



# NATIONAL LATIN EXAM NEWSLETTER



## 2014 NATIONAL LATIN EXAM SCHOLARSHIP WINNERS

The National Latin Exam is pleased to announce the winners of this year's \$1000 scholarships. The NLE has designated one of these scholarships, given by an anonymous donor, as the Doris Kays Memorial Scholarship. Doris served for many years as Chair of the NLE Scholarship Committee. Our scholarship winners became eligible as high school seniors because they won gold medals on the 2014 NLE level III, IV, V, or VI exams. These scholars must take two semesters of Latin or ancient Greek language as college freshmen. They will be eligible to renew their scholarships each year if they continue their study of Latin or Greek. As juniors and seniors, they are required to have a declared major of Classics, Latin, or Greek. Below are the names of the winners, their high schools, Latin teachers, and the colleges or universities that they are attending.

### NATIONAL LATIN EXAM SCHOLARSHIP WINNERS 2014



**AMADOR (TINO) DELAMERCED**

*The Summit Country Day School,  
Cincinnati, OH  
Teacher: Larry Dean  
Brown*



**JOHN (JACK) DUFF**

*Scituate High School, Scituate, MA  
Teacher: Theresa Raymond  
University of MA: Amherst*



**THOMAS DUMBACH**

*Hunter College High School,  
New York, NY  
Teacher: Christopher Unruh  
Harvard*



**DYLAN PEEL FARRELL**

*Choate Rosemary Hall,  
Wallingford, CT  
Teacher: Oliver Morris  
Harvard*



**W. GRIFFIN HANCOCK**

*Nova Classical Academy, St. Paul, MN  
Teacher: Josh Garvin  
Reed College*



**BENJAMIN (BEN) HILLMAN**

*Flint Hill School, Centreville, VA  
Teacher: Howard Chang  
University of Virginia*



**DAHHOON JEONG**

*Bergen Catholic High School,  
Wyckoff, NJ  
Teacher: Matt O'Connor  
Columbia*



**MICHAEL KELLEY**

*Boston College High School,  
Revere, MA  
Teacher: Matthew Aumiller  
College of the Holy Cross*



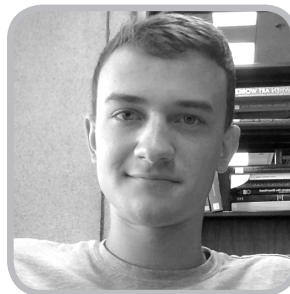
**CHLOE KOLBET**

*Wellesley High School, Wellesley, MA  
Teacher: Paul Esposito  
Wellesley College*



**CHIAYI (SHERRY) LEE**

*W.T. Woodson High School,  
Fairfax, VA  
Teacher: Ariel Baska  
Yale*



**AUSTIN MEYER**

*Rockhurst High School,  
Kansas City, MO  
Michael Cusick  
Brown*



**LAURA PETERSEN**

*Wayland Academy, Beaver Dam, WI  
Teacher: Dr. Keely Lake  
Vanderbilt*

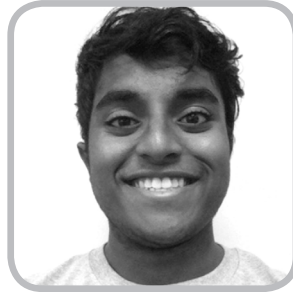
# 2014 NLE SCHOLARSHIP WINNERS

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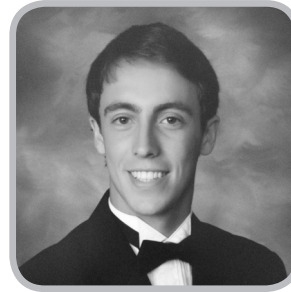
**DIVYA RAMAKRISHNAN**

*The Meadows School, Las Vegas, NV  
Teacher: Sherry Jankowski  
Stanford*



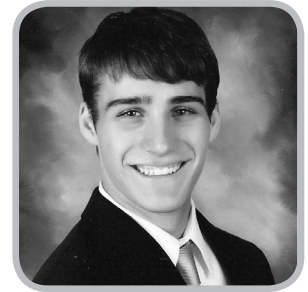
**ELLIOTT REBELLO**

*Eleanor Roosevelt High School,  
Lanham, MD  
Teacher: Matthew Moore  
University of Maryland, College Park*



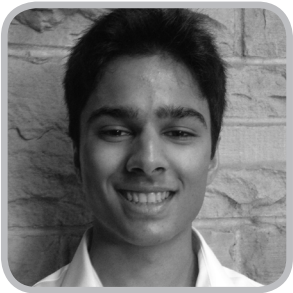
**JACKSON SKEEN**

*Cape Henry Collegiate,  
Virginia Beach, VA  
Teacher: Erika Peck  
Duke*



**MICHAEL SLOMAN**

*Pace Academy, Atlanta, GA  
Teacher: Elizabeth Kann  
University of Georgia*



**KOONJ VEKARIA**

*Pittsford Mendon High School,  
Pittsford, NY  
Teacher: David Pellegrino  
Cornell*



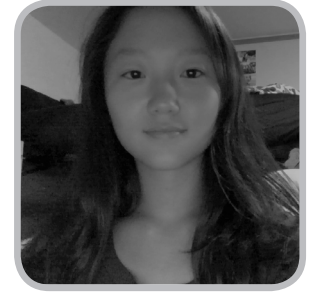
**ALEXANDRA ELAINE WALSH**

*Glastonbury High School,  
Glastonbury, MA  
Teacher: Joseph Meyer  
Harvard*



**SUSANNAH (SUZ) WRIGHT**

*The Episcopal School of Texas,  
San Antonio, TX  
Teacher: Alleyne Rogers  
Rice*



