



NATIONAL LATIN EXAM NEWSLETTER



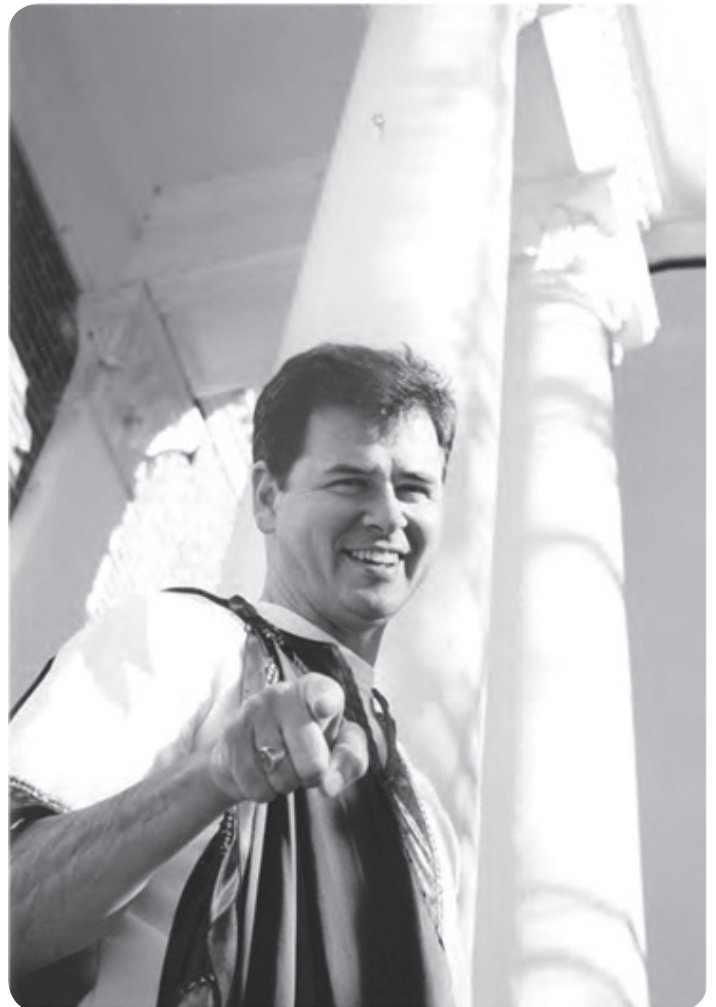
JOHN JOSEPH DONOHUE

The National Latin Exam family is deeply saddened by the death of one of its very own. John Joseph Donohue of Oakton, Virginia, died of pancreatic cancer on January 27, 2014, at the age of 50. John, a lifetime lover of Latin, began his study of the language and culture at W. T. Woodson High School under renowned teacher Maureen O'Donnell. He graduated with a B.A. degree in Latin from the College of William and Mary and went on to earn graduate degrees from the University of Maryland and Bloomsburg University. John taught Latin at Paul VI and W. T. Woodson High Schools in Fairfax County, Virginia, and at Hampton Roads Academy in Newport News, Virginia. He was one of the founding faculty members of the Virginia Governor's Latin Academy where he served twice as director. For many years he wrote and consulted for the National Latin Exam, where his wisdom and Latin expertise were a great inspiration to all of us. John was best known in Latin classes throughout the world for his starring role as Marcus Favonius, the anchor in *Forum Romanum*, the NLE's news program which he created and directed.

After successful years in the classroom, this wonderful teacher became a wonderful businessman: John left teaching Latin to pursue a career of corporate training and development. He worked for ECC International, Arthur Andersen, Sears, and, finally, Maximus, Inc., of Reston, where through his leadership at the Center for Employee Development he had the privilege of influencing the professional growth of thousands of employees for eleven years. Although he was no longer teaching, John remained a lover of and advocate for Latin and continued his association with the National Latin Exam.

John is survived by his wife Karen (also a classicist), daughter Eleanor, son Thomas, his parents, and seven siblings.

In addition to loving Latin, John enjoyed playing the guitar, drawing, watching baseball games, and being with his family. All of us associated with the National Latin Exam miss his warmth, wit, quiet guidance, and wisdom. *Requiescat in pace.*



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NEW SYLLABUS! NEW SYLLABUS! NEW SYLLABUS!

The Writing Committee of the National Latin Exam is busy putting the final touches on the new syllabus which they will follow in writing the 2015 exam. This syllabus will be unveiled and distributed at the ACL Institute at the College of William and Mary in June. It will also be available through NLE's website this summer.

