

NATIONAL LATIN EXAM NEWSLETTER



VOL. XXXIII, No. 1

Fall 2016

2016 NATIONAL LATIN EXAM SCHOLARSHIP WINNERS

The National Latin Exam is pleased to announce the winners of this year's \$2,000 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 2016 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 2016



KATERINA BANKS

*Dominion High School
Sterling, VA
Teacher: Caitlin Campbell
University of Kentucky*



EMILY BANNIGAN

*Salem Academy
Winston-Salem, NC
Teacher: Lauren Rogers
Williams*



KENRICK BJELLAND

*Edina High School
Edina, MN
Teacher: Emese Drew
University of Minnesota-
Twin Cities*



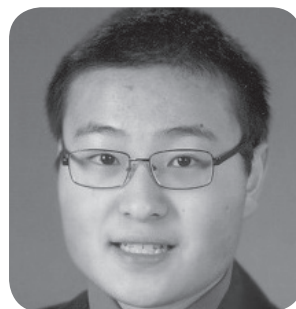
EMMA CLIFTON

*Classical Cottage School
Waterford, VA
Teacher: Susan Schearer
Hillsdale College*



MICHAEL GAO

*Boston Latin School
Boston, MA
Teacher: Sherilyn Hausey
Harvard*



WILLIAM GAO

*Boston Latin School
Boston, MA
Teacher: Sherilyn Hausey
Harvard*



GEORGE HU

*Belmont Hill School
Belmont, MA
Teacher: Christopher Richards
Harvard*



SHRUTI JANAKIRAMAN

*Sydney Girls' High School
Sydney, Australia
Teacher: Karen Moon
Undecided*

NATIONAL LATIN EXAM SCHOLARSHIP WINNERS 2016

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LORI JIA

*The Hockaday School
Dallas, TX
Teacher: Dr. Andre Stipanovic
Yale*



BRIGID LAHIFF

*The Ursuline School
New Rochelle, NY
Teacher: Dr. Casey Shamey
University of Oxford
(Regent's Park College)*



JOYCE HYOLJIN LEE

*Ridge Hill High School
Basking Ridge, NJ
Teacher: Joshua Gebhardt
Princeton*



EMMA LEZBERG

*Pittsfield High School
Pittsfield, MA
Teacher: Joseph Barresi
Williams*



COLBY LORENZ

*Tom C. Clark High School
San Antonio, TX
Teacher: William Lee
Texas A&M-
College Station*



ANNA MCNEIL

*Saint Ann's School
Brooklyn, NY
Teacher: Charles Connaghan
Yale*



LIAM O'TOOLE

*University School
Chagrin Falls, OH
Teacher: Karl Frerichs
The College of the Holy Cross*