**ANGELA YANG**

*North Hunterdon High School, An-  
nandale, NJ  
Teacher: Amy Mullay  
Cornell*

**CASSIA BARDOS**

*Greenwich High School,  
Greenwich, CT  
Teacher: Camille Fusco  
Tufts*

## RENEWING SCHOLARS FOR 2014-2015

### Seniors

**JOSHUA DAVIDS**  
Carleton College

**ZACHARY FLETCHER**  
Harvard College

**REBECCA GERDES**  
Smith College

**MASON JOHNSON**  
Rhodes College

**WOOJIN KIM**  
Johns Hopkins University

**BERNARD LIN**  
Rutgers University

**MELISSA LUTTMANN**  
College of the Holy Cross

**ALISON ROSENBERG**  
Wesleyan University

**KELCI SCHILLY**  
University of North  
Carolina at Chapel Hill

**INDIA WATKINS**  
Davidson College

**ELLIOT WILSON**  
Harvard University

### Juniors

**THOMAS CARROLL**  
Rice University

**KRISTINA CHEUNG**  
University of North  
Carolina at Chapel Hill

**RACHEL GOLDSTEIN**  
Yale University

**MELISSA GOMES**  
The University of Georgia

**MATILDA HOWARD**  
University of Sydney,  
Sydney, Australia

**DAVID JAFFE**  
University of Chicago

**HO LIM LEE**  
Emory University

**JORGE A. BONILLA LOPEZ**  
Dartmouth College

**KATHERINE J. NEEDHAM**  
Washington University in  
St. Louis

**MAX PAYNE**  
University of California,  
Los Angeles

### Juniors (cont.)

**ERIKA RUSS**  
Vanderbilt University

**FIONA SAPPENFIELD**  
University of Oxford  
(New College)

**HENRY (LAWRIE) WHITMORE**  
College of the Holy Cross

### Sophmores

**JOSEPH F. ADKISSON**  
Carleton College

**PETER ASCH**  
Oberlin College

**MAX BEDFORD**  
Princeton University

**JOHN COLE, JR.**  
University of Rochester

**PETER GARDNER**  
Thomas Aquinas College

**WILLIAM DOUGLAS JONES**  
University of Chicago

**ERYNN KIM**  
Princeton University

### **JACK MAHER**

Georgetown University

### **HALI MO**

Stanford University

### **FREDERICK MUTH**

Yale University

### **JACKSON MYERS**

Williams College

### **GABRIELLA REYES**

Brown University

### **PATRICK SANGUINETI**

Harvard College

### **DANIEL SCHLATHER**

Kenyon College



## NLE ANNOUNCES THE JOHN DONOHUE MEMORIAL AWARDS

The National Latin Exam was deeply saddened by the death last January of John Donohue, a very special member of the NLE family. 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. Although, after successful years in the classroom, John left teaching Latin to pursue a career in corporate training and development, he remained a lover of and advocate for Latin. Now the John Donohue Memorial Awards have been established in loving memory of John and in special recognition of his life-long commitment to all things Roman.

Beginning in 2015, every National Latin Exam Scholar who renewed his or her scholarship for all four years of undergraduate study will receive a John Donohue Memorial Award of \$1000. The graduating NLE Scholars are not required to attend graduate school in Classics or to enter a career in the field. It is our hope that the honorees, like John, will live a life inspired by a love of Latin and will influence others to embrace a life-long interest in the Classics regardless of their careers. We will ask all recipients of this memorial award to write a letter to NLE explaining how they have used the award to further Latin interest in others. These letters will be collected over the years and presented to John's widow Karen who is also a Classicist.



### MADSEN WINS DAVIS SCHOLARSHIP

Joseph D. Madsen has been named NLE's Sally Davis Graduate School Scholar. Joseph will attend Trinity School, Dublin, Ireland, for a Master of Philosophy - Classics. Congratulations, Joseph!

## NATIONAL LATIN EXAM TO PUBLISH READER

The National Latin Exam is proud to offer *Discitur Legendo: An NLE Latin Reader*, which contains every reading comprehension passage from 1978-2014 organized by level and in chronological order. In addition to containing 250 passages and questions, the book's table of contents provides detailed charts with the year, author, text, and passage title for each reading comprehension passage making it easier for a teacher to find the passage's original source or search for a particular author or passage.

Sight reading is critical for improving reading skills. To that end, we hope that this book will prove to be a helpful resource for teachers and students across the country. The book is spiral bound to allow for ease of photocopying sight passages. Teachers are encouraged to adapt and add to the ques-

tions as they see fit. Students are encouraged to practice reading previously unseen passages to improve their comprehension of Latin. This book is a compilation of the efforts of those that have gone before, both ancient authors and recent exam writers, whose love of and care for the Latin language are evident in these passages and questions.

*Discitur Legendo* will be available for purchase from TMRC later this fall. In addition, those who purchase the book will receive a complimentary pdf file of its contents, which is obviously not for redistribution or sale. The pdf files will allow teachers to project passages onto whiteboards. This book is a *sine qua non* for any teacher committed to instructing students through sight passages as well as for serious Latin students.

## THREE DECADES OF THE NATIONAL LATIN EXAM

In its Three Decades Book, the National Latin Exam shares a complete history of the organization, blank certificates for teacher use, a full list of scholarship winners, and every exam on every level from the inception of the exam through 2011. In addition, this compendium of all things NLE contains statistical analysis from 1999-2011 as well as the “Hard Ones and Easy Ones” and answer keys for each exam. In the back of the book there is a cd with pdf files of all

exams before 1999 and after 2011. This book is a *sine qua non* for any Latin teacher and an excellent resource for budding Classics students looking to improve their Latin through NLE practice. Visit the NLE website to access the order for a \$30 copy of “Three Decades of The National Latin Exam” today or pick up a copy at a discounted price of \$20 at the ACL Institute or NJCL Convention.