THE NLE ADVISORY COMMITTEE

The members of the NLE Advisory Committee represent the various geographic areas of the country, from both public and private middle schools, high schools, and colleges. Please feel free to contact any of these members with your comments, suggestions, questions, or concerns about the National Latin Exam.

Members of the NLE Advisory Committee - 2014

Susan McDonald, Chair

10054 Glenmore Avenue
Bradenton, FL 34202
Phone: 941-355-6179
mcdonalds@manateeschools.net

Caroline Switzer Kelly

3313 Kelly Plantation Road
Carthage, NC 28327
704-779-0161
csk.cds@gmail.com

Mary Pendergraft

Wake Forest University
Department of Classical Languages
Winston-Salem, NC 27109-7343
336-758-5331
pender@wfu.edu

Nancy M. Czupik

Olmsted Falls High School
26939 Bagley Road
Olmsted Falls, OH 44138
Phone: 440-892-8949
nczupik@yahoo.com

Nora MacDonald

10715 Durland Avenue, NE
Seattle, WA 98125
206-364-7846
noramac7@comcast.net

James Updegraff

The Bishop's School
7607 La Jolla Blvd.
La Jolla, CA 92037
858-459-4021, x295
updegraj@bishops.com

Liane Houghtalin

inkle Hall 240
University of Mary Washington
1301 College Avenue
Fredericksburg, VA 22401
540-654-1345
lhoughta@umw.edu

Stephen Lee Pearce

Dunelm Cottage
830 Elysian Fields
New Orleans, LA 70117-8514
504-286-2600
Stephen_Pearce@benfranklinhighschool.org

ONLINE REGISTRATION WITH CREDIT CARD AVAILABLE

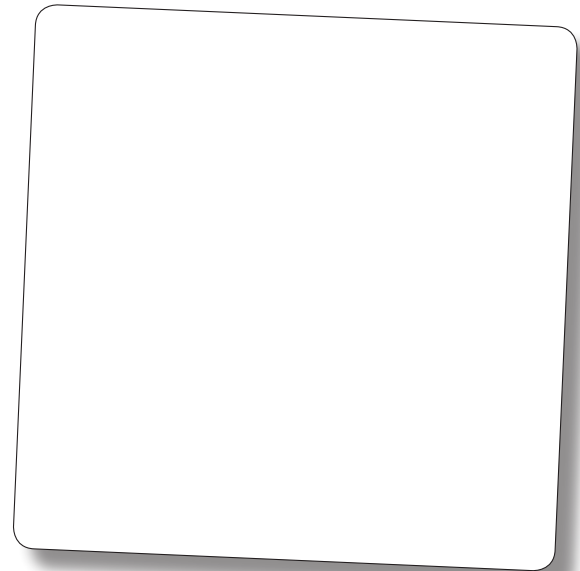
Teachers are able to pay for their National Latin Exams using a Visa, Master Card, or Discover Card. Because it is most important to keep the application and payment from each school together, credit card payment information can be given in two ways: Teachers may fill in the credit card information on the regular application form for the 2015 exam, or they may submit their application with credit card information through the NLE website. Credit card payments will not be accepted by phone since they would not be accompanied by the application form. There will be a convenience charge of \$5 for each application charged to a credit card.

NATIONAL LATIN EXAM FEE TO GO UP FOR 2015 EXAM

The individual fee for taking the 2015 exam will increase from \$4 to \$5. Those taking the exam in foreign countries will have to pay \$7. While these increases will be in effect for all levels of the exam, the \$10 shipping and handling fee and the \$5 convenience fee for credit card payment per school will not increase. The NLE has found it necessary to raise the fee because of the dramatic increase in costs that it has incurred in all areas of production of the exam. It has been ten years since the last rate increase from \$3 to \$4 in 2005.

Because of this increase in fee, we encourage you to destroy all old applications which will no longer be

valid. The use of an outdated application will not result in getting the prices listed on that application. If an outdated application is used, you will receive an e-mail letting you know that you owe more money, which will delay your registration process. Our new applications will be color coded in order to help you recognize them. The regular application will be yellow; the discount application for membership in ACL and/or NJCL, green; and the newsletter application, salmon. So look for these colors and you can fill in your 2015 application!