CHRISTINA PAO

*Los Altos High School
Los Altos, CA
Teacher: Krista Greksouk
Yale*



JAMES RABE

*Benet Academy
Lisle, IL
Teacher: Mary Lou Golf
Stanford*



SAUMYA SAO

*Trinity Preparatory School
Winter Park, FL
Teacher: Carolyn Davidson
Duke*



SELINA WANG

*Hunter College High School
New York, NY
Teacher: Claire Mazzola
Princeton*



JAEWON (ELLIS) YEO

*Germantown Friends School
Philadelphia, PA
Teacher: Greta Ham
Harvard*

SCHOLARSHIP RENEWALS 2016-2017

Sophomores

RALEIGH BROWNE
Stanford University

ALLEGRA DAVIS
Smith College

MARGARET KAMMERER
University of Cincinnati

CHING-SHIUAN (WENDY) LIN
University of Texas at Austin

LAUREN NGUYEN
Columbia University

MAUREEN RAKOVEC
Columbia University

REBECCA RUDOLPH
Wellesley College

TONY SHAW
Victoria University of Wellington

SIMON WHITTLE
University of Virginia

Juniors

JOHN DUFF
University of Massachusetts, Amherst

THOMAS DUMBACH
Harvard University

WILLIAM G. HANCOCK
Reed College

MICHAEL KELLEY
College of the Holy Cross

CHLOE KOLBET
Wellesley College

AUSTIN MEYER
Brown University

LAURA PETERSEN
Vanderbilt University

ELLIOTT REBELLO
University of Maryland- College Park

MICHAEL SLOMAN
University of Georgia

KOONJ VEKARIA
Cornell University

SUSANNAH LEIGH WRIGHT
Rice University

Seniors

MAX BEDFORD
Princeton University

ERYNN KIM
Princeton University

FREDERICK MUTH
Yale University

PATRICK SANGUINETI
Harvard University

DANIEL SCHLATHER
Kenyon College



KIERNAN WINS DAVIS SCHOLARSHIP

Meghan Kiernan (pictured) has been named the 2016 recipient of the National Latin Exam Sally Davis Graduate School Scholarship. She will attend Rutgers University for their MAT program.

Congratulations, Meghan!

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 Avenue
Fredericksburg, VA 22401
or nle@umw.edu

We are eager to hear from you!

THE NLE NEW LATIN EDUCATORS SCHOLARSHIP

The National Latin Exam is excited to continue its New Latin Educators Scholarship. In keeping with the spirit of inspiring young people to enter the teaching profession, the NLE will give five \$2,000 scholarships in 2017 to high school seniors or college undergraduates who desire to teach Latin. These scholarships are renewable as long as the recipients are continuing to earn a degree in Latin or Classical Studies with the intent to teach Latin. Taking the National Latin Exam is not a requirement for this scholarship. If you are currently receiving another scholarship from the National Latin Exam, you are not eligible to apply for this scholarship.

The recipients will be invited to attend one American Classical League Institute at the expense of the NLE. This may occur from the completion of their junior year in college through their third year of teaching. Why, you may ask? Since ACL is committed to the "preservation and advancement of our classical inheritance from Greece and Rome," it offers sound and thought provoking sessions on ancient authors, technology, and pedagogy, and it promotes camaraderie with other

Latin and Greek language instructors. This scholarship committee believes there is no better way to foster enthusiasm for teaching Latin than to participate in an ACL Institute.

The NLE New Latin Educators Scholarship Committee, along with the Writing and Steering Committee, will provide mentorship for the first three years of the recipients' teaching careers. Often Latin teachers are alone in their buildings and desire advice from someone who understands their daily challenges. It is our hope to provide resources and encouragement to beginning teachers of Latin.

Please go to: <http://nle.org/scholarship/nlenewlatineducatorsscholarship> for the scholarship application form.

Please go to <http://nle.org/scholarship/nlenewlatineducatorsscholarshiprec> for the scholarship recommendation form.

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 for 1978-1998 and 2012-2014. 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 form 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.

NLE OFFICE STAFF

Janine Kutty
Office Manager

Ellen Smith
Administrative Assistant/Data Entry Specialist

Julia Romero
Student Aide



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!

NATIONAL LATIN EXAM OFFERS ONLINE TESTING OPTION

As you fill out your application for the 2017 NLE, you will notice that you have the choice to give the exam via the traditional paper and pencil method, or you can have your students take the exam online. The same protocols still apply whether the proctor is giving the test online or on paper. All students taking the same level of the exam must take the exam at the same time.

You are also being asked to give us specific numbers for how many students at level III are taking the Latin III-IV Prose exam and how many students at level IV are taking the Latin III-IV Prose exam (the same with the Latin III-IV Poetry exam and the Latin V-VI exam). Specific log-in codes will be provided for your students based on what level exam they are taking. Please fill out your application completely to provide accurate information.

If you choose the online testing option, you will receive an access code on your confirmation postcard. Please make sure to put your postcard in a safe place. About a week before you are scheduled to give the exam, you will be able to use your access code to obtain student logins for each student participating at your school. The proctor is still in charge of overseeing the administration of the exam.