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### NATIONAL LATIN EXAM FEE INCREASES FOR 2015 EXAM

Starting with the 2015 exam, the individual fee for taking the exam in the United States 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 per-school charge of \$10 for shipping and handling and the \$5 convenience fee for credit card payment 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 fees, 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, peach. So look for these colors and fill in your 2015 application!

### AN NLE APPEAL TO 4X4 HIGH SCHOOL BLOCK TEACHERS

For many years the NLE has been publishing the results for Latin students who are on a 4X4 block schedule. We feel there are many more such students out there whose teachers do not offer the NLE. If your school is on this type of schedule (i.e., Latin I in the fall of one year, Latin II in the spring or fall of the following year; OR Latin I in the fall and Latin II in the spring) and you have successfully given the NLE to your students, would you consider writing an article for our newsletter and web site in which you explain to others how you manage this kind of schedule? Please respond to Linda Montross, Co-Chair NLE, at [amovos@aol.com](mailto:amovos@aol.com). Please put “4X4 Block” in the subject line. Many thanks!



## DONNA DOLLINGS, WINNER OF THE CHRISTINE SLEEPER EDUCATIONAL TRAVEL AWARD WRITES ABOUT HER HERCULANEUM GRAFFITI PROJECT

I have always wanted to be an archaeologist, and thanks to the National Latin Exam's Christine Fernald Sleeper Educational Travel Award, I was able to be one as a participant in The Herculaneum Graffiti Project this summer. The Monday after school was out, my friend, Margaret Hicks, and I said "*Valete!*" to books and exams and traveled to Ercolano to join a team of undergraduate and graduate students, professors, and others who would work for ten days locating and documenting ancient graffiti throughout the city of Herculaneum. Directed by Dr. Rebecca Benefiel, Associate Professor of Classics at Washington and Lee University, the goal of this on-going project is to document and digitize ancient graffiti, both pictorial and written, and to facilitate its study in context.

The graffiti of Herculaneum were cataloged between 1929 and 1946 in the *Corpus Inscriptionum Latinarum (CIL) vol. IV*, but without a map or much illustration. One of our tasks was to look for those inscriptions and pictures to see if they were still visible. (Unfortunately, the deterioration of the plaster over the years has caused some of them to disappear.) When we did locate ancient inscriptions or pictures, we made drawings of them, measured them, recorded their locations, and took lots of documenting photographs before returning to our computers to enter them into databases. Some of the challenges we faced were differentiating between ancient and modern graffiti, restricted access to certain sites, and getting clear photographs of extremely faint inscriptions.

We were divided into teams and assigned *insulae* (city blocks) to work in. My team, headed by Karin Lundqvist from Sweden, was assigned *Insulae Orientales I and II* to explore. Our most exciting properties were the House of the Gem and the House of the Telephus Relief where we found many inscriptions. One was a drawing of a boat and the word "*Feliciter*" in it. The "t" was the mast of the boat. The same wall had a drawing of what we think was another boat, very low on the wall and probably the work of a child. Also on that wall were two examples of Greek alphabet writing, perhaps evidence of someone who was learning a new language.

The Herculaneum Graffiti Project works in collaboration with the Epigraphic Database Roma (EDR) [http://www.edr-edr.it/English/index\\_en.php](http://www.edr-edr.it/English/index_en.php) and the Electronic Archive of Greek and Latin Epigraphy (EAGLE) <http://www.eagle-network.eu/> which are making ancient writings more easily accessible to the world. Our work this summer made a contribution to this effort.

I cannot express my thanks enough to the National Latin Exam for making this experience possible! Taking Latin into the world and making some small contribution to a project so large, lasting, and valuable to so many was the opportunity of a lifetime. Being able to spend an extended period of time in Herculaneum allowed me to have a vastly different understanding of it from all the quick visits on tours with students would ever produce. Meeting and working with so many wonderful people was the best. I started my summer learning, growing, and soaking up the Italian sun. *Plurimas gratias vobis ago!*



Part of my team working in an *andron*



Margaret Hicks, Rebecca Benefiel, and Donna Dollings at the HGP farewell dinner

DEAR NELLY

Dear Nelly,

This spring I was inscribing the certificates for my students when I made a couple of mistakes. At that point I called the testing service to request replacement certificates, and I sent a check to NLE to pay for them. However, I hadn't quite finished inscribing the certificates, and I made another mistake on one, much to my horror. So I had to call and request another replacement certificate. I was informed that I would have to pay a shipping cost for this subsequent replacement package in addition to the replacement cost for the certificate. I wasn't aware of this policy and didn't think I should have to pay an additional shipping fee for an honest mistake. How can I avoid this additional shipping fee in the future?

Frustrated in Fresno

Dear Frustrated,

We understand that mistakes can occur on certificates, and we are happy to send one package of replacement certificates to your school per year without charging an additional shipping fee. You would just have to pay for the replacement materials. However, with shipping costs continually on the rise, we cannot ship subsequent replacement packages free of charge. The best way to avoid this additional shipping fee is to inscribe all of your certificates before calling to request replacements for any mistakes that may have occurred.



Dear Nelly,

Last January I sent in my application and check a few days before the postmark deadline. It wasn't until early February that I got my postcard, and it was a couple of weeks after that when my check finally cleared. I had some very anxious moments in January, wondering if I was registered. Is there any way that teachers can receive their confirmation postcards in a more timely fashion?