MEMBERS OF THE SCHOLARSHIP COMMITTEE

Ephy Howard, Chair

Sarah Bjorkman

Randall Childree, randall.childree@furman.edu

Cathy Daugherty, emerita07@comcast.net

Judith de Luce, delucej@muohio.edu

Patricia Richardson, patricia.richardson@hotmail.com

Sandra Woodward, swoodward@graniteschools.org

THE ANNUAL REPORT OF THE 2014 NATIONAL LATIN EXAM

The National Latin Exam, sponsored by the American Classical League and the National Junior Classical League, is a 40-question, multiple-choice test with a time limit of 45 minutes, offered to students on seven levels. On the Introduction to Latin, Latin I, Latin II, Latin III, Latin III/IV Prose, and Latin III/IV Poetry exams, there are questions on grammar, comprehension, mythology, derivatives, literature, Roman life, history, geography, oral Latin, and Latin in use in the modern world. The Latin V-VI exam contains two Latin passages as the basis for questions on grammar, comprehension, historical background, classical literature, and literary devices.

The philosophy of the National Latin Exam is predicated on providing every Latin student the opportunity to experience a sense of personal accomplishment and success in his or her study of the Latin language and culture. This opportunity exists for all students since, in the National Latin Exam, they are not competing with their fellow students on a comparative basis, but are evaluated solely on their own performance on the exam. The basic purposes of the NLE are to promote the study of Latin and to encourage the individual student.

The National Association of Secondary School Principals has voted to place the National Latin Exam on the Advisory List of National Contests and Activities for 2014-2015. This list will be distributed to all secondary schools in the United States in September of 2014.

THE EXAM BY THE NUMBERS

The 37th annual National Latin Exam was administered to 140,488 students in the three-week testing window between late February and early March 2014.

154,265 students were registered for the exam; 91% actually sat for the exam.

- In the United States, the exam was administered in 49 states (except Iowa), the District of Columbia, and Guam.
- Outside of the United States, 1,300 students from Australia, Canada, China, Germany, Italy, Japan, Netherlands, New Zealand, Philippines, Poland, Singapore, South Korea, Taiwan, United Kingdom, Zimbabwe, and, for the first time, Oman and Spain participated. This number represents less than 1% of the total participants.
- The exam was administered in 2,974 schools, including 25 colleges and 12 elementary schools.
- 3,482 students took the exam in 614 home schools. This number remains the fastest growing population of participants.

The charts on the right indicate the states with the greatest number of students taking the 2014 exam and those states showing the greatest percentage of increase in participants.



The Top 10 States for Number of Students Taking the 2014 Exam

Massachusetts	12,738
New York	12,039
Virginia	10,447
Texas	9,711
Pennsylvania	8,528
New Jersey	8,503
California	7,536
Ohio	6,921
Georgia	5,780
Connecticut	5,763

The Top 10 States with the Greatest % Increase in Students Taking the 2014 Exam

Nevada	50.2%
District of Columbia	23%
Wyoming	16.7%
Minnesota	13.3%
Louisiana	12.2%
Missouri	12.1%
Pennsylvania	11.3%
Florida	11.3%
Arizona	11%
Tennessee	10.3%
West Virginia	10.3%

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THE ANNUAL REPORT OF THE 2014 NLE

GENERAL AWARDS

On the 2014 exams, 53,185 students (37.8%) earned awards. Students who received a score above the national average on each level were recognized. The chart below shows the average scores and the number of awards by level of exam and by category.

Level of Exam	Total Students	Average Score	Perfect Scores	Gold Medal/ Summa Cum Laude	Silver Medal/ Maxima Cum Laude	Magna Cum Laude	Cum Laude	Total Awards
Intro	19,926	31	447	3,983 Ribbons and Certificates of Outstanding Achievement 4,474 Certificates of Achievement				
Latin I	50,852	31	1,466	5,671	5,086	5,459	5,594	21,810
Latin II	33,977	25	195	3,087	4,349	4,602	3,424	15,462
Latin III	17,286	27	104	1,703	1,951	2,520	1,708	7,882
Prose III	3,730	25	16	359	383	517	392	1,651
Prose IV	4,705	25	11	448	476	641	467	2,032
Poetry III	1,380	24	0	134	151	106	219	610
Poetry IV	5,858	27	29	567	659	584	662	2,472
Latin V	2,394	26	9	271	183	308	340	1,102
Latin VI+	380	27	3	46	32	48	38	164
Totals	140,448		2,280	12,286	13,270	14,785	12,844	53,185

SPECIAL AWARDS

There were 1,833 perfect papers in Latin I-VI. All students performing at this level received a special, hand-lettered certificate. A congratulatory letter has been sent to the principal of each school with copies for the student, the Latin teacher, and the student's permanent record. The twenty-eight students who have three years of perfect papers and the seven students who have four years of perfect papers are being sent the Carter Stubbs Drake Goad Memorial Book Award in addition to the special certificate.

