

**NATIONAL ENDOWMENT
FOR THE HUMANITIES**

SAMPLE APPLICATION NARRATIVE



Summer Institutes for School Teachers
Institution: College of Notre Dame of Maryland



NATIONAL
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DIVISION OF EDUCATION
PROGRAMS

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National Endowment for the Humanities Division of Education Programs

Narrative Section of a Successful Application

This sample of the narrative portion from a grant is provided as an example of a funded proposal. It will give you a sense of how a successful application may be crafted. It is not intended to serve as a model. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants are also strongly encouraged to consult with staff members in the NEH Division of Education Programs well before a grant deadline. This sample proposal does not include a budget, letters of commitment, résumés, or evaluations.

Project Title: *Houses of Mortals and Gods: Latin Literature in Context*

Institution: College of Notre Dame of Maryland

Project Director: Therese Marie Dougherty

Grant Program: Summer Institutes for School Teachers

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BACKGROUND: This proposal is for an intensive five-week summer Latin institute for 25 middle-school and high-school teachers, with the first week at College of Notre Dame of Maryland and the remaining four weeks in Italy. The purpose is to strengthen the quality of humanities education in our schools by providing Latin teachers with a strong foundation in Latin language and literature in its historical and cultural context. In keeping with the theme of the institute, we will investigate the private life of the ancient Romans through the reading of literary texts treating the home, the household and the house, supplemented by visits to the remains of several private dwellings in the environs of Rome and in Campania. Also using literary texts and site visits we will extend the theme to public life, looking at temples as houses of the gods and tombs as houses of the dead.

The director of this institute will be Sister Therese Marie Dougherty, professor of classics at College of Notre Dame of Maryland for forty years, designer and director of past institutes for Latin teachers funded by the National Endowment for the Humanities, and recipient of the American Philological Association Award for Excellence in the Teaching of Classics for 2002. The co-director will be Sister Theresa Lamy, associate professor of modern languages, director of study abroad, and recipient of the Mullan Distinguished Teacher award at the College of Notre Dame for 2002. Assisting as faculty is Thomas Hayes, master teacher, past president of the Classical Association for the Atlantic States, and former secretary of the Vergilian Society of America. The structure of this institute is similar to the 2004 and 2006 NEH institutes, with some changes that strengthen the focus and quality of the program. These changes can be found preceding the past participant evaluations.

The purpose of this institute will be to study selections from Latin literature in their historical and geographical context, with a focus on the theme of house as symbol and as physical space. In the first week, on the campus of College of Notre Dame of Maryland, participants will be introduced to the Roman world in Italy through lectures by visiting scholars and the institute director on the history, literature and archeology of ancient Rome. Participants will also use the College library and its computer network to begin research on specific related topics that have been previously selected. This research will form the basis of projects to be continued throughout the program and shared through presentations in

Italy and electronically when the program is over. The remaining weeks will take place in Italy, using the Casa la Salle in Rome, the Villa Vergiliana in Cuma, and a hotel like the Villa dei Misteri in Pompeii.

College of Notre Dame of Maryland has more than a one-hundred-year strong commitment to the liberal arts, and specifically to Latin, as well as teacher preparation. The mission of the College also has a strong international focus and short-term experiences abroad are a regular part of its program. The institute directors have been conducting short-term study abroad experiences almost annually since 1984. Most Latin teachers, although they recognize the need for an experience in Italy, are unable to afford such a program. Requests for such a program have been coming throughout the year from teachers who learn about the experience from former participants. The fact that each year we have had to turn away a larger number of qualified applicants than the twenty-five we accepted confirms the need for such an institute.

RATIONALE: The number of Latin students has grown steadily (the number of students taking the National Latin Exam increased from 8,000 in 1978 to almost 135,000 in 2006. This is an increase of about 1,000 over 2005. The number of students in Advanced Placement Latin courses has grown at about 5% a year.¹ While the more immediate and more easily measured results of the study of Latin, e.g. SAT scores, are worthwhile (In 2004 Latin students scored an average of 674 in the SAT verbal exam, compared with the average verbal score of 508 for all students taking the SAT²), nevertheless the more important and longer lasting result is a better understanding of the individual and society through familiarity with the classical roots of western civilization.