Anxious in Anderson

Dear Anxious,

Around 2,000 of the almost 3,000 applications that we receive annually arrive at our office in mid to late January. Our office staff processes these applications as quickly as possible, but with this many registrations to process at once, postcards can take a little longer to prepare and send. In addition, multiple snowstorms created delays this past winter. Since you can never predict winter weather, the best thing you can do is to mail your registration earlier. Waiting until the last minute will result in a delay in getting your postcard and a delay in having your payment deposited.

Dear Nelly,

I noticed that you have updated the NLE Syllabus. Rather than compare this syllabus line by line with the previous one, I was hoping that you could tell me what changes have been made.

Organized in Orlando

Dear Organized,

Thank you for asking about the new syllabus! To quote one of our co-chairs, "The single most important change is that we moved Indirect Statement from II to III. We also added Thematic Vocab for Intro, I, and II."

Dear Nelly continued on next page

Dear Nelly,

One of my students received his 4th gold medal this year (Latin I, Latin II, Latin III, and Latin III Prose). I thought that he was eligible for the Maureen O' Donnell Oxford Classical Dictionary award. However, when I called your office, I was told that he wasn't eligible because he had taken two level III exams. Since the Latin III-IV Prose exam is a different exam from the Latin III exam, I thought that he was eligible for the award. I don't understand.

*Confused in Cortez*

Dear Confused,

Great question! The Oxford Classical Dictionary award is given to students who achieve four gold medals in ascending levels of Latin. Students who get gold medals on the Latin I, Latin II, Latin III, and Latin III Prose or Latin III Poetry exams are not eligible for this award. The fourth gold medal must be for a Latin IV exam (Prose or Poetry). For those teachers who have their level IV students take the Prose or Poetry exam, please make sure that those students know that they should mark Latin IV Prose or Latin IV Poetry on their answer sheet.

Dear Nelly,

My proctor has informed me that she has some answer sheets left over from last year. Is it okay for her to use those for the 2015 exam?

*Leftovers in Louisville*

Dear Leftovers,

Please tell your proctor to recycle those old answer sheets! The answer sheet has been updated. This means that the scanner will not be able to read any old answer sheets used. Please instruct your proctor to only use the new answer sheets that she receives in her packet of 2015 exams.

## THE CHRISTINE FERNALD SLEEPER EDUCATIONAL TRAVEL AWARD

### Purpose

The Christine Fernald Sleeper Educational Travel Award is designed to support teachers of Latin by encouraging educational travel. The award was developed in honor of Christine Sleeper, one of the "founding mothers" of the National Latin Exam and life-long travel enthusiast, in order to offer Latin teachers the opportunity to expand horizons for themselves and their students. This award may be used to enroll in an established program abroad, such as the American Academy in Rome, a trip to a classical site, such as those offered by the Vergilian Society, or an educational trip of one's own design – something which Christine herself has often advocated.

The recipients understand that they will share their travel experiences by means of a short article for the NLE newsletter and possible presentation at ACL (or a regional or local meeting of classicists).

### Eligibility

Applicants must be current teachers of Latin with at least three years of experience at the middle school/ high school/ community college/ college level who offer the NLE to their students.

### Funding

The applicant will present a proposal and a budget for expenditures at the time of application, up to the award limit of \$5,000.

### Number of Awards

There will be one award granted for the period of March 2015 through February 2016. Applicants are eligible for the award only once every ten years.

### Application process:

Applications are available at [www.nle.org](http://www.nle.org) after October 15, 2014. Completed applications and recommendation letters should be sent to:

National Latin Exam  
University of Mary Washington  
1301 College Avenue  
Fredericksburg, VA 22401  
[nle@umw.edu](mailto:nle@umw.edu)  
Telephone: 1-888-378-7721

**Postmark Deadline for application: FEBRUARY 14, 2015**

## VALERIE GEMSKIE REPORTS ON HER SLEEPER AWARD

**“Wisdom is not wisdom when it is derived from books alone.” –Horace**

At Walter Payton High School in Chicago, we encourage our students, regardless of their socio-economic backgrounds, to participate in an incredible opportunity to travel to the country of their four-year language study. This is possible with parental contributions, donations, and a lot of fundraising. Thanks to the Christine Fernald Sleeper Educational Travel Award I was able to provide for my students as well as myself not just a trip to Rome but an experience in Southern Italy.

Having directed this student trip for several years, I try to teach my students how to be “travelers” as opposed to just “tourists.” I want them to experience the saying, “The traveler sees what he sees, the tourist sees what he has come to see.” – G.K. Chesterton. The Christine Fernald Sleeper Scholarship gave me the opportunity to allow my students to become “travelers” and to understand the lives of the Ancient Romans beyond the pages of their text book. I was able to bring my students to Villa Vergiliana and the surrounding area, where they enjoyed the historical splendors of such sites as Cumae, Baiae, the Archeological Museum of Naples, Pompeii, Herculaneum and Capri.

The intention of having my students understand their surroundings outside of the main tourist attractions was accomplished every evening at the Villa over a wonderfully prepared meal by Nonno Sgariglia. Here we shared not just what we saw but how we felt during our excursions. Reading Book Six of the *Aeneid* while sitting outside the entrance of the underworld at Lake Avernus, reliving the oracle of the Sybil in Cumae, marveling at the majestic powers at the summit of Mt. Vesuvius, and breathing the beauty of Capri cannot be taught in a classroom.