In the Introduction to Latin Exam, 447 students who answered all 40 questions correctly were sent a special congratulatory letter in addition to a special certificate of merit for a perfect score.

The Maureen O'Donnell *Oxford Classical Dictionary* Award, given to students who win four gold medals, is being sent to 415 students this year in recognition of their outstanding achievement. The 94 students who have won five gold medals and the

six students who won six gold medals will be sent special book awards. The names of the winners of perfect papers will be published in *Torch U.S.*, the publication of the National Junior Classical League.

SCHOLARSHIPS AND MONETARY AWARDS

There were 836 seniors who won gold medals on the Latin III, Latin III-IV Prose, Latin III-IV Poetry, or the Latin V-VI Exam. These students are eligible to apply for one of the twenty-one \$1000 scholarships, including one from an anonymous donor. In addition, a \$2000 scholarship, the National Latin Exam Sally R. Davis Graduate School Scholarship, will be awarded for post graduate study leading to the teaching of Latin and/or Greek at the elementary, intermediate, or high school level. These scholarship awards will be announced by NLE Scholarship Chair, Ephy Howard, at the ACL Institute at the College of William and Mary in Williamsburg, VA, in June. The scholarship recipients from 2013, 2012, and 2011 are eligible

for an additional \$1000 if they continue their study of Latin and/or Greek. As juniors and seniors, NLE scholarship recipients must have declared a major in Classics, Latin, or Greek. In 2013, the National Latin Exam awarded \$64,500 in scholarships. Rachel Ash was the winner of the Sally R. Davis Graduate School Scholarship for the 2013-2014 academic year. Rachel is doing her graduate work in Classics in the learning program in Latin at the University of Florida.

The National Latin Exam is also proud to offer the Jane Harriman Hall Award for Professional Development. This award, up to \$5000, will be presented annually to a current and experienced Latin teacher who wishes to pursue further study in Latin teaching and pedagogy. This award is named in honor of Jane Hall, who founded the NLE in 1977 and whose energy and commitment led to the exam which exists today. There were three recipients of this year's award: John Roth, John Fraser, and Christina Alvarez, all of the Bosque School in Albuquerque, NM. They received a total of \$5,000 to walk the path of Hadrian's Wall this summer. They will integrate what they learn on this trip into their teaching, as they compare their travels with the modern issues of borders and immigration in the United States. Marty Abbott, a former member of the Writing Committee, and Executive Director of ACTFL, is chair of the committee which administers this award.

The National Latin Exam is also proud to offer the Christine Fernald Sleeper Educational Travel Award. This award, up to \$5,000, will be presented annually to a current experienced Latin teacher who wishes to pursue an educational travel program. This award is named in honor of Christine Sleeper, one of the "founding mothers" of the NLE and a longtime member of the Writing Committee. The recipients for this year's award are Donna J. Dollings and Valerie Genskie. Each will receive \$2,500. Donna will be participating in the Herculaneum Graffiti project this summer. Valerie will use her award to offset her travel costs when she takes 12 of her Latin students on a trip to Rome and Villa Vergiliana. Kevin Gushman, a former member of the Writing Committee and a current NLE Consultant, is the chair of the committee that administers this award.

THE NUTS AND BOLTS

In September, the National Latin Exam office sent applications for the 2014 National Latin Exam to teachers who participated in the 2013 NLE. When the applications, along with payment, were sent back

to the NLE office, the staff mailed to each teacher a postcard verifying the number of applicants and informing the teacher that the exams and answer sheets would be mailed by the United Parcel Service to the exam administrator or principal by February 20, 2014.

The 2014 exam required fifteen working sessions averaging three and a half hours each to complete the work associated with the exams. In addition to the general working sessions, each member of the Writing Committee spent countless hours taking care of specific tasks such as writing exam questions, answering correspondence, word processing, record keeping, publicizing the exam, ordering supplies, and writing newsletter articles.

Clement Testing Service mailed out the exams, answer sheets, and instructions and scored the returned answer sheets. The company also mailed out the results, awards, exam answers, and a congratulatory letter to the teacher by April 20, 2014. A copy of the congratulatory letter for the principal was included in this package. In order to help teachers and students assess strengths and weaknesses, the percent correct for each question throughout the nation as well as for the individual school was included.