As many school systems attempt to reintroduce Latin into the curriculum and often expect modern language or history teachers without sufficient training in classical studies to become Latin teachers, the need for competent Latin teachers continues to grow. Poorly prepared teachers become frustrated because they lack confidence, students become bored because the material is not presented with

¹ Peter Howard, "Is There a Shortage of Latin Teachers?" in *Classical Outlook* 78 (Fall 2000) p. 2-4.

² Classical Association of the Middle West and South, Committee for the Promotion of Latin at <http://www.camws.org/cpl/educators/promote.htm>

clarity and interest, and the quality of the Latin program is weak. The current shortage of Latin teachers has become a serious crisis in American education. The American Philological Association, the American Classical League and several regional classical associations have declared the first week of March National Latin Teacher Recruitment Week. Many teachers who are highly qualified in other fields are asked to take on a Latin class for which they feel very unprepared.

In this age which challenges us to think globally, teachers must be prepared to relate Latin language and literature to the historical and cultural context that forms the roots of modern thought. The experience of reading and studying Latin texts on site in Italy is an ideal way to bring the ancient world to life for the teacher, who in turn can make it meaningful for students. A walk through the Roman Forum brings the tumult of everyday routine to life in a way that leads to greater understanding of Vergil's image of ancient Rome or Cicero's orations. A visit to Horace's Sabine Farm deepens appreciation for the poet's love of his home and gratitude to his patron whose gift it was. Seeing the remains of ancient Pompeii and Herculaneum calls forth empathy for the ancient population that came to so sudden and tragic an end. Teachers who have this experience can make the Latin texts more accessible to their students. Their own experience can be brought into the classroom through slides, pictures and their own description of the experience. This connection of the site visits with texts will heighten the interest and appreciation of the students. Instructional materials created by participants of the institute will facilitate the transfer of the summer experience to the classroom. This intense travel-study can also help teachers in a practical way to plan similar short-term study abroad experiences. And instructional materials that come out of the institute will be valuable to other teachers as well by making them available on line or by other means.

INSTITUTE GOALS: This institute will familiarize teachers with these areas of scholarship. The curriculum includes:

1. lectures by eminent specialists in various areas of scholarship on Roman history and culture;
2. examination of literary and epigraphical texts that will familiarize teachers with the literature of ancient Rome and its popular culture as seen in inscriptions and graffiti;

3. group projects that will enable participants to create instructional materials and share them with others in the classroom and on-line through an internet Blackboard site; and
4. visits to important sites for first-hand examination of the remains of the Roman world.

Through a combination of lectures, reading of Latin texts, group projects and actual on-site experience participants will:

1. improve and expand their mastery of Latin texts through classroom and on-site study;
2. sharpen their skills in reading and interpreting Latin inscriptions by reading them in situ;
3. examine ways of integrating ancient Roman monuments into teaching of Latin;
4. develop a valuable collection of instructional resources and techniques for teaching Latin language and Roman history; and
5. develop a strong support network to counteract the loneliness encountered by many Latin teachers who are without a support system in their schools, or in a whole geographical area.

The first week's session, to be held at College of Notre Dame, will present an overview of Roman history, literature and archeology of the Roman Republic and Empire. Topics will include:

1. an overview of the various ethnic groups who inhabited ancient Italy and the history of Roman interaction with them (Glenn Bugh);
2. two presentations in persona describing the life of an olive oil merchant from Pompeii and his brother, a military tribune, in preparation for our visit to their house in Pompeii, the house of Marcus Loreius Tiburtinus (Bernard Barcio);
3. an illustrated lecture on the graffiti that covered the walls of Pompeian houses and other buildings, advertising rooms for rent, food for sale, lost items, and many political campaign posters, as well as casual graffiti in the modern sense (Sister Therese Marie Dougherty);
4. a visit to the Roman and Etruscan collection of the Walters Art Museum.

During this week participants will also have the opportunity to do preliminary research on the topics they select before they arrive for in-depth study and sharing at the end of the Institute. Several topics will be suggested for deeper research with one or two other participants throughout the institute.

These topics will be related to the literary works to be studied, the archeological sites to be visited, or, preferably, a combination of both. At the end of the week a group plan will be offered for travel to Italy.

Week Two will be held at the Villa Vergiliana in Cuma, near Naples. Classroom sessions at the Villa will complement the travel experience in Campania. Thomas Hayes, former secretary of the Vergilian Society and a highly respected master teacher, will take the lead during this week, guiding our visits to the major sites that comprise the Phlegraean Fields.