Here are the minimum technical requirements if you wish to have your students take the exam online:

- At least 512 MB of RAM
- Internet connection speed of 56 Kbps or faster
- Windows XP, Vista, 7 or 8
 - Internet Explorer 7 or above
 - Mozilla Firefox version 12 or above
 - Google Chrome
- Mac OS X
 - Safari 3 or above
 - Mozilla Firefox version 12 or above
 - Google Chrome

The NLE is not equipped to handle technical errors during the exam. The responsibility falls on the exam proctor to resolve technical issues during the exam. If you have concerns you may always contact Clement Testing Service.

We hope that many of you will decide to have your students take the exam online this year or in years to come!



MARTHA ABBOTT APPOINTED TO NATIONAL SECURITY EDUCATION BOARD

The National Latin Exam is extremely proud to announce that Martha G. Abbott, one of the six “Founding Mothers” of the NLE and current Executive Director of ACTFL (American Council on the Teaching of Foreign Languages), was recently appointed to

the National Security Education Board by President Obama. She is one of only six appointees on the fourteen person committee whose role during the next four years is to advise the National Security Education Program on building American linguistic and cultural competence relative to national security issues. *Eugepae, Marty!*



DISCITUR LEGENDO—THE NATIONAL LATIN EXAM 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 questions

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 who 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 is available for purchase from the ACL's Teaching Materials & Resource Center (www.aclassics.org/store). 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.

N.B.: The TMRC also carries the *Forum Romanum Companion Book*.



ALICE GUPPY — NEW CHAIR OF THE CHRISTINE SLEEPER SCHOLARSHIP COMMITTEE

I fell in love with Latin in 1963, my freshman year of high school. Edith Hamilton, Roman history, culture and daily life, and yes, the grammar and translations – I was hooked! My college major was history but my classics major friends convinced me to continue to take Latin. It was a fortuitous decision! Newport News Public Schools offered me a job teaching history *and* Latin. And that is where I met my husband of 44 years, a submarine officer. We were stationed in Charleston, SC, Norfolk, VA and Groton CT and I taught until we started our family.

In 1979 we moved to Fairfax County and in 1989 I decided to return to teaching and was welcomed by Marty Abbott, Linda Montross, Sally Davis, and Christine Sleeper, the NLE and teaching powerhouses! They became my mentors, my advisors, my role models, my friends. While I was teaching at GC Marshall High, our 3 children were

students at Herndon High – Latin learners, of course. Their teacher? Christine Sleeper! In 1996, Christine invited me to teach with her at Herndon – a dream come true! It was an honor to teach with Christine the last 4 years of her long and storied teaching career. I witnessed firsthand the magic of Christine Sleeper – her love of Latin and teaching, her unquenchable thirst for learning and travel, her generosity, and *joie de vivre*.

I have enjoyed serving on the Christine Sleeper Scholarship Committee from its inception and I try to read the applications as if Christine were reading over my shoulder with her Air Force eyes as she liked to say. After retiring in 2013, my husband and I moved to Atlanta. We spend our time visiting family



and friends, exploring Georgia, reading, traveling, and playing with our two grandchildren. It will be my pleasure to serve as the Chair of the Christine Sleeper Scholarship Committee.

THE 2017 CHRISTINE FERNALD SLEEPER EDUCATIONAL TRAVEL AWARD ANNOUNCEMENT

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.

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 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. If you are currently receiving another scholarship from the National Latin Exam, you are not eligible to apply for this award.

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 2017 through February 2018. Applicants are eligible for the award only once every ten years.

Application Process

Applications are available at www.nle.org. Deadline for application is FEBRUARY 14, 2017. 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
Telephone: 1-888-378-7721

DEADLINE FOR APPLICATION: FEBRUARY 14, 2017

MARIA GIACCHINO, WINNER OF THE CHRISTINE SLEEPER EDUCATIONAL TRAVEL AWARD, WRITES ABOUT HER EXPERIENCES



Maria Giacchino is pictured in the foreground (holding camera).