The office of the National Latin Exam is located on the campus of the University of Mary Washington in Fredericksburg, Virginia. The NLE Office Manager Janine Kuty, Administrative Assistant Ellen Smith, and student aide Dane Lawhorne tended to numerous NLE matters such as registering schools for the exam, processing exam fees, answering daily phone calls and e-mails, handling bookkeeping, and mailing postcards, awards letters, and Perfect Paper Certificates.

COMMITTEES OF THE NLE

The National Latin Exam functions under the guidance and direction of four committees: the Executive Committee, the Writing Committee, the Advisory Committee, and the Scholarship Committee: The Executive Committee for the 2014 exam consists of Mark Keith, Co-Chair; Linda Montross, Co-Chair; Betty Merrill, Treasurer; and Sue Robertson, Member-At-Large. This committee oversees the administrative duties of the NLE and directs the work of the other committees.

The Writing Committee consists of Mark Keith, Linda Montross, Joe Davenport, Elizabeth Heimbach, Ian Hochberg, Patricia Lister, Betty Merrill, Sue Robertson, and Matthew Webb. Jane Hall and Chris-

tine Sleeper, two of the original founders of the NLE, have been honored with Emerita status. The committee began writing this year's exams in the spring of 2013. By the middle of August it began the difficult task of reviewing and editing each exam with respect to the level of difficulty, accuracy, and content. After several revisions, the exams were sent to consultants Michael Bales, Sally Davis, Sheila Dickison, John Donohue, Kathy Elifrits, Kevin Gushman, Ruth Haukeland, Nancy Llewellyn, David Perry, and Wallace Ragan for their in-depth critiques. Acting upon their suggestions, the Committee made further revisions. After a final reading and revision, 169,750 copies of the exams were printed.

The members of the Advisory Committee are Susan McDonald, Chair (Florida), Nancy Czupik (Ohio), Liane Houghtalin (Virginia), Caroline Switzer Kelly (North Carolina), Nora MacDonald (Washington), Stephen Lee Pearce (Louisiana), Mary Pendergraft (North Carolina), and James Updegraff (California). This committee receives comments, questions, and suggestions from teachers who give the exam. The members of this Committee represent the various geographic areas of the country, middle and high schools, colleges, and public and private schools.

The Scholarship Committee consists of Ephy Howard, Chair, and members Sarah Bjorkman, Randall Childree, Cathy Daugherty, Judith de Luce,

Patricia Richardson, and Sandra Woodward. This committee reviews the scholarship applications of qualified students and awards the scholarships. Linda S. Montross serves as the Scholarship Liaison.

IN THE WORKS

The Executive Committee of the National Latin Exam has taken the first steps toward offering schools the option of taking the exam on-line. The online exam was tested at a small number of schools in 2014. The test group will be expanded for the 2015 NLE, with a hope to make the option available worldwide in 2016. The committee realizes that this format is a necessary option for the exam to remain competitive and relevant.

ACKNOWLEDGEMENTS

The National Latin Exam wishes to recognize and thank all those individuals who work so diligently to make these exams a reality. The NLE continues to make a difference in the promotion and study of the Latin language in schools and homes around the world.

The NLE also wishes to thank all the teachers and students for their participation in this celebration of Latin.

NLE OFFICE STAFF

Janine Kutty, Office Manager

Ellen Smith, Administrative Assistant

Dane Lawhorne, Student Aide



Linda Montross, Co-Chair of NLE, chats with Lauren Rogers at the CAMWS meeting in Waco, Texas. Lauren has been the recipient of both the Sally R. Davis Graduate School Scholarship and the Jane Harriman Hall Professional Development Award. She teaches Latin at Salem Academy in Winston Salem, NC.

BLOCK SCHEDULING RESULTS FOR 2014 NATIONAL LATIN EXAM

Again on the 2014 NLE application, teachers were asked to indicate if they taught on a semester-block (4 by 4) schedule. Of the students taking the exam, 4737 in 132 schools were taught on this type schedule. These students' test scores were examined and compared with the mean scores of students on traditional schedules. The results are below:

NATIONAL LATIN EXAM 2014 BLOCK SCHOOL ANALYSIS

LEVEL	OVERALL TOOK	AVERAGE	NON -BLOCKED SCH TOOK	AVERAGE	BLOCKED SCHOOLS TOOK	AVERAGE
Intro	19,926	31	19,425	31	501	30
Latin I	50,852	31	49,130	31	1,722	29
Latin II	33,977	25	32,780	25	1,197	24
Latin III	17,286	27	16,608	27	678	27
Prose III	3,730	25	3,672	25	58	21
Prose IV	4,705	25	4,534	25	171	25
Poetry III	1,380	24	1,305	24	75	22
Poetry IV	5,858	27	5,653	27	205	25
Latin V	2,394	26	2,289	26	105	25
Latin VI	380	27	355	27	25	28
Totals	140,488	27	135,751	27	4,737	26

THE 2014 NLE SCORES OF HOME SCHOOLED STUDENTS

According to the 2014 NLE applications, 3482 students taking the exam were taught inhome schools. These students' test scores were examined and compared with the mean scores of students in traditional schools. The results are below.

