

NATIONAL LATIN EXAM NEWSLETTER

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Fall 2023



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2023 MAUREEN O'DONNELL SCHOLARSHIP

The National Latin Exam is pleased to announce the winners of this year's **\$2,000 Maureen O'Donnell Scholarships for Academic Excellence**. Our scholarship winners became eligible as high school seniors because they won gold medals on the 2023 NLE Advanced Latin Prose, Advanced Latin Poetry, or Advanced Latin Reading Comprehension 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.



EMILY BORON
Shaker Heights High School
Shaker Heights, OH
Nora Murphy
Brown University



ISAAC BOSTIC
St. David's School
Raleigh, NC
Andrew Clay
Baylor University



LAUREN FISHER
Thomas Jefferson HS for
Science and Technology
Alexandria, VA
Patty Lister
College of William & Mary



ANNA GEHO
Geho Home School
New Stratham, NH
Lucie Oliver
University of New Hampshire



KARTER HANLEY
Pinkerton Academy
Derby, NH
Mathew Olkovikas
University of New Hampshire



JENNA MCCULLOCH
Milton High School
Milton, GA
Alex Marsh
Dickinson College



DEVIN MCDONALD
St. Paul's School
Concord, NH
Ryan Samuels
University of Chicago



COLMILLE ROTTINGHAUS
Hillsdale Academy
Hillsdale, MI
Mallory Anne Hayes
& Andrew Holm
Baylor University

FOR ACADEMIC EXCELLENCE WINNERS



ISABEL SCHUMACHER
Arlington High School
Arlington, MA
Edward Foley
Brandeis University



CAROLINE SEWELL
Episcopal Academy
Newtown Square, PA
Molly Konopka
Georgetown University



ANNA ZOLTOWSKI
St. Paul's School
Concord, NH
Elizabeth Engelhardt
University of Vermont

2023-2024 SCHOLARSHIP RENEWALS

Sophomores

Jacqueline Chen — Harvard University
William Corbin — Washington University in St. Louis
Michelle Ho — Princeton University
Ella Hochstadt — Brown University
Anna Howie — College of the Holy Cross
Jillienne Robinson-Warren — University of New Hampshire
Peyton Louise Robuck — Baylor University
John Rogers — Harvard University
Austin Sarker-Young — Brown University
Luke Sherman — Xavier University
Ari Yao — Columbia University

Juniors

Ashley Gong—Harvard University
Jeremy Limbert—University of St. Andrews
Peter McMahon—Christendom College
David Pham—Fordham University
Tayja Sallie—Swarthmore College
Sadie Sarkisian—Stanford University
Miranda Xiong—Georgetown University



The office of the National Latin Exam is located in James Farmer Hall on the campus of the University of Mary Washington in Fredericksburg, Virginia.

Seniors

Viviana Lu—Harvard University
Jonathan Merchan—Stanford University
Jocelyn Robertson - Brasenose College, Oxford
Ashleigh Witherington—Florida State University

NLE CONTINUES PARTNERSHIP WITH LINGCO, DEBUTS STREAMLINED REGISTRATION PROCESS

Exciting news! As part of our ongoing commitment to providing enhanced convenience and flexibility, The National Latin Exam is thrilled to continue our partnership with Lingco Language Labs to facilitate both online registration and online exam administration.

Lingco is the platform that delivers and administers the National Spanish, French, Italian, and German exams. Registration for ALL NLE exams will now be conveniently administered through Lingco. Simply follow the directions on our website (nle.org) to register.

While we encourage schools to opt for credit card payments, we want to assure you that the NLE office still welcomes school checks sent by mail. Once registration is submitted, invoices will be promptly emailed to the registering teacher, ensuring a smooth and efficient process.

Gone are the days of dense and slightly complicated paper forms (remember those triplicate carbons?). Our new online system is designed for efficiency and simplicity. To guide you through this updated process, we've prepared a helpful video available on our YouTube channel. Again, visit our website for further details.

A friendly reminder: if you stumble upon an old paper form in your desk drawer, kindly recycle it! Regrettably, we can no longer accept registrations via the old paper forms.