After experiencing everything on our itinerary in Rome and in Southern Italy, it was on the island of Capri that I knew my students’ perception of travel had evolved. There are no lesson plans that can be created for this. When I looked at their faces, smiling from the sense of adventure they felt, I knew their spirits and minds were captivated by this trip. They understood why Italy holds such an important place in my heart and why I have dedicated my life’s profession to the ancient people who also cherished the very same places. We were all grateful at that moment in time to the Christine Fernald Sleeper scholarship that gave us that experience which will stay with us forever.



Students of Valerie Gemskie on Mount Vesuvius



## NATIONAL LATIN EXAM WRITING COMMITTEE

The individual members of the Writing Committee, all seasoned teachers with experience using a wide variety of textbooks and teaching methods, begin writing the exams each spring. Meeting as a committee in the middle of August, the members begin the difficult task of reviewing each exam with respect to the level of difficulty, accuracy, and content. After numerous revisions, the exams are sent to the consultants for their in-depth critiques. Acting upon their suggestions, the committee makes further changes. After a final review, fine-tuning, and proofing, the exams are printed and sent to the schools.

It usually takes the committee twelve to fifteen sessions averaging three to four hours each to complete the work associated with the exams. In addition to the general working sessions, each committee member spends hours taking care of specific tasks such as answering correspondence, word processing, record keeping, publicizing the exam, and writing newsletter articles.

### MEMBERS OF THE WRITING COMMITTEE 2014-2015

Mark Keith, Co-Chair  
pallanteum@comcast.net

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Patricia Lister  
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Lauren Rogers  
lauren.rogers@salem.edu

Jane H. Hall, Emerita  
jhhall@kaballero.com

Christine Sleeper, Emerita  
Kirkwood Corners  
Lee, NH 03861

## ATTENTION ALL FORMER NLE SCHOLARS!

The National Latin Exam Newsletter has begun publishing updates about former scholarship winners who have completed their undergraduate studies. The NLE and the international Latin community are interested in you and would love follow-up information about your lives and careers. Please send us a brief account about where you are and what you are doing to the following address:

National Latin Exam  
University of Mary Washington  
1301 College Ave.  
Fredericksburg, VA 22401

We are eager to hear from you!

# JANE HARRIMAN HALL PROFESSIONAL DEVELOPMENT SCHOLARSHIP WINNERS TALK ABOUT THEIR EXPERIENCES



John Roth, John Fraser, Laura Gerseny, and Christina Alvarez at Hadrian's Wall

The Latin Department from Bosque School in Albuquerque, New Mexico, used our Jane H. Hall Professional Development Scholarship to travel to northern England this summer and hike the entirety of the Hadrian's Wall Path: eighty-four miles, a *mari ad mare*. John Roth, Christina Alvarez, John Fraser and John's fiancé, Laura Gerseny, began the march on July 2 after rendezvousing the night before in the only pub in Bowness on Solway (*Maia*) on the Solway Firth. Ten days later, we tramped through Newcastle (*Pons Aelius*) to our goal in Wallsend (*Segedunum*), near the mouth of the Tyne. In between, while enjoying the stunningly beautiful English countryside, we watched at pedestrian's pace as the Wall re-materialized from nearly-unrecognizable ridges and hollows, to isolated chunks of stone and mortar, to awe-inspiring forts and mile castles. Then, we saw the inverse process occur, as the Wall donated itself to the churches and castles, sheepfolds and farmhouses of a thousand years. Innumerable jokes were told, enumerated turrets were enjoyed (39A has no equal!), a few blisters were bested, and the professional and personal lives of four teachers were advanced—all thanks to the NLE and the Jane H. Hall Scholarship.

The trip was intended as a curriculum-planning *expeditio*. Our department has recently adopted a new textbook for our introductory courses, and we are developing a curriculum that focuses on Roman-Britain topically; and thematically on borders/bound-

aries, and the interactions of diverse individuals and communities within and across them. The implications and resonances of this theme in the modern world are obvious, especially perhaps for us *Nuevo Mexicanos* and our students. The trip was also an exploratory mission, as we hope to return to the Wall with groups of students who will have been introduced to these places and themes through our updated and enhanced curriculum. While the trip was a shared experience, each of us responded to the Wall in a different and personal way.

## John Fraser and Laura Gerseny write:

The landscape through which our *expeditio* led us has for centuries been, and continues to be, the setting for intense border/boundary disputes—ouroborean struggles to define *us* and *them*, *ours* and *theirs*. One day on the hike, as we stood in the field of two farmers, discussing the coming referendum on Scottish independence, we had that sensation (not unfamiliar to a classicist) of the continuity of our human story. At Vindolanda, after a personal tour by Dr. Andrew Birley, we were able to read some of the personal letters of first and second century inhabitants of the Wall: the birthday party invitation from a prefect's wife, a soldier's request for creature comforts from home, an officer's unveiled contempt for the "little Brits" in whose land he had been deployed. All was evidence of the same loves and joys, fears and anxieties that we modern wall-walkers (and we are all wall-walkers) experience on our march through life. We look forward to sharing our experiences on the Wall with our students, and to fostering in them a greater sense of empathy with peoples separated by time and space.

## John Roth writes:

After 34 years of teaching Latin and in my 60th year of life, I decided to take my passion for the ancient world to another level. Thirty-four summers of different adventures and experiences, from NEH Seminars to archeological tours would be hard to surpass. I wondered, however, if I could combine my interests: history, friends, travel, exercise, and the great outdoors, into a unique and memorable event. This summer needed to be different. I did not want to do it by myself, or to become part of a student group.

I wanted to push into a new direction and also to share that experience with people I cared about.