I applied for the Christine Fernald Sleeper Educational Travel Award because I wanted to attend the Paideia Institute's *Caesar in Gaul* program. Somewhere in the course of the forced march of teaching the new AP syllabus over the past few years, I had unwittingly cultivated such a passionate dislike for Caesar that I wasn't sure anything could help, but I knew I needed to try something for the sake of my students.

The professors who taught the class, Luca Grillo and Christopher Krebs, shared their extensive knowledge about Caesar with us enthusiastically and generously. They presented Caesar as someone who was richly multi-faceted and excelled in each role to which he applied his talents and time: writer, military leader, politician, strategist, rhetorician, and so much more. The caliber of their scholarship was so high, that if I had just attended their class, I could have returned in the fall to teach Caesar with greatly improved interest.

The lectures formed the foundation of the program, but the richness of *Caesar in Gaul* extends far beyond

the classroom. The backbone of the Paideia Institute's programs is *Loci in Locis*, which consists of relevant primary source Latin and Greek readings to be read *in situ*. Each set of readings functions like a magical miniature time portal: while one stands at a historic site in 21st century France, through translating authentic literature, the translator connects back to an ancient mind that had stood on that same spot thousands of years ago – sometimes even a mind that wrote of having thoughts very similar to those of the modern day translator.

Extensive Roman ruins still stand in the region of southern France which is called Provence in the language of the French, *Provincia* in the language of Caesar. Under the brightest blue skies and the *puissance* of the French summer sun, we visited a broad array of ancient monuments and archaeological sites. At several of the more extensive archaeological sites, adjoining museums detail the history of the place and display the artifacts found.

Besides lectures, *Loci in Locis*, and site visits, the fourth most substantial component of the program was the other participants: an assembly of eighteen Latin teachers and scholars from across the U.S. who brought a broad array of backgrounds, ideas, experiences and interests, but who all share the same passion for teaching and learning, for all things ancient and for every opportunity to translate Latin for fun. The many conversations we shared were thought-provoking, edifying and uplifting.

The entire program recalibrated my relationship with Caesar and transformed me profoundly as a teacher and scholar. I look forward to sharing all that I have learned with my students, particularly my newfound appreciation for Caesar's extraordinary intelligence and my much improved respect for him as a talented writer and as a master rhetorician and strategist. For this deeply transformative opportunity, on behalf of my current and future AP students, who will benefit copiously from this experience, I am tremendously grateful to the National Latin Exam and the Christine Fernald Sleeper Educational Travel Award Committee.

MARISSA PORTER, WINNER OF THE JANE HARRIMAN HALL PROFESSIONAL DEVELOPMENT SCHOLARSHIP, TALKS ABOUT HER EXPERIENCES

Through the generous assistance of the NLE and the Jane Harriman Hall Scholarship, I attended the 2016 “Caesar in Gaul” summer program of the Paideia Institute. I had a magnificent experience that was rewarding academically and professionally, and I have immediate and future plans for my high school teaching.

The CIG program is a series of classroom lectures and discussions, which are complemented by site visits to museums and other locales of importance in the Gallo-Roman world. The lectures and discussions took center stage, as we gathered around conference tables, under the guidance of Professors Luca Grillo and Christopher Krebs. These meetings constituted a mini graduate seminar on Caesar, *de bello Gallico*, beginning with Caesar’s literary art, and ranging to topics such as Caesar’s literary entanglements with Cicero, Caesar’s literary/historical ambitions and the genre of the *commentarii*, Caesar’s narratological practices, and his powerful propaganda machine. For me, whose experience as a Caesar reader is self-developed, these well-organized talks supported my own efforts by encouraging certain approaches, and also by clarifying practical matters of Caesar’s reporting. As a result, I am more confident in a close reading of Caesar’s text from the perspective of Caesar’s artistry, which does not contrast with, as much as complement, the AP reading of Vergil.