Week Three will follow the same format in a location closer to our site visits. This week the group will spend two days at Pompeii, and visit other sites destroyed in the eruption of Vesuvius in 79. Pompeii and Herculaneum will provide a sense of the city as a whole, as we visit a large number of houses, temples and tombs. Boscoreale will enable us to experience what life was like on a working farm, while the luxurious villas at Oplontis and Stabia will provide an idea of the architecture and interior design enjoyed by the rich and famous. At the end of each day we will examine epigraphical and literary texts related to these site visits. On the weekend we will travel by private bus to Rome, visiting Arpinum, the home of Cicero, and Formiae, the site of one of his favorite villas and of his murder, on the way.

The fourth and fifth weeks will take place in Rome, based at Casa la Salle. As in the previous weeks, daily sessions, led by the Institute directors and faculty, will examine selections from Roman authors that deal with the theme of house and home and that relate to the monuments visited. In addition to the classroom sessions, each day will include a visit to the monument or site being studied. Participants will read relevant excerpts from republican and Augustan writers as they visit archaeological remains.

In Week Four we will visit of imperial residences on the Palatine, the remains of the residence of Maecenas (Augustus' "minister of culture" and literary patron of the poet Horace), the apartment houses uncovered beneath the churches of San Giovanni e Paulo on the Celian hill and Santa Cecilia in Trastevere. A one day-trip from Rome will take us to Horace's Sabine farm, the gift of his patron Maecenas, and nearby estate of the emperor Hadrian at Tivoli. A second day-long excursion will allow us to visit apartment houses of the lower classes at the ancient Roman port of Ostia and a large number of tombs in the nearby cemetery of Portus. Public "house" monuments will include the House of the Vestals

who kept the hearth of Rome burning in the Forum, the Senate House, the tombs of Augustus and Hadrian and the temples of Jupiter, Vesta, Fortuna, and the Pantheon in Rome. Dedicatory, funerary and legal inscriptions pertaining to the monuments will be read and interpreted at the sites. Each participant will present relevant background information for archeological site visits, either in the classroom before the visit or on site, depending on convenience and, in some cases, the possibility. Large crowds and extremely hot weather can interfere with a good presentation on site, and a classroom setting can allow for use of technology. Suggestions for the venue for these presentations appear in the syllabus, but we will be flexible about this, depending on the presenters' preferences and other factors mentioned above.

In addition to a presentation on an archeological monument or a related topic, each participant will be invited to lead one of the translation seminars, either alone or working with one or two others. This will enable them to study some texts in greater depth as they prepare to lead a session and to hone their sight reading skills as they participate in the other seminars. Readings and site visits will be supplemented by sessions on pedagogy, giving us an opportunity to discuss future implementation of this experience.

SELECTION OF PARTICIPANTS: To disseminate information about the institute notice will be placed in journals appropriate for high school teachers, such as *Classical Outlook*, *Classical Journal*, and *Classical World*. Flyers will be made available at professional meetings frequented by Latin teachers. Information about the institute will be posted on the websites of the American Classical League and other classical associations and on the College of Notre Dame web page. Twenty-five participants will be selected from across the nation. Selection will aim at a mix of women and men from urban, suburban and rural areas, larger and smaller schools, both middle schools and high schools. Priority will be given to teachers most in need of a study experience in Italy, particularly those who have never had this opportunity. While the institute will not be limited to Latin teachers, the nature of the curriculum will require a foundation in the Latin language. Selection will be according to the following criteria:

1. Commitment to teaching;
2. Experience and success in teaching;
3. Intellectual curiosity and desire to learn;

4. Need of the opportunities provided by the Institute.

PROFESSIONAL DEVELOPMENT FOR PARTICIPANTS: At the close of the institute participants will receive a letter and certificate indicating that they have completed the equivalent of three graduate courses. Academic credit will also be available to any who apply for it.