This period of my life is a time of reflection. I am starting to think more about how much longer I will be teaching and what I will do when I stop. The summer that I turned sixty I wanted to do something both memorable and meaningful. Walking the Wall was my own micro odyssey. I wasn't going to climb Mt. Everest, but I would be walking for eight hours a day over exposed, remote, and hilly terrain.

During the ten-day journey, I acknowledged myself for thirty-four remarkable years, not necessarily for exemplary teaching, but remarkable for such a long, unexpected and unpredictable commitment to teaching and to kids. I looked back at the last sixty years. Has it been a life worth living? Will the next years be? What remains to be accomplished? The end of the Wall walk marks a new beginning. As my own life casts an increasingly longer shadow, I am still, in the Greek view, "backing into the future," informed by a past that is much greater than my own. What have I really learned from it? What is still in store?

How wonderfully pure and simple those ten days! I was served three meals a day (plus English beer) and slept in a dry bed each night with a roof over my head. I was in the company of dear friends. I felt very high up, indeed, on Maslow's pyramid. Each English morning, I awoke with but a single purpose: to walk. Each day was, like the future unknown, offering fresh panoramas, places, conversations, and introspection. There was no sense of urgency or rush. My internal clock became synchronized with the sun. The long Northumberland days wrapped us in a warm glow that ushered us to each destination.

The one great ancient mystery I had hoped to solve on my trek was, "Why did Hadrian build this wall?" Studying its edifice while traversing the 84 mile span, I recalled Caesar and the bridge he built across the Rhine in 10 days. After its completion he marched across, terrorized the incredulous Germans, and marched back and dismantled the bridge. He built the bridge because he could, and he wanted the peoples to the north to know that it was no big deal for a Roman to achieve the unthinkable. Hadrian in 10 years did effectively the same thing; his distinctly Roman message to the Picts and to the world: this was his empire and, like any town or city, he could put a wall around it marking it as his own.

But what about my other questions? What will mark my next 10 years? Hadrian lived until age 62. In two years, I will not weep at his statue as Caesar did at Alexander's, finding his own life lacking in comparison. I do not need a bridge, an empire, or a wall, to

know that I have made a difference. I have a purpose. With the passing of the years I have seasoned. Teaching has become a joyous exercise. My enthusiasm, curiosity, and growing knowledge about the ancient world continue to fuel my passion. Today I am a better teacher than I was three decades ago. I am more comfortable with myself and, so, with my students. I am in my prime. Those remaining questions are not meant to be answered now. All that is to be done is to continue, one step at a time.

### **Christina Alvarez writes:**

I always tell my students that Latin is like the Zelig of western languages: it's there in the background for all the major changes in European and American history. So, I was not surprised to discover that Hadrian's Wall was a crossroads at which widely diverse strands of history came together.

Walking Hadrian's Wall, I was able to see the military world of the men who built and staffed it. I was also able to see the domestic and village world of the women who lived in the settlements near the wall and had relationships—personal or economic—with the Roman soldiers. I saw the generational story of children of Roman soldiers, born on the frontier, who grew up to be Roman soldiers. I saw the landscape of Pictish raids on Roman garrisons, that became raids by "reavers," Scottish clans who rustled livestock from the English clans south of the wall. I also saw strong houses the English built out of the wall's stones, places where they could shelter themselves and their sheep from northern raiders.

In side trips away from the wall, I saw churches built by Anglo-Saxon Christians, who would later have to decide between the Roman school of Christianity and the Celtic Christian tradition that had predominated until then, churches built on or near remnants of temples to Mithras and other gods—some local, some Roman.

All along the walk, we met people for whom history was memory, whether the events being remembered took place 10 years, or 10 decades, or 10 centuries ago. These meetings and the setting in which they took place provided me with a rich trove of material with which to illustrate my Latin classes for years to come. When my students read about issues of empire, religion, gender, and culture, I will be able to provide vivid descriptions and impressions (as well as photographs) of living examples to illustrate these matters. What's more, I have become a more fully educated scholar of these matters, able now, thanks to the Jane Harriman Hall grant, to connect academia with personal experience.

## NEW WRITING COMMITTEE MEMBERS



Emily Lewis

### Emily Lewis

Emily Lewis is a Latin teacher at Herndon High School in Fairfax County, Virginia. She received her BA in Latin from Bryn Mawr College. An avid proponent of student programs for Latin, Emily is highly active in both the American Classical League and the Junior Classical League. She has served in the past as one of the Certamen coordinators for the state of Massachusetts and currently coaches the Virginia team as well as her own school's Certamen teams. She loves the National Latin Exam and is very excited to be joining the Writing Committee this year!

### Lauren Rogers

In addition to holding degrees from Barnard College and the University of Georgia, Lauren Rogers has studied classical civilizations at the American Academy in Rome and the American School of Classical Studies at Athens. For the past seven years, she has taught all levels of Latin at Salem Academy (Winston-Salem, North Carolina), the oldest continuously operating girls school in the United States. Her two favorite historical figures are Nero and Cicero, and she is known to have a soft spot for Ovid's theatrical poetic style. She is passionate about the National Latin Exam and she is thrilled to join the NLE Writing Committee. When she is not conjugating or declining, she enjoys spending time on the tennis court and making bad puns.



Lauren Rogers



## QUESTIONS?

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## TWO NEW MEMBERS JOIN NLE ADVISORY COMMITTEE



Kelly Kusch

### Kelly Kusch

Kelly Kusch has taught Latin and Greek at Covington Latin School in Covington, KY, for the last 25 years. She earned her AB in Classical Languages and Literature from the University of Chicago and a Masters of Education from Xavier University. Kelly studied in Italy as a Fulbright Scholar in 1995. In 2004, she won the American Philological Association Award for Excellence in Precollegiate Teaching. She is one of the Kentucky JCL State Chairs, and participates in several professional organizations. She lives with her family in Cincinnati, OH.

