretary), Ian Oliver (Regis University), Zachary Herz (CU Boulder), Amy Sommer Rosevear (Cherry Creek High School), Isabel Koster (CU Boulder, Society for Classical Studies Liaison), Tim Smith (Loveland Classical School), Julia Byers (Eaglecrest High School)
- Jackie opened discussion of the minutes from the April 30 meeting. Amy moved to accept them without revision. Richard seconded. Approved by 8 members, with none opposed and 3 abstentions.
- Amanda gave a reminder to those needing to renew their membership and provided an overview of where the Association's finances stand. Jackie thanked Amanda and Richard for their work in making it so easy to join or renew using the CCA website (<https://sites.coloradocollege.edu/cca/membership-and-mailing-list/>).
- Announcements and sharing of information
 - Jackie issued a sincere plea for nominations for CCA's 2023 Teacher of the Year award <https://sites.coloradocollege.edu/cca/cca-teacher-of-the-year-award/> and reminded attendees that the deadline for such nominations is January 1.
 - Elizabeth reminded attendees that Jackie's term as Post-secondary Co-President ends this year and welcomed nominations, including self-nominations, of worthy candidates for election at the April 29, 2023 meeting.
 - Elizabeth inquired about the status of CoJCL's website and adult leaders. Tim and Amy responded: Karen Karpinnen (karp1248@gmail.com) is chairing the organization and has reserved the YMCA for an in-person Colorado Junior Classical League (<https://coloradojcl.com/>) convention set for March 30-31, 2023. Teachers are encouraged to contact Karen to communicate possible numbers of attendees, give input on convention in its new iteration, and learn about setting up a JCL chapter.

- Richard, who is working to update the Directory of Colorado Classicists (<https://sites.coloradocollege.edu/cca/directory-of-colorado-classicists/>) asked for anyone with knowledge of new programs, new teachers, or other similar changes to contact him (rbuxton@coloradocollege.edu) with pertinent information. Attendees mentioned new programs or teachers at Lemna Academy, Heritage Hills, and Addenbrooke Classical Academy.
- Tim Smith (Timotheus.magister@gmail.com) announced the imminent return of SALVI *Bidua*, including the upcoming weekend event in Allenspark CO, on October 21-23. Tim will soon be starting his term as President of SALVI (<https://latin.org/wordpress/>) and will be meeting with the SALVI Board to set plans for the return of summer *Rusticationes*, with hopes of expanding beyond their traditional site in West Virginia. Tim invites suggestions of suitable venues for groups of 30+ which offer the possibility of affordable seclusion.
- Jackie introduced discussion of a suggestion to modify the CCA dues structure to favor recruitment of student members (undergraduate and graduate). Arguments in favor noted that this would strengthen the flow of members who would most likely take jobs as pre-college Latin instructors in CO. Discussion ensued, first of moving from \$15 to \$10, the same amount as that of retirees. Amanda indicated that the conditions of CCA's purse would not be adversely affected by a change in dues structure for students. Further discussion ensued, resulting in a motion by Zach of allowing them to join at no cost with donation of \$10 suggested. Richard seconded. Unanimous approval.

10:30-11:20 Presentations and Discussion:

Two presenters shared their experiences and perspectives, discussing contemporary perspectives and resources which can facilitate student access and engagement with the literature and cultures of the ancient world.

- [Ian Oliver](#) (Regis University), spoke on “Combat Experience: Incorporating Veterans’ Perspectives on Ancient Warfare.” Few elements of the ancient world translate more vividly to modern times than the experience of warfare. War was a constant and pervasive cultural touchstone for both the Greeks and the Romans; ancient texts about warfare can invite modern veterans to communicate in unexpected ways. Ian shared pedagogical and research experiences with this type of ‘service learning’—including in reading groups, classroom settings, the ‘theater of war’ (see below), and museum archives. In so doing he enumerated some of the resources that are available to those seeking to enrich their own or their students’ understanding of ancient war experience through the perspective of modern soldiers.
 - Bibliographical background: John Keegan- *The Face of Battle and the Mask of Command*; Jonathan Shay- *Achilles in Vietnam and Odysseus in America*; Meineck and Konstan- *Combat Trauma and the Ancient Greeks*; Paul Woodruff- *The Ajax Dilemma*.