CURRICULUM CONTENT AND FORMAT: The five-week Institute will be divided into three parts:

1. An introductory week on the campus of College of Notre Dame;
2. Two weeks in Campania in Cuma and Pompeii;
3. Two weeks at Casa la Salle in Rome;

Part One (June 22-27) Introduction: Participants will arrive on campus on Sunday afternoon, June 22 to settle in, meet each other, become familiar with the campus and attend dinner and an evening orientation session. The orientation session, conducted by the Institute directors, will cover practical considerations for the five-week program and give an overview of the theme of houses of mortals and gods. During this week participants will be introduced to overall program in several ways:

Plenary sessions each day will cover topics related to the overall theme of the Institute. These will include an overview of the geography and history of ancient Rome and ethnic diversity of the inhabitants of ancient Italy; a general view of the archeology of Rome and Latium (the region in which Rome is located), and Campania; an introduction to the discipline of epigraphy through graffiti and inscriptions related to houses, principally from Pompeii; and a visit to the Walters Art Museum to examine Roman and Etruscan artifacts unearthed from ancient Roman houses, temples and cemeteries.

The first full day of the program will contain two **plenary sessions** led by visiting scholar, **Glenn Bugh**. He will provide participants with a detailed picture of Italy at the time of the founding of Rome, putting into context the role of Rome as it expanded its power throughout Italy and the effect it had on neighboring peoples. He will pay particular attention to the Etruscan civilization that rivaled Rome in the monarchy and early years of the Republic and whose culture influenced Roman custom on many levels

The second day will contain two **plenary sessions** by **Bernard F. Barcio**, in which he will portray first Marcus Loreius Tiburtinus, an ancient olive oil merchant from Pompeii, and second, Fabius Loreius

Tiburtinus, the brother of Marcus and a tribune in the Roman army. These presentations will help to bring our theme to life by introducing flesh-and-blood characters, even if fictitious, to our program. As Marcus, Dr. Barcio will describe in detail the complex house and garden that we will visit later in the program. As Fabius, he will convey details about housing, food and daily routine for the typical Roman soldier. Finally, he will also give instructions on using persona creation as a teaching tool.

In a half-day **plenary session** during this week **Sister Therese Marie Dougherty** will provide an introduction to the discipline of epigraphy, using inscriptions and graffiti that relate to the monuments to be visited in Italy. We will look at the common abbreviations necessary to understanding the ubiquitous campaign signs from Pompeii and the dedicatory and funerary inscriptions that adorned temples and tombs in the ancient Roman world and discuss how these can be used in the classroom, even at a very basic level, to enhance the teaching of elementary language. In a second half-day plenary session the group will visit the Walters Art Museum for a tour of one of the finest collections of Etruscan and Roman art in the country. The tour will be led by one of the docents with a specialty in ancient art.

During this week afternoons will be given to **Applications Workshops** for research and planning of specific related topics that can be developed over the course of the institute, shared at the end, and made available afterwards through internet access. This will afford the opportunity to use campus facilities for preliminary research that will be continued throughout the program. The Loyola/ Notre Dame Library, the Johns Hopkins University Library and courier service that provides overnight access to materials in our consortium libraries will be more than adequate in meeting these needs. The campus computer center facilities will also be available. Faculty will be available for consultation at this time.

Part Two (June 29 - July 11) Pompeii, Herculaneum and Other Sites in Campania:

Individual participants may make their own arrangements for travel to Rome, but arrangements will be made for a group flight for those who prefer this service. Whether participants travel with the group or separately, they will need to be settled, refreshed and ready to begin a strenuous program on Sunday, June 29.

Week Two will be held at the Villa Vergiliana in Cuma, near Naples. Classroom sessions at the Villa will complement the travel experience in Campania. Some of the Villa sessions will be held in

seminar fashion in three groups of about eight to give participants an opportunity to participate in a smaller group. Each group will select an aspect of the text as a focus; for example, translation, literary and syntactical figures, scansion of poetry, and pedagogy. Thomas Hayes, Sister Theresa Lamy and Sister Therese Dougherty will direct small group study of related Latin texts, both literary and epigraphical.

Thomas Hayes, former secretary of the Vergilian Society and a highly respected master teacher, will take the lead in guiding our visits to the island of Ischia and the sites that comprise the Phlegraean Fields, including Cumae, Baiae, Pozzuoli and Lake Avernus. He will provide background information on Lake Avernus, the entrance to the Roman world of the dead, the underground cistern called the Piscina Mirabilis that stored the water supply for houses in the region, and the monuments at Pozzuoli, including its amphitheatre, harbor and Macellum. He will also address the group in a plenary session on using the writings of Pliny the Elder to classroom teaching at an elementary and intermediate level.