When you opt for the online exam, you'll enjoy the advantage of greater control over your exam setup. Teachers can easily adjust "seats," swapping levels if needed, and add seats until Friday, February 16. This flexibility ensures a smoother process and accommodates any necessary changes.

However, for those who prefer the traditional paper-based NLE experience, Clement Testing Service will continue to handle the paper exams, score reports, and awards. Rest assured, this partnership with Lingco, combined with the consistently excellent service from Joe Clement, ensures the seamless administration of the exams.

In addition to these updates, we're thrilled to announce a series of "Office Hours" this Fall. These sessions will provide an opportunity for you to ask questions about any aspect of the 2024 NLE. Stay tuned for more details on these informative sessions!

Important Dates to Remember:

- If you prefer the paper exam, ensure you register by **January 26, 2024**. After this date, only online exam registrations will be accepted.

MARK YOUR CALENDARS!
DATES FOR THE 2024 NLE
FEBRUARY 26-MARCH 15

**← Click here to register
for the 2024 NLE!**

IMPORTANT REMINDER FROM THE NLE COMMITTEE: LATIN TEACHERS CAN ADMINISTER EXAM

Salvete, omnes! The National Latin Exam Writing and Steering Committee wants to remind you that the Latin teacher is allowed to be the primary and even sole administrator and supervisor when their students are taking the exam. We still encourage teachers to enlist the aid of other teachers and school personnel as proctors and assistants, particularly if you have a large number of students participating.

Latin teachers will still be required to designate a principal, headmaster, or other school official who will receive the exam and keep it secured until the time of the test. If there are any questions or concerns, please do not hesitate to contact the NLE Office at 1-888-378-7721 or nle@umw.edu

LINDA S. MONTROSS NEW LATIN EDUCATORS SCHOLARSHIP

DETAILS

- A maximum of ten \$2000 scholarships are given each spring.
- The application deadline is **February 15th**.
- Each scholarship is renewable for however long the recipient is a student enrolled in a bachelor's or master's degree program with the intention of teaching Latin at the precollegiate (K-12) level. The maximum funding is four years for a bachelor's degree and two years for a master's degree (exceptions will be made at the discretion of the scholarship committee).
- The NLE will cover the cost of attending one American Classical League Institute occurring from the end of their junior year in college through their third year of teaching (or a similar professional development opportunity should recipients live outside the U.S.). For more information on this conference see <https://aclclassics.org/>.
- Recipients will be offered informal mentoring by experienced Latin teachers for the first three years of teaching.

APPLICANTS AND RECIPIENTS

- Are not required to have taken the National Latin Exam
- May be a high school senior, undergraduate, or enrolled in a master's degree program
- Must be planning to teach Latin at the precollegiate (K-12) levels
- May not apply for this scholarship if currently receiving another National Latin Exam award

For the application form, please go to <https://tinyurl.com/nleeducatorapp>

For the recommendation form, please go to <https://tinyurl.com/nleeducatorrec>

ATTENTION ALL FORMER NLE SCHOLARS!

The National Latin Exam Newsletter has begun publishing updates about former scholarship winners who have completed their undergraduate studies. 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: nle@umw.edu. We are eager to hear from you!

JANE HARRIMAN HALL PROFESSIONAL DEVELOPMENT SCHOLARSHIP

PURPOSE

The **Jane Harriman Hall Professional Development Scholarship** is designed to support teachers seeking to engage in professional development to better classroom instruction. The scholarship was developed in honor of **Jane Harriman Hall**, founder of the National Latin Exam, in order to continue her efforts to bring high quality Latin instruction to students throughout the United States. Examples of Professional Development opportunities are course work at a college/university, participation in an oral Latin summer course, and attendance at a classical conference. *N.B.:* Please be aware the NLE will not support participation in programs of the Paideia Institute.

ELIGIBILITY

Applicants must be current teachers of Latin at the precollegiate (K-12) level in a public or private school who spend at least 50% of their instructional time with students. Applicants are eligible for the award only once every ten years. If you are currently receiving another scholarship from the National Latin Exam, you are not eligible to apply for this award. If you currently serve on one of the National Latin Exam Committees, you are not eligible.