- Roberta Stewart and *Troy to Baghdad*- Prof. Stewart’s work with Veteran Reading Groups; a model with veteran, clinician, and academic members as components in a powerful group dynamic; forthcoming volume by Prof. Stewart; profound interpretations flowing from lived experience, e.g., a veteran’s interpretation of the Sirens’ song as offering the answer to the essential ‘why question’ about the individual’s experience of war.
- Ian’s personal innovations and efforts preparing for the Warfare and Society in Ancient Greece course at CU Boulder; coming up with a syllabus that addressed the ancient-modern divide (war as lived experience for 90% of the authors and audience of the classical texts; but not lived experience for the majority of CU students; incorporating modern works and media (with which modern students might be more familiar) into the syllabus; working with the Boulder Vet Center to have guests speak of their experiences; cultivating an honest and respectful space for veterans to speak of deeply felt memories and experiences and giving students a contemporary gateway to understand ancient battlefields.
- Discussion of The Theater of War Project (<https://theaterofwar.com/>)
 - The work of founder Brian Doerries in using his [versions](#) of ancient Greek tragedies in in-person performance and discussion settings with U.S. veterans.
 - [The Odyssey of Sergeant Jack Brennan](#), Doerries’ graphic novel re-envisioning of the *Odyssey* in the context of American soldiers returning from deployment in Afghanistan.
- Presentation of local resources at [The Center for the Study of War Experience](#) (housed at Regis University)
 - The Center’s commitment to service to the veteran community
 - An archive of oral histories of veterans of conflicts from World War 2 forward
 - Career and internship resources for veterans
- Pierre’s presentation, “Initiates at a Shrine of the Muses” made reference to Hesiod’s description of the Muses as daughters of Memory and his statement that “their nature is forgetfulness of evil and rest from cares”, advocating for teachers to make trips to museums and theaters an additional tool for transferring cultural memory to students. Additionally, such visits, outside the limits of the classroom, have a joy about them and deepen both the relationships between students and teacher and insight into classroom learning. Pierre also addressed the following considerations:
 - Where one can go- There are numerous options, many collected in the CCA’s list of Visual/Performing Arts and Museum Resources (link forthcoming); Pierre distributed hard copies and encouraged attendees to contribute potential additions, especially for venues located in Fort Collins and Greeley.

- When and why one should go- whenever an exhibit or performance intersects with a portion of the teacher's curricula and when doing so can deepen student learning, excitement, and engagement.
- What to consider/do beforehand-
 - Equity considerations for students who are under-resourced (appeal to administration or parent boosters for funds to offer scholarships; award them confidentially); equity considerations for students who are oversubscribed in academics, athletics, activities, work, or family life (a trip after school or on weekends may have fewer participants, but may allow for more engagement by those who do participate; the appeals and perils of offering extra credit (giving one E.C. task for students able to participate and another worthy task which non-participants can complete using printed or internet resources may be workable and beneficial).
 - Get to know the school administrator in charge of approving such trips; ask him or her to provide and preview school policies and forms upon which approval is conditioned; ask 'what if' questions about various options for transportation (parents, peers, etc.) which may create desired leeway for the trip sponsor; ask colleagues in your department how they organize and conduct trips.
 - Use technology to reduce the paperwork and communications hassles: options include School Messenger, Google Classroom and Google Forms, to distribute and collect paperwork and/or services such as [Remind.com](#) to facilitate communications around the trip.
- Pierre spoke of the value of teachers visiting museums and performances even when they do not or cannot bring students. The personal "rest from cares" that a teacher receives is invigorating, and often the teacher gains knowledge or perspectives which can enrich his or her instruction in the classroom.
- Finally, Pierre discussed [Theater of War Productions'](#) 2020 shift to online productions (free on Zoom) which feature distinguished performers and community members (veterans, nurses, first responders, formerly incarcerated persons, etc.) delivering selected readings (usually of classical texts), with responses to the reading from panelists drawn from the community of focus, then responses from the wider Zoom audience. Productions are live events and the discussion is spontaneous, unfettered, and often centered on contemporary political and social challenges, so teachers may want to arrange for a watch party in their classrooms in order to give context as needed. A limited number of past productions have been recorded and are posted on Theater of War's [YouTube channel](#).
- Discussion followed with several members contributing ideas for adding to the availability for the Association's members to access local and regional resource.

- Consider adding these venues to [CCA's list of Visual and Performing Art Resources](#): Loveland Sculpture Garden, Civic Center Park, notice of Denver museums' free admission for Students; the Lakewood Performing Arts Center.
- Discussion of online recordings of Greek tragedies: [Barnard-Columbia Ancient Drama Group productions](#); Peter Hall's production of the *Agamemnon* ([Part 1](#) and [Part 2](#)), the *Libation Bearers*, and the *Furies*, available captioned on YouTube; the Center for Hellenic Studies has recorded many sessions in a series called [Reading Greek Tragedy Online](#): Ian has made good use of the performance of *Iphigeneia at Aulis*; despite the channel's name, its collection includes readings of epic and a few comedies.
- Invitation to use CCA's email list (in addition to the CCA website) to share notice of upcoming performances or exhibits such as February's performance of Madhuri Shekar's new play [Antigone, Presented by the Girls of St. Catherine's](#).
- Exploration of structuring talks by CCA post-secondary faculty on the texts and topics central to the Advanced Placement curriculum for students enrolled in (or about to enroll in) AP Latin.

11:20-11:30 Concluding Announcements:

- Jackie raised the possibility of having a curator at the CU Art Museum offer a workshop for CCA on its collections and how to prepare for student visits to access them, whether as a separate, Saturday event or as an add-on to a brief CCA meeting. The workshop would last 60-90 minutes and require both advance planning and a firm commitment from a worthwhile number of CCA members. The idea of coordinating the event with students in CU's Latin Teaching Methods course and appending the event to a curtailed CCA Fall 2023 was favorably received.
- Richard reminded attendees of the spring CCA meeting (4/29/2023) to be held at Colorado College. Richard and Elizabeth spoke of their outreach efforts to encourage teachers in the Springs area to attend and become part of CCA. In keeping with the year's theme of increasing access to local and regional resources, Richard has arranged for the meeting to include a visit to the American Numismatic Association's adjacent [Money Museum](#), including access to the museum's study room and portions of its classical coin collection.
- The meeting concluded with thanks to Elizabeth for hosting a successful meeting!