Scheduling a trip to Ischia at the beginning of our stay in Italy has a dual purpose. First, this will give a better sense of chronology, since Ischia, later a Romanized settlement, was the first Greek colony in the western colonization movement of the eighth century BCE. Its excellent site and museum with household items like ovens and kitchenware and burials in situ, providing a good foundation for the rest of the program. Secondly, the ferry to Ischia and the island's natural beauty offer a bit of relaxation to the group who will be still recovering from jet lag.

Throughout the week literary texts will complement our site visits. Participants will read about the houses of the rich and famous at the ancient resort of Baiae and the reputation of Baiae as a "den of iniquity" because of the luxurious lives of its residents. Vergil's description of the Sibyl of Cumae will complement our visit to the Cave of the Sibyl. Examination of Seneca's words on earthquakes, Pliny the Elder's writings on the geography of Campania, and the letters of Pliny the Younger on the destruction of Pompeii and the death of his uncle will enhance the travel experience in Campania. Tom Hayes will also introduce participants to the gigantic encyclopedia compiled by Pliny the Elder, who lost his life in the eruption of Vesuvius in 79.

Roger Macfarlane, of Brigham Young University, will address the group on the current project that is enabling dried and crumbling papyri found in the Villa of the Papyri in Herculaneum, to be read through computer technology without damaging the papyrus.

Week Three will follow the same format in a new location. Moving closer to the sites we will visit will reduce our time on the road each day, giving us more time for site visits and giving individuals more flexibility in using free time, allowing them to go to Naples or Sorrento by train on the weekend. On our way by private bus we will visit two current excavations on the slopes of Vesuvius. At Somma Vesuviana, guided by the lead excavator, **Girolamo DeSimone**, we will first visit the remains of an Augustan Age villa, then a villa rustica at Pollena. During this week we will visit Pompeii on two consecutive days, as well as the city of Herculaneum, where the Villa of the Papyri is located, the villa rustica at Boscoreale, and the enormous luxury villas at Stabiae and Oplontis, all sites destroyed in the eruption of Vesuvius in 79.

Pompeii and Herculaneum will provide a sense of the city as a whole, as we visit a large number of houses, temples and tombs. **Karen Meyers**, a former participant in a similar NEH Institute and an expert in both botany and Latin, will accompany us in Pompeii and give information on the gardens and garden decorations that were so popular in ancient Pompeii. We are fortunate that she plans to be in Italy during the summer of 2008 and is eager to join us. When we did this institute in 2006 she came to Baltimore for a slide presentation of Pompeian gardens, but presentations at the actual sites will be much more valuable. The site and fine museum at Boscoreale will enable us to experience what life was like on a working farm, while the luxurious villas at Oplontis and Stabia will provide an idea of the architecture and interior design enjoyed by the rich and famous. Each day we will examine texts related to our site visits. Tacitus' account of Nero's murder of his wife, Poppaea, and his mother, Agrippina, will complement Baiae, while Pliny the Younger's account of the death of his uncle, Pliny the Elder, will bring Stabiae to life for the group. Excerpts from Vesuvius' work on architecture and Pliny the Elder on construction and on wall painting will be analyzed as we visit the remains of actual houses. Participants will also study a variety of dedicatory, political, commercial and personal graffiti from Pompeii.

Part Three (July 13 - July 25) Houses, Temples and Tombs in Rome and Its Environs: On Sunday, July 13 we will travel by bus to Rome with a stop at Formia, site of one of Cicero's homes and the place of his assassination, and Arpinum, the hometown of Cicero and the earlier Roman statesmen, Marius. At Formia we will visit the small museum located near the site of one of Cicero's favorite villas and then visit the tomb that tradition says is Cicero's. At Arpinum we will have lunch at a restaurant located on a site that dates back to the time of Cicero, with its own piscina (fishpond), an important part of the ancient Roman home, located on the banks of the river Liris. There we will read excerpts from the writings of Cicero describing Arpinum. We will also visit Casa Mari, now a Cistercian monastery located on the remains of the house of Marius. From there we will continue to Rome and check into Casa la Salle.

During Week Four as a general rule plenary sessions will be held for three hours at 9:00 in the morning and at 5:00 in the afternoon, either in a classroom at Casa la Salle or on site. As in previous weeks, the translation sessions will be held either in one large group or in three smaller groups, to accommodate the needs and interests of participants. Early afternoons will be given to **Applications Workshops**, for individual study and consultation. Evenings will be free for study.