FUNDING

Scholarships will be awarded based on the impact they will have on students and effective use of the funds. \$5,000 has been allotted to the scholarship annually. This may result in one or more awards being given, based on the number and quality of the proposals.

TERM OF THE AWARD

This annual scholarship may be used from March through February.

APPLICATION PROCESS

Applications should be sent to:

National Latin Exam
The University of Mary Washington
1301 College Avenue
Fredericksburg, VA 22401
nle@umw.edu

Deadline for application: FEBRUARY 15. Applications are available at www.nle.org

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 often advocated. *N.B.*: Please be aware the NLE will not support participation in programs of the Paideia Institute.

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

ELIGIBILITY

Applicants must be current full-time 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. Applicants are eligible for the award only once every ten years. If you are currently receiving another scholarship from the National Latin Exam, you are not eligible to apply for this award. If you currently serve on one of the NLE Committees, you are not eligible to apply.

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 through February.

APPLICATION PROCESS

Completed applications and recommendation letters should be sent to:

National Latin Exam
The University of Mary Washington
1301 College Avenue
Fredericksburg, VA 22401
nle@umw.edu

Deadline for application: FEBRUARY 15. Applications are available at www.nle.org

PLOY KEENER, JANE HARRIMAN HALL PROFESSIONAL DEVELOPMENT SCHOLARSHIP RECIPIENT, ATTENDS 2023 ACL INSTITUTE



**2023 Hall Award Recipient
Ploy Keener**

Thanks to the generous assistance of the **Jane Harriman Hall Professional Development Scholarship**, I was able to attend the American Classical League's Institute this past summer in St. Louis. I was really excited to explore a new city and also to participate in the variety of sessions in the Institute program.

One such exciting session focused on using the work of Sulpicia to introduce students to poetry. The presenter, Scott Cochran, had many reasons why a teacher should use Sulpicia's poetry as an introduction, including an impressive amount of data regarding word count, scansion, and grammatical constructions. In addition to these more elemental features of poetry, Mr. Cochran argued that the subject of the poetry itself made it more appealing to

students. Not only are there views on city vs. country life and themes of jealousy and lack of autonomy (a few things students are sure to relate to), it cannot be overlooked that Sulpicia's might be the only work of a woman that students could read in their entire Latin career. We should absolutely be incorporating more women authors into our curricula, and using Sulpicia as the introduction to poetry seems like a great place to start.

Another incredible session was led by Leah Berryhill, entitled "Writing on the Walls: Bringing Latin to Life from the Alleys." During this session, Ms. Berryhill gave bits of Latin graffiti to pairs of attendees, and we were instructed to decipher them. They were all almost illegible! My partner and I struggled for quite some time and were only able to really identify about half the words in the sentence. I really loved this activity because it demonstrated how actual Latin was written by everyday Romans. It's so easy to forget that Latin existed outside of the nicely carved inscriptions or the nice, typed-up texts we hand out on worksheets. Looking at graffiti allows us to access the Romans in a very different way from just reading their literature, and I really loved all of Ms. Berryhill's presentation.

The last session I'd like to highlight was perhaps not the most exciting of those I attended but did provide much-needed, valuable information about the new AP curriculum. Kate Heideman, the College Board's director of AP Latin, walked us through the newly proposed curriculum and allowed us to ask as many questions as we had. While the new exam is still being finalized, I left the session feeling that the exam will be an enormous improvement over what is currently being offered. It seems like those tasked with creating the exam are more understanding of what is actually possible to achieve within a school year and are more interested in assessing a student's ability to actually read Latin, rather than just memorizing the English translations. I truly hope that the new AP exam will be more equitable and will be a better assessment of a student's Latin knowledge than the current exam.

Finally, as cheesy as it sounds, I really believe that the best part of the Institute was the community of teachers it brought together. I have never before experienced such a supportive and welcoming environment at a conference - I was almost emotional at the level of kindness shown to me throughout the weekend. Meeting so many other wonderful Latin teachers from across the country was such a delight, and I look forward to strengthening these friendships at Institutes to come. Thank you again to the NLE for this amazing opportunity - I know I am a better teacher for it.

Check out the NLE Website!