NATIONAL LATIN EXAM 2014 HOME SCHOOL ANALYSIS

LEVEL	OVERALL TOOK	AVERAGE	NON -HOME SCH TOOK	AVERAGE	HOME SCHOOLS TOOK	AVERAGE
Intro	19,926	31	18,668	31	1,258	30
Latin I	50,852	31	49,690	31	1,162	32
Latin II	33,977	25	33,361	25	616	28
Latin III	17,286	27	17,040	27	246	29
Prose III	3,730	25	3,667	25	63	27
Prose IV	4,705	25	4,650	25	55	26
Poetry III	1,380	24	1,366	24	14	28
Poetry IV	5,858	27	5,825	27	33	32
Latin V	2,394	26	2,366	26	28	31
Latin VI	380	27	373	27	7	31
Totals	140,488	27	137,006	27	3,482	29

DEAR NELLY

Dear Nelly,

Our school always places a large order for the NLE (over 200 exams). This spring I received an email from your office letting me know that our return envelope had broken open on its way back to your testing service, and some of the answer sheets were damaged or lost. I feel terrible that this happened. What can we do to avoid a similar problem next year?

– *Regretful in Reno*

Dear Regretful,

Thank you for asking about this situation. Our testing service sends multiple return envelopes to our schools with large orders, e.g., marked “1 of 5,” “2 of 5,” etc. Please tell your proctor that it is of utmost importance that the envelopes not be overstuffed. Sometimes schools wish to save on return postage by only using some of the return envelopes provided. However, this leads to envelopes being overstuffed, and that in turn can cause one or more of the envelopes to break open in transit. When this happens, student answer sheets can be destroyed or damaged. Unfortunately, if student answer sheets are lost or destroyed in transit, there is nothing we can do. Please instruct the proctor to use all of the return envelopes provided.

Our testing service, Clement Testing Service, has a few additional suggestions to share:

- Schools should not return the answer sheets via "book rate" or "media mail." We know it's cheaper, but it's more expensive in the long run as those packages take longer to get to us, and have more time in the mail system, which often leaves them abused
- Large schools – those that have more than 1 return envelope – should use packing tape to secure all envelopes together. They should still use all the envelopes, but they should tape them all together as one big package. This can cut costs for the school (because it gets billed as one package) and it makes the answer sheets safer by making a sturdier package, and keeping them all together on their journey through the USPS system.
- That said – we have never (to my knowledge) had a package show up in tatters if sent via UPS, DHL or FedEx. Again, that's more expensive, but they seem to take better care of the packages.



Dear Nelly,

After my students took this year's NLE, I discovered, much to my horror, that two groups of my students were given the wrong exam! My eighth graders should have taken the Introduction to Latin exam, but they were given the Latin I exam instead. Our ninth graders were supposed to take the Latin I exam,

but they were given the Introduction to Latin exam. What can we do at this point? Can I have my eighth graders take the Intro exam now, and can my ninth graders take the Latin I exam? What can I do to make this right? Help!

– *Chagrined in Chevy Chase*

Dear Chagrined,

Unfortunately, there is nothing that we can do at this point. It is imperative that teachers double-check their orders to make sure that the correct exams were ordered. This can be done by referring to the confirmation postcard that our office sends you after we receive your order. It is equally imperative that proctors make sure they're giving each student the correct exam. There is even a part of the instructions that the proctors read to the students in which they ask the students to make sure they're being given the correct exam. As an added safeguard for next year, perhaps you can give each of your students an index card, color-coded to match the color of the exam they are taking (green for Introduction to Latin, pink for Latin I, etc.). You could even write the student's name and exam level on each card as an additional safety measure. Doing these things should help to avoid a similar mix-up in the future.

Dear Nelly,

When my proctor mailed back the answer sheets for scoring this year, she accidentally mailed back the exams themselves, as well. Could you return the exams to us so that I can review them with my students?