Ancillary activities we participated in were sight Latin readings *in situ* (e. g. Frontinus at the Pont du Gard; Tacitus on Claudius’ advocacy for senatorial access for noble citizens of Lugdunum), and “wine and cheese” discussions about teaching matters. During these meetings I learned about the excellent website, Arkhaia; I have already this semester adapted these embedded readings in my teaching of Vergil. Of particular interest to me were our visits to several Gallo-Roman museums, most of which were opened in the late 1990s the one at Alesia a very recent addition (2012). Since I believe my high school students need material culture and concrete items to appreciate Caesar—who in spite of his apparent simplicity in style remains difficult to apprehend—the remnants of Gaul before and after Caesar are key to



Marissa Porter, seated, is pictured with some of her Latin students at Fenwick High School in Oak Park, IL.

my teaching goals. This winter I will be working on a website for teachers in which I will provide links from the AP Caesar text to sources for the material culture and archaeological record in Gaul, both before and after Caesar’s invasion. I was surprised by the luxury of the ruins at Vienne, the main city of the Allobroges, and informed by among other visual experiences from this summer the model pontoon bridges, the remains of Gallic weaponry, the imposing size of milestones, the Gallic walls at Bibracte (preceded by a thorough discussion of Caesar’s account), and foremost of all, the Rhone river.

While travelling with a very warm community of Latinists, I was constantly reminded that I am not alone in this endeavor of Latin teaching. Through my study this summer, I am equipped with new tools to guide students through close readings, and to share the visual record of artefacts. These I will use to help to incite students to consider larger ideas about colonization, diplomatic relations, Roman identity, and, in particular, Latin’s powerful and continued influence.

I am so very grateful to the NLE to have been granted this award, and also to Paideia for creating this experience, which I consider a seminal event in my educational career.



EMMA VANDERPOOL, a student at Monmouth College, earned her 7th gold medal this year. She is pictured, center, receiving her book award for this honor. Pictured with Emma are, left to right, Matthew Katsenes, Emma’s high school Latin teacher from Moultonborough Academy, Moultonborough, NH; Linda Montross, NLE Co-Chair; Mark Keith, NLE Co-Chair; and Tom Sienkewicz, Classics Professor, Monmouth College.

..... **DEAR NELLY**

Dear Nelly,

Several years ago, my students participated in the National Latin Exam, and it was a wonderful experience. Since then, I have changed schools and would like to sign up my new students for the NLE. In looking at the application for the 2017 exam, I notice that there are separate lines for the Latin III Prose and IV Prose, Latin III Poetry and IV Poetry, and Latin V and Latin VI exams. I seem to remember that each of those was a combined exam in the past (Latin III-IV Prose, Latin III-IV Poetry, and Latin V-VI). Is this no longer the case?

~Wondering in Walla Walla

Dear Wondering,

Good question! The Latin III-IV Prose exam is still a single exam. The same is true for the Latin III-IV Poetry and the Latin V-VI exams. The reason these exams each appear on two separate lines on the application has to do with the online testing option. For the online exam, we must know specific numbers for each of those lines, so that the appropriate student login codes can be assigned.

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Dear Nelly,

I’m not sure which exam is the best fit for my third-year Latin students, the Latin III or Latin III-IV Prose exam. Can I just have them take both exams?

~Pondering in Poughkeepsie

Dear Pondering,

Each student can only take ONE exam annually, and the exam level must correspond to his/her current level

of Latin at the time of the exam. You can refer to the syllabus for each level of the exam, available on our website, www.nle.org. You will also find the helpful chart, “Which Level Exam Should My Students Take,” in this newsletter.



Dear Nelly,

Our school uses the Cambridge Latin Course. Are there any resources on your website to help us with choosing the correct level of your exam for each of our Latin classes?

~Checking in Chilliwack

Dear Checking,

On our website, www.nle.org, you will find a document that aligns the Cambridge Latin Course with the National Latin Exam Syllabus. Click on the link “NLE & Cambridge Latin Course” on the main page to view the alignment chart.

NLE OFFICE NEWS

THE NLE OFFICE WELCOMES A NEW STUDENT AIDE, JULIA ROMERO.