Up-to-Date Information On:

The 2023 Exams and Answers

Results, Awards, and Scholarship Information for 2023

Information about Registering for the 2024 Exam

Special Instructions for Home-Schoolers

Copies of Past Exams

Testing Syllabus for Each Level

Contact Information for the NLE Committees and Consultants

FORUM ROMANUM Videos, DVD, and Scripts

Links to ACL and Other Classical Organizations



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 their study of the Latin language and culture.

The National Latin Exam

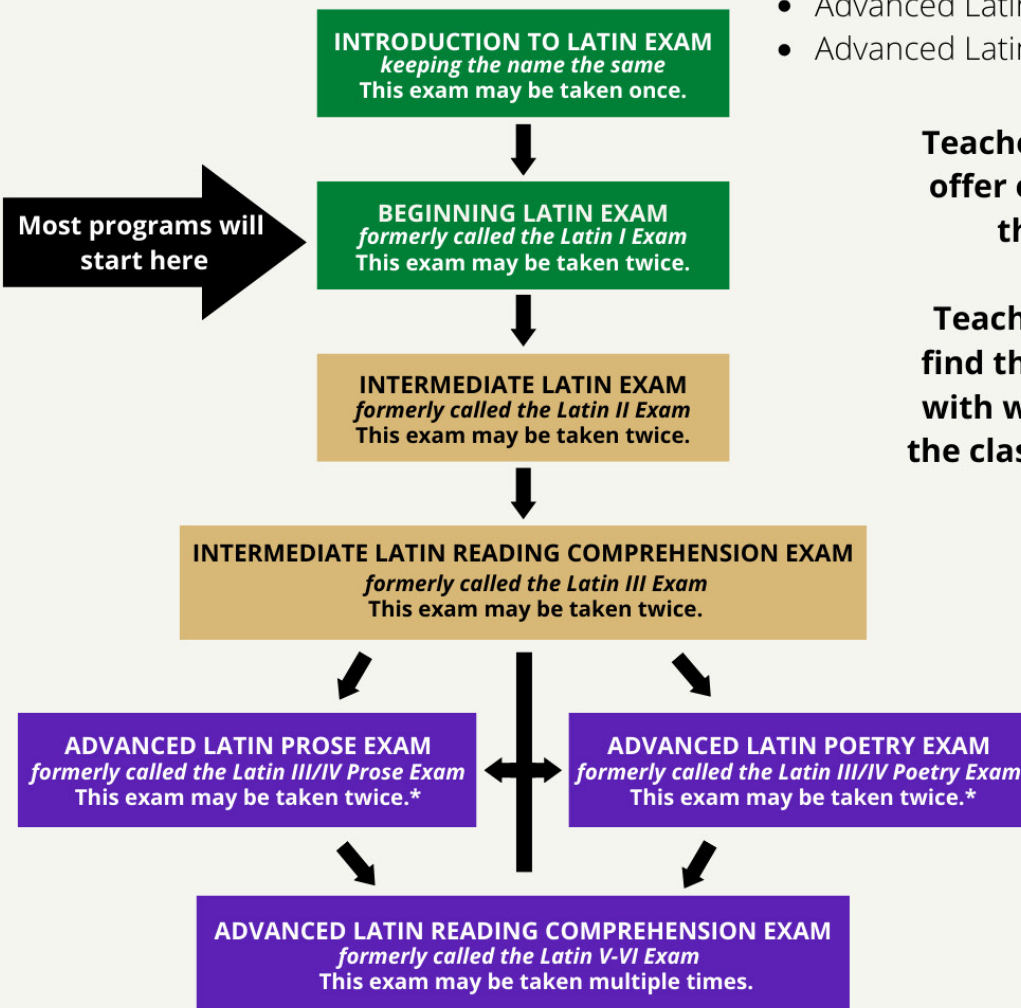
The ACL/NJCL National Latin Exam, is a 40-question, multiple-choice test with a time limit of 45 minutes, offered to students on seven levels:

- Introduction to Latin Exam
- Beginning Latin Exam
- Intermediate Latin Exam
- Intermediate Latin Reading Comprehension Exam
- Advanced Latin Prose Exam
- Advanced Latin Poetry Exam
- Advanced Latin Reading Comprehension Exam

Teachers now have greater flexibility to offer exams at the level appropriate to the abilities of their students.