- Waiting in Waco

Dear Waiting,

Unfortunately, we can't return the exams, but you can access the exams and key for the 2014 NLE on our website, www.nle.org. For next year, you can remind your proctor that she only needs to return the answer sheets and signed instruction sheet. She should hold onto the exams themselves until the date indicated on the instruction sheet when she can release them to you.

Dear Nelly,

I'm confused about my school code. Last year's code was 3250, but this year, our school code is 2849. Was I assigned the wrong code this year? I want to make sure my students bubble the correct code onto their answer sheets.

- Befuddled in Biddeford

Dear Befuddled,

We're sorry for the confusion regarding your school code. Your school code will change each year because our office assigns school codes based upon the order in which we receive registrations. Your school code will be listed on your confirmation postcard, and your proctor will find the current year's school code printed on the packing slip, return envelope, and Instructions for Examiner Sheet (AKA "Blue Sheet"). If you ever have questions about your school code, you can always contact our office, and we'll be happy to help.

Dear Nelly,

My students took the exam the first week of early administration. We have waited several weeks, but our results haven't arrived. When should we expect our results package?

- Anxious-for-Results in Anaconda

Dear Anxious,

Our testing service mails out the results packages once all of the answer sheets for all of our schools have been scanned. They begin mailing the results packages in late March or early April, so that all participating schools should have their results packages by April 20.



Dear Nelly,

I recently received my NLE results, and I noticed that my Latin III students' scores weren't included for some reason. When I went to my proctor to ask about this, he turned over the exam materials to me. As I went through them, I discovered, much to my chagrin, the answer sheets for my Latin III students. Is there any way that I can send in their answer sheets now? I know it's awfully late, but these are some of my best students.

- Hopeful in Hoboken

Dear Hopeful,

Unfortunately, it is too late to accept these answer sheets for official scoring. It is imperative that proctors follow all directions on the instruction sheet. One of those instructions states that answer sheets must be mailed back for scoring the same day of the exam (or on the last day of testing, if your school gives different levels on different days). Next year, please check with your proctor to make sure that all answer sheets have been mailed for scoring. Also, proctors are instructed to release the exams to the Latin teachers for their use in late March. If you do not receive the exams by that time, follow up with your proctor.

The HARD Ones and the EASY Ones: 2014

These are the questions which proved to be the most challenging and the easiest on each of the levels of the 2014 National Latin Exam:

INTRODUCTION TO LATIN

Grammar Questions

Hard: 22. Sed hortus vīllae est magnus. A) of the house B) the house C) by the house D) from the house (56% knew that A is the correct answer.)

Easy: 16. In ātriō nōn est stilus. A) by the stylus B) of the stylus C) with the stylus D) the stylus (84% knew that D is the correct answer.)

Other Questions

Hard: 6. To which question would “*Bene!*” be an appropriate answer? A) *Quid agis?* B) *Quid est nōmen tibi?* C) *Quis est?* D) *Quis es?* (40% knew that A is the correct answer.)

Easy: 1. The motto *Labor omnia vincit* best reflects the actions of a Latin student who A) sleeps in class B) always does his work C) misses many days of school D) is friendly to the teacher (94 % knew that B is the correct answer.)

LATIN I

Grammar Questions

Hard: 3. Pater meus est _____ et in agrīs cottīdiē labōrat. A) agricola B) agricolae C) agricolam D) agricolā (51 % knew that A is the correct answer.)

Easy: 1. In vīllā magnā cum frātribus et sorōribus habitō. A) toward my brothers and sisters B) by my brothers and sisters C) with my brothers and sisters D) for my brothers and sisters (95% knew that C is the correct answer.)

Other Questions

Hard: 24. Which of the following places was NOT located on the Italian peninsula? A) *Pompeī* B) *Brundisium* C) *Troia* D) *Ostia* (57% knew that C is the correct answer.)

Easy: 22. *Transmission*, *missile*, and *emit* are all English derivatives of the Latin verb that means to A) remain B) move C) warn D) send (83 % knew that D is the correct answer.)

LATIN II

Grammar Questions

Hard: 17. Fēmina, _____ porcum dederam, cum eō per vīās ambulāvit. A) quae B) quārum C) cui D) quam (16% knew that C is the correct answer)

Easy: 14. Complete the sequence: *prīmus*, *secundus*, *tertius*, _____. A) *quārtus* B) *quīntus* C) *septimus* D) *decimus* (93 % knew that A is the correct answer.)

Other Questions

Hard: 21. Which of these famous people lived at the very end of the Roman Republic? A) Horatius and Cincinnatus B) Antony and Cleopatra C) Nero and Hadrian D) Tullus Hostilius and Ancus Martius (43 % knew that B is the correct answer.)