Julia Romero is a double major in Classics and Art History at the University of Mary Washington. She has worked for the National Latin Exam since December 2015. She loves her job, as well



as swimming, cooking, and hanging out with her friends. Over the summer, Julia served as a docent at Hugh Mercer Apothecary Shop in downtown Fredericksburg, Virginia, and therefore loves to teach people about 18th century medicine.

FORMER NLE SEASONAL CLERICAL WORKER, CLARE ANDERSON, BECOMES LATIN TEACHER!

Clare Anderson served as a temporary clerical helper during the “busy season” at the NLE Office in the winter of 2014, 2015, and 2016. She graduated from the University of Mary Washington in the spring of 2016 and has begun a very exciting career as a Latin teacher. In her own words, Clare shares about her love of Latin, her joy in teaching, and her experience at the National Latin Exam.

After studying Latin from middle school through high school, I found that I could not resist the urge to pursue a degree in Classics. Not only did I wish to learn it, but I wanted to teach it to others and spread a deeper appreciation for the beauty of the ancient language. Throughout my college years, I took Latin courses and taught private classes to home school students. I had the chance in my senior year of college to teach a full year of Latin to a class of six students. My professors and classes at the University of Mary Washington helped prepare me to undertake this task.

It took me five years to complete my Bachelor of Arts degree, but I met wonderful people and learned a great deal. The works of Cicero especially inspired me and I based my senior thesis upon one of his philosophical works. I enjoyed my time working at the National Latin Exam, hearing the wonderful news about both Janine and Ellen’s families, as well as sharing crazy stories and worrying about whether we would have to walk outside on rainy days!

I graduated spring 2016, summa cum laude, with honors in Classics, and was named the “Outstanding Graduate in Classics.” One of my most anticipated dreams, to teach Latin, was fulfilled even before I graduated. John Paul the Great High School, which is located in Dumfries, Virginia, hired me to begin teaching Latin in the fall of 2016. I spread the news quickly to Janine and Ellen at the office. A pact has already been made that my future students will be taking the National Latin Exam. I believe that Janine and Ellen would haunt my dreams if I dared slack on that!!

I would like to thank Janine and Ellen and the whole National Latin Exam for offering such a wonderful work opportunity to University of Mary Washington students, as well as a chance to see the behind the scenes of the National Latin Exam. I look forward to the start of my new career, with a deep appreciation for all who prepared me for it.



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 December 15. Please e-mail your submission to nle@umw.edu. The gift certificates to TMRC will be mailed in mid-January, just in time for NLE Review Days at your school. Last year, Marie Carvalho of Boston Latin Academy and Clint Hagen and Bryan Carlson of Fort Worth Country Day School were awarded NLE Grants.



At this year's ACL, **Linda Montross**, NLE Co-Chair, left, visits with **Courtney Herring** of Carrollton, TX. Courtney was at her first ACL Institute as a teacher. She participated in the NLE as a student and received 4 gold medals and the *Oxford Classical Dictionary*.

WHICH LEVEL EXAM SHOULD MY STUDENTS TAKE?

MY STUDENTS	INTRO	LATIN I	LATIN II	LATIN III	LATIN III-IV PROSE	LATIN III-IV POETRY	LATIN V-VI
IN THE FIRST YEAR OF A TWO YEAR LATIN I PROGRAM.							
ARE IN THE SECOND YEAR OF A TWO YEAR LATIN I PROGRAM.							
ARE IN A ONE YEAR LATIN I PROGRAM.							
ARE IN LATIN II.							
ARE IN LATIN III AND HAVE TRANSLATED PRIMARILY ADAPTED LATIN PASSAGES OR STORIES							
ARE IN LATIN III AND HAVE TRANSLATED PRIMARILY AUTHENTIC LATIN LITERATURE.							
ARE IN LATIN IV.							
ARE IN LATIN V OR BEYOND.							

If you have any questions about level, please contact the NLE office or consult the complete syllabus for each level of the exam on www.nle.org

THE NATIONAL LATIN EXAM CONSULTANTS 2016-2017

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.