Teachers should read the [syllabus](#) and find the exam which most closely aligns with what will be covered and taught in the classroom during that academic year.

Grant opportunities are available for **Title I Schools** to apply for funding to take the NLE at no or lower cost to their school.



Most programs will start here

*The advanced level exams may be taken only twice collectively. A student may either take Adv. Prose twice, OR Adv. Poetry twice, OR take Adv. Prose once and Adv. Poetry once.



ATTENTION TEACHERS!

The NLE has moved to Constant Contact!

All general announcements, newsletters and communications will come from the new platform, so set your email system to accept Constant Contact emails!

Send



NATHALIE ROY, 2023 CHRISTINE FERNALD SLEEPER EDUCATIONAL TRAVEL AWARD RECIPIENT, SHARES HER EXPERIENCES

“Roamin’ Around Roman Britain”

In 2019, I attended the American Classical League’s Summer Institute in New York City, where I heard James Watson, a British Latin teacher and researcher, talk about his travels to Roman archaeological sites in his home country of England. I was intrigued because in the Latin textbook I use, the Cambridge Latin Course, there is an entire story arc that takes place in ancient Britannia. I was struck with a curiosity to see the places James talked about and more. I had been to Italy and Greece for study and student trips so now, I decided, it was time for a trip to the Roman Frontier.

Thanks to the National Latin Exam’s **Christine Fernald Sleeper Educational Travel Award** for teachers, I was able to take this trip on a teacher’s salary. I began my journey by buying a large map of the UK and researching sites I wanted to visit. I had 16 days to see everything I could, and early on, I decided that I wasn’t going to depend on public transportation (I had seen too many social media posts about strikes). I maximized my time by renting a caravan (a van with a bed, kitchen, and shower) and driving to the sites I wanted to see! Was it scary driving on tiny British roads and navigating through roundabouts on the left side of the road? YES! Was it worth it? Totally!!



2023 Sleeper Award Recipient Nathalie Roy

My top 5 sights for Latin teachers in the UK:

1. [Richborough Roman Fort](#) on the eastern coast of England was the landing site of the Romans under Claudius. The Romans built a monumental arch here, declaring to all, “You are now in Roman territory.” I viewed a charming little artifact in the museum here, a Roman fritillus or dice tower used to jostle dice for a game. Since I’ve studied these quite a bit for my lesson on them, I was delighted to see this one in person.
2. The [Caerleon Roman Fortress Baths](#) in eastern Wales blew my mind with its beauty and clever interpretation. Projecting blue water and ancient swimmers onto the white sand base of the original swimming pool made this space come to life as the warm gathering center it was for Romans in this town. It solidified my understanding of heated Roman baths as a huge contribution to the quality of life for ancient Romans and Britons.
3. Walking small parts of [Hadrian’s Wall Path](#) and visiting the forts along it gave me insight into the lives of soldiers who lived on the wall. The starkness of the landscape, even during the fair weather of June, was an awesome sight. The bright green grass, the sparkling blue skies, and the white fur of sheep spotting the landscape in every direction helped me understand what the Romans loved about this cold place.
4. [Vindolanda’s leather shoe collection](#) is stunning. In near-perfect condition, the shoes give viewers a look inside the lives of the many different people of ancient Britain. Most of these



View from Hadrian’s Wall



Nathalie with Dr. Greene

Romans didn’t always have a voice in ancient literature so seeing these objects in person was deeply meaningful. Meeting Vindolanda shoe archaeologist [Dr. Beth Greene](#) shortly after I watched her excavate a leather shoe sole was the pinnacle of my trip!

5. The [Queenhithe Mosaic](#) in London was a fabulous wrap-up to my trip to England. A nod to the Roman mosaic tradition in Britain, this modern mosaic celebrates the history of

NLE OFFICE WELCOMES NEW UMW STUDENT AIDE, NAOMI TROUT

Hello! My name is Naomi Trout, and I am a junior majoring in Classical Archaeology with a minor in Museum Studies. I have always been interested in ancient cultures and their languages. Therefore, I am very excited to join the National Latin Exam Office as a student aide. It will bring on new experiences and skills that I can use in the world.