Easy: 19. Where would one find Charon, Proserpina, and the River Styx? A) Mt. Olympus B) Crete C) Troy D) the Underworld (84% knew that D is the correct answer.)

LATIN III

Grammar Questions

Hard: 17. Intereā Cincinnātus, quī ōlim cōsul fuerat, in agrīs quam _____labōrābat. A) dīligentēs B) dīligentior C) dīligentius D) dīligentissimē (39 % knew that D is the correct answer.)

Easy: 1. Rēx Porsenna Rōmānōs in castra dūcere voluit et inter eōs erat Cloelia. A) brought B) did not want C) preferred D) wanted (85% knew that D is the correct answer.)

Other Questions

Hard: 28. Quis sum? Uxor Augustī eram et dea facta sum. A) Cornēlia B) Līvia C) Lāvīa D) Lucreītia (28 % knew that B is the correct answer.)

Easy: 21. How should a man apologize after spilling a cup of coffee on his friend's computer? A) *Mē paenitet* B) *Et cētera* C) *Plaudite omnēs* D) *Ut bene scīs* (89 % knew that A is the correct answer.)

LATIN III-IV PROSE

Grammar Questions

Hard: 8. Ducēs dīxērunt sēsē signum proelī datūrōs esse. A) has been given B) is given C) would give D) will be given (25% knew that C is the correct answer.)

Easy: 7. “Hoc est idem vīnum quod heri bibimus,” paterfamiliā dēclārāvit. A) The same wine that B) any other wine C) indeed another wine D) some kind of wine (86% knew that A is the correct answer.)

Other Questions

Hard: 26. The impersonal verbs *ningit*, *tonat*, *grandinat*, and *fulgurate* all relate to A) hostile conversation B) fierce competitions C) bad weather D) sordid business (27% knew that C is the correct answer.)

Easy: 24. What mythological women spun, measured, and cut the thread of life? A) Furies B) Graces C) Muses D) Fates (85% knew that D is the correct answer.)

LATIN III-IV POETRY

Grammar Questions

Hard: 15. Nāvēs repertum nōs vēnimus. A) about to find the ships B) to find the ships C) with the ships found D) having found the ships (28% knew that B is the correct answer.)

Easy: 19. Sunt mihi septem nāvēs in portū. A) I have B) I can C) I want D) I buy (87% knew that A is the correct answer.)

Other Questions

Hard: 23. Identify the figure of speech in this sentence: *Aenēās Troiānōs haud perīculī ignārōs dūxit*. A) litotes B) oxymoron C) metaphor D) hendiadys (33% knew that A is the correct answer.)

Easy: 22. The Latin phrase *cūrā ut valeās*, often used in the closing of a letter, encourages the reader to A) write back B) remain calm C) inform others D) stay well (88% knew that D is the correct answer.)

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NATIONAL LATIN EXAM WRITING COMMITTEE

These are the committee members who meet throughout the year to discuss, write, fine-tune, and proof the exams. These are all seasoned Latin teachers who have experience using a wide variety of textbooks and methods.

Mark Keith, Co-Chair
pallanteum@comcast.net

Linda Montross, Co-Chair
amovos@aol.com

Joe Davenport
joseph.davenport@norwellschools.org

Elizabeth Heimbach
EHeimbach@aol.com

Ian Hochberg
ihochberg@ssas.org

Patricia Lister
phlister@cox.net

Betty Merrill
bmerrill10@hotmail.com

Sue Robertson
ktrobertson@verizon.net

Matthew Webb
magister@magisterwebb.com

Jane H. Hall, Emerita

Christine Sleeper, Emerita

THE NATIONAL LATIN EXAM CONSULTANTS

Every fall the Consultants critique the exams and offer suggestions for improvement to the Writing Committee. Their ideas and contributions are invaluable in the process of preparing the exams for distribution to national and international Latin students.

Michael Bales
mbales@tfs.ca

Sally Davis
saldavis@comcast.net

Sheila K. Dickison
Doctord@ufl.edu

Kathy Elifrits
kelifrits@zoomtown.com

Kevin Gushman
kgushman@aol.com

Ruth Haukeland
einaruth@aol.com

Nancy Llewellyn
nancy.llewellyn@wyomingcatholiccollege.com

David R. Pellegrino
dpelleg1@rochester.rr.com

David Perry
hospes.primus@verizon.net

Wallace Regan
wallace_ragan@cathedral.org

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