### Amy Sommer

Amy Sommer is in her 11th year of teaching Latin at Cherry Creek High School in Denver, Colorado, where she also serves as the foreign language department coordinator. She began studying Latin as an eighth grader in Fargo, North Dakota, majored in Latin and English at Gustavus Adolphus College in Saint Peter, Minnesota, and completed an MAT in teaching Latin at the University of Colorado, Boulder. She enjoys attending ACL Institutes whenever possible to share ideas and reconnect with her Latin colleagues and friends from across the country. Amy has a long relationship with the National Latin Exam, having received an NLE Scholarship as a student and the Jane Harriman Hall Scholarship as a teacher. She is excited about the opportunity now to give back to this organization which has given her so much.



Amy Sommer



### LIKE us on FACEBOOK!

The National Latin Exam has a page on Facebook! Log into Facebook, make a search for "National Latin Exam," then "like" us, and you're in! This is a place for important announcements, reminders, suggestions, and the occasional photograph. Stay informed and get the most out of your NLE experience!

## TWO NEW CONSULTANTS ADDED TO COMMITTEE

### Richard A. LaFleur



Richard A. LaFleur

Richard A. LaFleur is Franklin Professor of Classics Emeritus at the University of Georgia, where he taught from 1972 to 2011 and served for 21 years as head of one of the largest Classics programs in North America. His books include *The Teaching of Latin in American Schools: A Profession in Crisis*, *Latin Poetry for the Beginning Student*, *Love and Transformation: An Ovid Reader*, *Latin for the 21st Century: From Concept to Classroom*, *A Song of War: Readings from Vergil's Aeneid* (with Alexander G. McKay), *Scribblers, Sculptors, and Scribes*, and the revised editions of *Wheelock's Latin*, *Wheelock's Latin Reader*, and *Workbook for Wheelock's Latin*. Throughout his career he has worked closely with K-12 teachers and their students and has been a consultant to numerous educational agencies at the local, regional, and national level. He served as editor of *The Classical Outlook* (CO) for nearly 25 years and for two years as President of the American Classical League (ACL); he was appointed honorary CO Editor for Life and

Honorary ACL President for Life, and has been recipient of over a million dollars in grants from NEH and other agencies, and of numerous awards, including the American Philological Association's award for Excellence in the Teaching of Classics, ACL's Meritus Award, and the Papalia Award for Excellence in Teacher Education from the American Council on the Teaching of Foreign Languages. He and his wife Alice have five children, a host of glorious grandchildren, and live on Lake Oglethorpe, near Athens, Georgia, and in Apalachicola, Florida.

### David Bloch

David Bloch was a former student and close friend of his mentor John Donohue (a long-time member of the National Latin Exam family), and delivered John's eulogy last February. David is proud to continue John's legacy by assisting the National Latin Exam committee.

David grew up in northern Virginia and is a graduate of W.T. Woodson High School and the Virginia Governor's Latin Academy. He is a past VJCL President and played on the state certamen team at NJCL conventions. David was a recipient of an NLE scholarship for each of his four years at Amherst College, where he majored in Classics and earned his B.A. He studied Classics further at the University of Oxford, where he received an M.Phil. and subsequently was a lecturer in Latin poetry. During law school at Harvard, he taught Latin grammar to undergraduates while obtaining his J.D. He then clerked on the U.S. Court of Appeals for the Ninth Circuit, worked at a New York law firm, and eventually found himself back in the Washington, DC area as a principal at a private equity firm.

David is married to Rebecca Prime, a film historian, and they have two young sons, Dominic and Paul. In addition to serving as a consultant to the NLE committee, he is a member of the 1517 Committee of his Oxford college, Corpus Christi, and a member of the board of the John Donohue Foundation.



David Bloch

## THE NATIONAL LATIN EXAM SCHOLARSHIP COMMITTEE

The NLE Scholarship Committee is composed of six readers: three college professors and three high school teachers plus the Chair. Only two professors and two high school teachers serve as readers each year. The applications are read several times prior to the selection of the twenty-one scholarship winners and five alternates. The first screening is done by the Chair. A second screening is then done to determine which applications will be sent to the readers. Approximately ninety applications are sent to the readers for a third reading. Each reader selects his top thirty-five applications and returns these selections to the chair. At this time, the committee members' choices are collated, and the winners are chosen. The names of the scholars are announced at The American Classical League Institute late in June.

### MEMBERS OF THE SCHOLARSHIP COMMITTEE 2014-2015

Ephy Howard, Chair, 929 University Ave., Troy AL 36081

Sarah Bjorkman, 116 Hillside Avenue, Arlington, MA 02476

Randall Childree, Furman University, 3300 Poinsett Highway, Greenville, SC 29613

Cathy Daugherty, 11174 Elmont Road, Ashland, VA 23005

Patricia Richardson, 482 Awela Street, Hilo, HI 96720

Michael Sloan, PO Box 7343, Winston-Salem, NC 27104

Sandra Woodward, 2881 Sable Avenue, Salt Lake City, UT 84129



## MICHAEL SLOAN: NEW MEMBER OF THE SCHOLARSHIP COMMITTEE

Michael Sloan double majored in Classics and Economics at Baylor University before attending Texas Tech University for his M.A. in Classics. He completed his M.Litt. in Theology as well as his Ph.D. in Classics at the University of St. Andrews in Scotland. While completing his Ph.D., Michael was awarded a Research Grant from the Leverhulme Trust. Michael has published articles on Augustine, Aristotle and Cicero; his book, *The Harmonious Organ of Sedulius Scottus*, was published last year by De Gruyter. He happily fulfills his passion for teaching and writing at Wake Forest University, where he is an Assistant Professor of Classical Languages.