Welcome, Naomi!



RICHIE ISKRA, JANE HARRIMAN HALL PROFESSIONAL DEVELOPMENT SCHOLARSHIP WINNER, REFLECTS ON LEARNING EXPERIENCE AT AMERICAN ACADEMY IN ROME

My name is Richie Iskra, and I am a middle school Latin teacher at Thayer Academy in Braintree, Massachusetts. I've been facilitating the National Latin Exam for my students for the past decade. Last winter, I applied for and was chosen as a recipient of the **Jane Harriman Hall Professional Development Scholarship**. Thanks in large part to the award and generosity of the NLE, I was able to participate in the Centennial Classical Summer School at the American Academy in Rome. The five-week intensive program provided me with a unique opportunity to immerse myself in the topography of the Eternal City, and in the following paragraphs, I will detail the ways in which my participation in this program has impacted my teaching.

Firstly, engaging as a student gave me the opportunity to build empathy for my students, to work from their perspective, and to reflect on my pedagogy. As one student in a cohort of a little more than a dozen peers, some professors, some scholars pursuing their Ph.D., and other secondary school teachers like me, I had a chance to perceive firsthand again for the first time in some time the natural force of social comparison with which my students certainly wrestle. I found myself - and I think of myself as fairly self-confident - intent on increasing my knowledge so that I might interact more productively not only with the sites and monuments that we visited, but also with my peers. Because members of my cohort, led by our enthusiastic, knowledgeable, and kind director, Dr. Sanjaya Thakur of Colorado College and his assistant Dr. Andrew Lund of Tulane University, leaned more towards support than towards competition, we contributed to a camaraderie that fostered personal growth and edification. So far this year, I've been more measured in the way that I group students for collaborative activities and more vocal about the need for them to approach their academics with a growth mindset.

Secondly, the constant exchange of ideas with my peers, most of whom were teachers in one form or another, allowed me to realize more clearly which of my methods have merit and to experiment and adopt some of their methods. In addition to modeling effective presentation of information and context, Dr. Thakur was consistently asking us to consider the way in which we might frame for our students the sites that we visited and the artifacts we observed. My classmates and I discussed our successes and failures with Ecce!, Jenney, Lingua Latina, Wheelock's, and Suburani on ascents up the Janiculum, and we divulged favorite



2023 Hall Award Recipient Richie Iskra

classroom games to one another on descents down the Aventine. I reflected not a small amount on my teaching practices while in a community with so many impressive teachers and scholars.

Moreover, increasing my knowledge of the landscape and topography of the cradle of the Latin language has allowed me to share more about the language and culture of the ancient Romans with my students. I can now more confidently provide my students with lessons that will foster in them a deeper appreciation for the value of primary sources, the importance of investigation and research, and the significance of travel.

Finally, I'd be remiss if I didn't acknowledge the impact that the two seminars with Dr. Valentina Follo within the Academy's Norton-Van Buren Archaeological Study Collection had on me as a teacher. With one-half of my classmates (while the others had time to read), I entered the collection, pulled on some latex gloves, and investigated a plethora of ancient Roman objects, from lamps to coins, to stili. In feeling the weights, shapes, and textures of these objects, I was feeling the same weights, shapes, and textures that the ancient Romans felt. Encouraged to arrive at this realization by some effective leading questions, I came to understand just how much physical experience with ancient Rome could augment students' appreciation for the closeness and connection that bridges the millennia-long gap between their modern world and that of the ancient Romans. In reading the same text that the ancient Romans wrote and read - that later scholars also read throughout the ages - students are propelled toward a similar awareness of this connection. But through touching and seeing actual relics, a more profound cognizance reveals itself to them. For me, the connection certainly became stronger. In conclusion, I feel so lucky to have gotten a chance to participate in the CSS at the AAR I humbly thank all my peers and teachers, and I thank the NLE for the award!