Michael Bales
mbales@tfs.ca

David Bloch
david.bloch@gmail.com

Sally Davis
saldavis@comcast.net

Kathy Elifrits
kelifrits@zoomtown.com

Kevin Gushman
kgushman@aol.com

Ruth Haukeland
einaruth@aol.com

Elizabeth Heimbach
EHeimbach@aol.com

Richard A. LaFleur
lafleur922@hotmail.com

David R. Pellegrino
dpelleg1@rochester.rr.com

David Perry
hospes.primus@verizon.net

Wallace Ragan
WRagan@cathedral.org

THE NEW LATIN EDUCATORS SCHOLARSHIP COMMITTEE

Sue Robertson, Co-Chair
ktrobertson@verizon.net

Margaret Hicks, Co-Chair
margaretdhicks@comcast.net

Kristen Bortner
kristenbortner@gmail.com

John Chu
john.chu@nisd.net

Dobbie Vasquez
dobbie.vasquez@menloschool.org

David Volk
volkd@fargo.k12.nd.us

Ben Watson
cbwatson@ou.edu

Mark Keith, Ex-Officio
pallanteum@comcast.net

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 2016-2017

Caroline Switzer Kelly, Chair

3313 Kelly Plantation Road
Carthage, NC 28327
Phone: 704-779-0161
CKelly@mitchellcc.edu

Liane Houghtalin

Department of Classics, Philosophy, and Religion
University of Mary Washington
1301 College Ave.
Fredericksburg, VA 22401
Phone: 540-654-1345
lhoughta@umw.edu

Kelly Kusch

Covington Latin School
21 East Eleventh
Covington, KY 41011
Phone: 513-244-2611
kelly.kusch@covingtonlatin.org

Nora MacDonald

10715 Durland Ave., NE
Seattle, WA 98125
Phone: 206-854-7133
noramac7@comcast.net

Mary Pendergraft

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

Amy Sommer

Cherry Creek High School
9300 E. Union Ave..
Greenwood Village, CO 80111
Phone: 720-554-2490
asommer@cherrycreekschools.org

Kristin Webster

The Marymount School of New York
1026 Fifth Avenue
New York, NY 10028
Phone: 646-678-0362
kwebster@marymountnyc.org

Would you like to be a member of the NLE Advisory Committee? If so, please visit our website, www.nle.org, complete the Advisory Committee application, and transmit it by e-mail or mail a hard copy to the NLE Office.

QUESTIONS?



NLE Phone Number: 1-888-378-7721
nle@umw.edu
www.nle.org
Fax: 1-540-654-1567



Clement Testing Service Number:
1-800-459-9847

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 2016-2017

Ephy Howard, Chair, epec@troycable.net
Sarah Bjorkman, sbjorkman@westfordk12.us
Randall Childree, randall.childree@furman.edu
Patricia Richardson, patricia.richardson@hotmail.com
Bob Simmons, RSimmons@monmouthcollege.edu
Michael Sloan, sloanmc@wfu.edu
Sandra Woodward, swoodward@graniteschools.org

Would you like to be a member of the NLE Scholarship Committee? If so, please visit our website, www.nle.org, complete the Scholarship Committee application, and transmit it by e-mail or mail a hard copy to the NLE Office.

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 2016-2017

Mark Keith, Co-Chair pallanteum@comcast.net	Debra Heaton debraheaton@salemk12.org	Betty Merrill bmerrill10@hotmail.com
Linda Montross, Co-Chair amovos@aol.com	Ian Hochberg ihochberg@sssas.org	Sue Robertson ktrobertson@verizon.net
Joe Davenport joseph.davenport@norwellschools.org	Emily Lewis ealewis07@gmail.com	Lauren Rogers lauren.rogers@salem.edu
Donna Dollings donna_dollings@ccpsnet.net	Patricia Lister phlister@fcps.edu	Jane H. Hall, Emerita jhhall@kaballero.com



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

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