## NOTATE BENE: NLE GRANTS

The National Latin Exam is offering ten \$100 grants to be used at ACL's Teaching Materials and Resource Center. The materials you request must be posters, maps, games, or books that will help your students find success on the cultural sections of the NLE. If you would like to apply for this grant, please send your name, school name, school address, email address, and a one page description of how you intend to spend this grant. Your application submission must be received at the NLE office by November 30. The gift certificates to TMRC will be mailed in mid-January, just in time for NLE Review Days at your school.



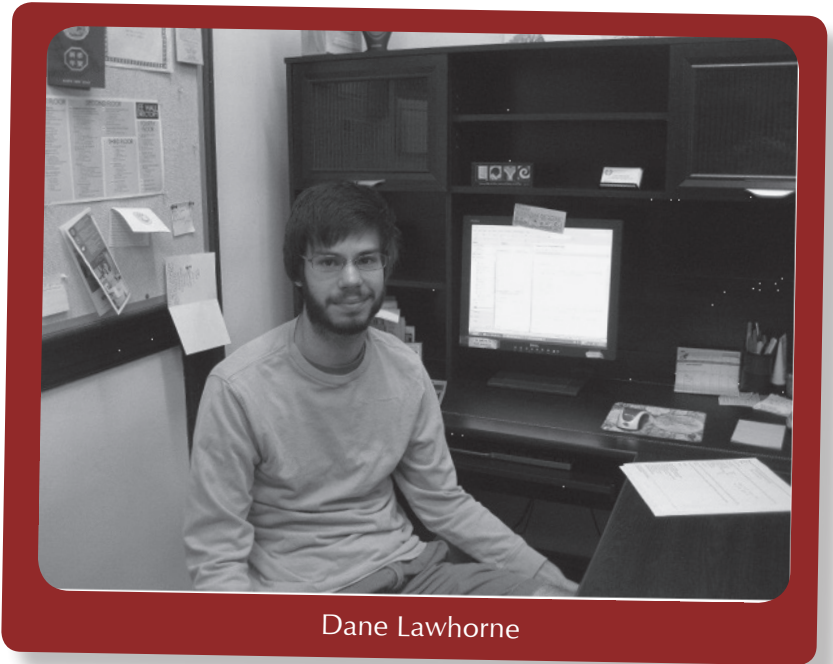
Emma Vanderpool won her 5th Gold Medal on the NLE while a freshman last year at Monmouth College. She is pictured above with her book award for this achievement.



## NATIONAL LATIN EXAM OFFICE NEWS

### Vale et Bonam Fortunam!

The National Latin Exam Office would like to say a sincere “thank you” to Dane Lawhorne, our student aide for the past three years. Dane graduated with honors from the University of Mary Washington in May 2014 with degrees in Classics and Mathematics. While at UMW, Dane was a member of Eta Sigma Phi, Pi Mu Epsilon, and Phi Beta Kappa. Dane has been accepted into graduate school at the University of California in Riverside, where he is studying mathematics. During his time with the NLE, Dane distinguished himself by his quiet efficiency, his careful work, and his kind nature. Dane, we will miss you, and we wish you nothing but the best in your future endeavors.



Dane Lawhorne



Rita Bailey

### Salve, Rita!

Mareta “Rita” Bailey is a part of the graduating class of 2016 at the University of Mary Washington. She was born and raised in Roanoke, Virginia, where she attended Patrick Henry High School. She is now a double major in history and classics, and is currently working on her second year of Latin. Her specializations are in Russian History and Greek Civilization. She loves tennis and plays for the Mary Washington Club Tennis team as well as one of the USTA tennis teams in Fredericksburg, Virginia. She also really enjoys playing the piano and likes to participate in the annual piano festival in Roanoke, Virginia. She became 20 years old on September 7, 2014, and is looking forward to a great junior year!

# THE NATIONAL LATIN EXAM 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. Their job is to listen to suggestions that teachers around the country may have regarding the exams. When the Advisory Committee meets with the Writing Committee at the ACL Institute each June, these suggestions are presented and discussed. Please contact any of these members with your comments, suggestions, questions, or concerns about the National Latin Exam. This is a very important way in which your ideas can receive attention.

## Members of the Advisory Committee 2014-2015

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### NLE OFFICE STAFF

Janine Kutty, Office Manager  
Ellen Smith, Administrative Assistant  
Rita Bailey, Student Aide



## THE NATIONAL LATIN EXAM CONSULTANTS 2014-2015

Every fall the Writing Committee sends drafts of the seven exams to the consultants who are current high school teachers, college professors, or former educators. These consultants are split into two groups, the first group receiving the exams around mid-September and the second group in mid-October. David Perry, our macron specialist, adds the macrons to all the Latin words on the exams. The consultants carefully critique the questions on each of the exams, offer suggestions for improvement, and return their comments to the Writing Committee within a week's time. Their ideas and contributions are invaluable in the process of preparing the exams for distribution to national and international Latin students.

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## CREDIT CARD ORDERS MAY BE USED FOR 2015 EXAMS

Teachers may pay for their 2015 National Latin Exams using a Visa, MasterCard, 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 out and mail in the application form for the 2015 exams, which has a space for credit card information, or they may submit through the NLE website an online application with credit card information. Teachers should NOT fax their applications when ordering by credit card since faxed copies often are not legible. 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.





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