Oil lamps from the Norton-Van Buren Archaeological Study Collection
(photograph by Davide Franceschini)

SALLY DAVIS GRADUATE SCHOOL SCHOLARSHIP RECIPIENT 2023



Madeline Wyatt

Congratulations to Madeline Wyatt, the recipient of this year's **Sally Davis Graduate School Scholarship**. She will be attending Villanova University in the spring of 2024.

COMMITTEES

THE 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 the exam writing process in the spring. By the middle of August the members, meeting together as a committee, 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 schools.

The process to vet and develop a final exam 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.

Mark Keith, Co-Chair
mark.keith@nle.org
Patty Lister, Co-Chair
patty.lister@nle.org

Joe Davenport
Debra Heaton
Jackie Hillman
Ian Hochberg

William Lee
Lauren Marquard
Micheal Posey

Sally Davis, Emerita
Jane H. Hall, Emerita
Betty Merrill, Emerita
Linda S. Montross, Emerita

THE NATIONAL LATIN EXAM CONSULTANTS

Every fall, the Writing Committee sends drafts of the seven exams to NLE-designated 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 in mid-September and the second group in mid-October. Special Consultants, Sally Davis, Elizabeth Heimbach, Betty Merrill, and Linda Montross, all past members of the NLE Writing Committee, provide input and suggestions throughout the writing process. David Perry, the NLE macron specialist, adds macrons to all the Latin words on the exams. The consultants are charged to 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.

Elizabeth Baer
Michael Bales

David Bloch
Amy Elifrits

Amy Leonard
Ed Long

David R. Pellegrino
Wallace Ragan

SPECIAL CONSULTANTS FOR DIVERSITY, EQUITY, AND INCLUSION

Jill Anthony

Woojin Kim

Brian Zawiski

THE MAUREEN O'DONNELL SCHOLARSHIPS FOR ACADEMIC EXCELLENCE COMMITTEE

The NLE's committee for the Maureen O'Donnell Scholarships for Academic Excellence 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 ten to twelve 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 their 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 in June.

Lauren Rogers, Chair
lauren.rogers@nle.org

Sarah Bjorkman
Randall Childree

Temple Eller
Robert Simmons

Michael Sloan
Sandra Woodward

THE LINDA S. MONTROSS NEW LATIN EDUCATORS SCHOLARSHIP COMMITTEE

Sue Robertson, Co-Chair
nlenewlatineducators@gmail.com

Sherry Doerfler
Harriet Houston

Kelly Kusch
Rick LaFleur

Sarah Palumbo
Mark Keith, *Ex-Officio*

THE JANE HARRIMAN HALL PROFESSIONAL DEVELOPMENT SCHOLARSHIP COMMITTEE

Linda Montross, Chair
amovos@aol.com

Dianne Hall Thomas

Elizabeth Heimbach

THE SALLY R. DAVIS GRADUATE SCHOOL SCHOLARSHIP

Lauren Rogers, Chair

THE CHRISTINE FERNALD SLEEPER EDUCATIONAL TRAVEL AWARD SCHOLARSHIP COMMITTEE

Alice Guppy, Chair
agguppy8@gmail.com

Ian Hochberg

Jane Sleeper

THE NATIONAL LATIN EXAM OUTREACH AND RESOURCES COMMITTEE

Amy Bernard Mason, Chair
amason@ridgewood.k12.nj.us

Amanda Klause
aklause@ndapa.org

Brad Savage
bsavage@flinthill.org

Kristin Webster
kwebster@nightingale.org



NATIONAL LATIN EXAM

University of Mary Washington
1301 College Avenue | Fredericksburg, VA 22401

NLE OFFICE STAFF

Janine Kutty, Office Manager
Ellen Smith, Administrative Assistant/Data Entry Specialist
Naomi Trout, Student Aide

NLE NEWSLETTER EDITOR

Jackie Hillman, NLE Writing & Steering Committee

NLE MISSION STATEMENT

The National Latin Exam promotes and supports the teaching and learning of the Latin language, its literature and culture, and its lasting influence in the modern world.

QUESTIONS?



NLE PHONE NUMBER:

1-888-378-7721

CLEMENT TESTING SERVICE:

1-800-459-9847

nle@umw.edu

www.nle.org