Literary texts studied during this phase of the program will include passages from Cicero's letters concerning his house on the Palatine and his speech on the burning of that house after his return from exile. We will follow our visit to the relatively simple House of Augustus on the Palatine with a tour of the Domus Flavia, the lavish house of Domitian that was to become the official imperial residence.

In the works of the poets Vergil, Horace, Ovid and Propertius we will explore the topography of Rome and the symbolism and architecture of the Palatine temple of Apollo, protector and head of the Roman family. Excerpts from Cicero and Caesar on religious and political life will be studied with our visit to the House of the Vestals, the Temple of Vesta and the Senate House in the Roman Forum. On our walk through the Forum we will read Ovid's poetic plea from exile, in which the letter itself describes its route through Rome and the Forum as it makes its way to the house of Augustus on the Palatine.

Unfortunately, Nero's Golden House has been closed because of hazardous conditions, but we will read Tacitus' description of it in preparation for a visit to the Colosseum, which the Flavian emperors

built on this property as a symbolic gift to the Roman people to make up for Nero's appropriation of entire neighborhoods destroyed in the great fire. We will read some of the poetry of Horace in the Auditorium of Maecenas, where Horace must have read his work to his literary patron, Maecenas.

Henry Bender will join us as a visiting scholar for one session in Rome. As we visit the Ara Pacis Augustae and the Mausoleum of Augustus, Dr. Bender will speak from his personal experience working on the excavations at San Lorenzo, on the connections between the Tomb, the Augustan Sundial, located now beneath the church of San Lorenzo in Lucina, and the Temple of Mars in the Forum of Augustus. The other imperial mausoleum that we will visit is the Tomb of Hadrian, later a fortress known as Castel San Angelo and today a military museum.

During our last week we will have two excursions from Rome. One will take us to Horace's Sabine farm at Licenza, his gift from Maecenas, and to the emperor Hadrian's elaborate villa at Tivoli. To capture an idea of what this villa was like in its day, we will visit the nearby Renaissance Villa d'Este with its magnificent gardens and fountains. Our other day-trip will be to the port city of Ostia to study its houses, temples, and tombs and the cemetery at Portus. Our final day will begin with an excursion to the tombs and villas outside of Rome along the Appian Way, including the Tomb of Caecilia Metella, Catacombs of San Callixto and the Villa of the Quintilii. We will end the day with a reading of two letters of Pliny the Younger describing the complex architecture and the ambience of two of his favorite villas.

A detailed schedule and list of readings can be found in Appendix A.

PROJECT FACULTY AND STAFF: The Institute Director, **Sister Therese Marie Dougherty**, has been for forty years a faculty member of the Department of Classical and Modern Languages of College of Notre Dame of Maryland. She has designed and directed several Institutes. Because of her commitment to classics education, College of Notre Dame has earned a reputation among classicists as a valuable resource for teachers seeking to improve and maintain their level of scholarship in Latin and other classical studies. In January 2003 she was nationally recognized by the American Philological Association with their Award for Excellence in the Teaching of Classics for 2002.

The Co-Director, **Sister Theresa Lamy**, has experience in teaching Latin, French and Spanish on the high school and college levels and served a term as vice-president for academic affairs at Mount Mary College in Milwaukee. Her chief responsibility will be the overall organization and coordination of the program. She will also be available to maintain the resources on campus and the libraries in Rome and Cuma and for consultation with group projects, and will work with discussion and translation groups.

Thomas Hayes is well known among classicists for his innovative approaches to teaching Latin on a high school level, which he has shared through articles and lectures. He has led numerous trips in Italy for both students and educators and is presently working on a Latin text for community college level.

Glenn Bugh is professor of history at Virginia Tech University in Blacksburg, and a popular lecturer for the Smithsonian Institution programs, both in Washington and abroad. His interesting and scholarly presentations in the 2006 Institute provided a thorough historical background for our work.

Bernard Barcio is known throughout the country for his performances as Roman characters and his workshops on persona creation as a teaching tool. Through his entertaining delivery, he can convey an enormous amount of information about the ancient Roman world in a short period of time. His presence will prepare the participants well to use their imaginations to bring life to the ruins they will visit.

Roger Macfarlane is chair of the Classics Department at Brigham Young University and specialist in the recovery of the lost library of the Villa of the Papyri at Herculaneum. He has overseen the joint project of the National Library in Naples and Brigham Young University that has preserved the content of more than 1,000 carbonized papyrus scrolls through computer technology.

Girolamo Fernando De Simone is the lead archeologist working with Tokyo University since 2001 at Somma Vesuviana and Pollena to excavate Roman villas destroyed in eruptions of 79 and 472 C.E. He is the son of the lead excavator of the Villa of the Papyri at Herculaneum.

Karen Meyers is a long-time Latin instructor who is deeply in love with the Latin language and the ancient Roman world. She has spent many years researching Pompeiiian gardens, as an outcome of her graduate work with the renowned Wilhelmina Jashemski, internationally known expert in the study of ancient Roman horticulture.

Henry Bender, Ph.D. teaches Latin literature on a high school level at the Hill School in Pottstown, Pa and as adjunct instructor at Saint Joseph's University in Philadelphia, Pa. He is the author of numerous articles and books on teaching Latin and on archeology of Rome.

INSTITUTIONAL CONTEXT: Founded in 1895, College of Notre Dame of Maryland is an independent liberal arts college and the first Catholic college for women in the United States to grant the bachelor's degree. It is accessible by bus or train, is about a 30-minute drive from the Baltimore-Washington International Airport, and is about an hour by car from Washington, D.C. It is within easy access of the Walters Art Museum, which contains one of the finest collections of ancient art and one of the best collections of illuminated medieval manuscripts in the country. It is about an hour away from the National Gallery of Art in Washington, D.C.

The **Loyola/Notre Dame Library** is the only single library building and organization in the United States jointly owned by two independent colleges. Its combined resources create an unusually full collection which has earned it a national reputation as an outstanding academic library. It contains materials necessary for this program and these can be supplemented with the library of the Johns Hopkins University, the Enoch Pratt Library, and the Baltimore County Library System.

The recent renovation of **Meletia Hall** provides a residence that preserves the old charm of the original building while offering a comfortable, attractive living space. Participants will be housed in this building. Conveniently, the Department of Classical and Modern Foreign Languages and the College's International Center are located in this building. A state-of-the-art Language Learning Center is equipped with a digital audio and video system and computers with Internet access.

The **Villa Vergiliana** is a handsome *villa rustica*, standing on about one acre of land about 30 minutes drive from Naples, next to the amphitheatre of Domitian. Its library contains general reference works, Loeb Classical library volumes, and secondary material relating to the intellectual and cultural history of Campania, its art and archaeology. Two other rooms on the main floor can be used for social or academic gatherings. A gracious staff provides daily meals and other services.

The **Villa dei Misteri** hotel is located in modern Pompeii just outside the Villa of the Mysteries entrance to the archeological site. Single, double and triple rooms are available at a moderate price and it is within easy reach of modern town and the train station. A meeting room is available for group sessions.

Casa la Salle is situated in semi-suburban Rome near the A-line Metro, assuring easy access to most of Rome. This facility is a hotel/conference center managed by the Brothers of the Christian Schools, whose international headquarters is adjacent. It provides single and double accommodations with private bath, meeting rooms, library and computer resources, dining facilities and other necessities. Its extensive grounds and playing fields are available to guests.

DISSEMINATION AND EVALUATION: Participants will be encouraged to share their experience and the materials that have resulted from the institute with other teachers at regional and national conferences during the 2008-2009 academic year. These conferences include the annual meetings of the Classical Association of the Atlantic States, the Classical Association of the Middle West and South, the Classical Association of the Empire State, the Classical Association of New England and the annual institute of the American Classical League. The conferences selected for sharing will depend on the geographical location of the participants. In the unlikely event that there would be surplus funds available, we would like to invite selected participants to present a panel at the American Classical League Institute in June 2009. There will also be opportunity for participants to share with each other throughout the year through an electronic newsletter and discussion board, available through College of Notre Dame.

CONCLUSION: Using the house as a springboard, this program investigates a broad expanse of Roman life and literature. We hope this approach will highlight the reality of the ancient person with concerns about the acquisition, upkeep and loss of property, the offer or refusal hospitality, and relations between household and neighbors. The readings and site visits heighten the awareness of the deep divide between rich and poor. And since no house can survive on its own, we extend our investigation to commercial, civic and religious institutions. We hope this integrated approach may serve as a model for the teacher in bringing the ancient world to life.