



NATIONAL LATIN EXAM NEWSLETTER

VOL. XXV, No.2

Spring 2009

ACL/NJCL NATIONAL LATIN EXAM REPORT 2009

In 2009, more than 150,000 students applied to take the thirty-second National Latin Exam. Participation in the Exam has increased each year since its inception in 1977, when approximately 6,000 students enrolled. Students from all fifty states participated this year, as did students from 11 foreign countries, including Australia, Bulgaria, Canada, China, Italy, Mozambique, New Zealand, Poland, and the United Kingdom. For the first time, students from Israel and Lithuania also took the NLE. In addition, students in two U.S. territories, Guam and the U.S. Virgin Islands, participated this year.



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LEVEL TOTAL	TOTAL	PERFECT	GOLD	SILVER	MAGNA	CUM TOTAL	TOTAL AWARDS
Intro	17,463	386	4,740 ribbons, Cert. of Outst. Achievement for 35-40 3,269 Cert. of Achievement for 32-34				8,009
Latin I	52,581	486	36-40 5,328	33-35 6,459	31-32 5,208	29-30 5,466	22,461
Latin II	33,673	138	35-40 3,169	31-34 4,837	29-30 3,038	27-28 3,182	14,226
Latin III	13,364	153	36-40 1,583	33-35 1,744	31-32 1,351	29-30 1,430	6,108
Prose III	5,225	54	35-40 642	32-34 678	30-31 552	28-29 574	2,446
Poetry III	2,121	5	33-40 218	29-32 276	26-28 274	24-25 225	993
Prose IV	2,859	19	35-40 308	32-34 342	30-31 301	28-29 342	1,293
Poetry IV	7,207	34	35-40 799	32-34 801	29-31 978	27-28 765	3,343
Latin V	2,404	19	34-40 284	31-33 242	28-30 344	26-27 244	1,114
Latin VI	328	9	36-40 52	34-35 29	32-33 28	30-31 36	145
Totals	137,225	1,303	12,383	15,408	12,074	12,264	52,129

Exam Report 2009

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During the second week in March, more than 137,000 students took the National Latin Exam in their own schools, and it was administered in seventeen colleges and twelve elementary schools. Also participating were 1694 students from 358 home schools. Approximately 1,863 more students took the exam than in 2008. The breakdown of awards for each exam (the number correct out of forty) is shown on page 1.

There were 917 perfect papers in Latin I-VI. A congratulatory letter has been sent to the principal of each school with copies for the student, the Latin teacher, and the student's permanent record. In addition, a special hand-lettered certificate was sent to each of these students.

The twenty students who have three years of perfect papers, the nine students who have four years of perfect papers, and the one student who has five years of perfect paper are being sent the Carter Stubbs Drake Goad Memorial Book Award in addition to the special certificate.

In the Introduction to Latin Exam, which was taken by 17,463 students, 8,009 students won awards. As the average number correct on this Exam was 31, students who scored 32-34 correct out of forty received Certificates of Achievement, and those with scores of 35-40 received Certificates of Outstanding Achievement and purple ribbons. The 386 students who answered all 40 questions correctly were sent a special congratulatory letter from the NLE Committee.

There were 955 seniors who won gold medals on the Latin III, Latin III-IV Prose, III-IV Poetry, or the Latin V-VI Exam. These students are eligible to apply for the twenty-one \$1000 scholarships, including one from an anonymous donor. In addition, a \$2000 scholarship will be awarded for post graduate study leading to the teaching of Latin or Greek at the elementary, intermediate, or high school level. These Scholarship awards and those for the National Greek Exam will be announced by NLE Scholarship Chair, Ephy Howard, at the ACL Institute at Loyola Marymount University in Los Angeles in June. The National Latin Exam Scholarship Committee, formed in 1983, consists of Ephy Howard, Chair, and members Conrad Barrett, Judith de Luce, Gaylan DuBose, Edith Foster, Sue Gillen, and Sandra Woodward. Linda Montross serves as the Scholarship Liaison. The scholarship recipients from 2008, 2007, and 2006 are eligible for an additional \$1000 if they continue their study of Latin or Greek. In 2008, the National Latin Exam awarded \$43,000 in scholarships.

The Maureen O'Donnell Oxford Classical Dictionary Award, given to students who win four gold medals, is being sent to 428 students this year in recognition of their outstanding achievement. The seventy-seven students who have won five gold medals and the three students who have won six gold medals will be sent special book awards. The 2009 PERFECT

PAPER and GOLD MEDAL winners will be published in *Torch U.S.*, the publication of the National Junior Classical League.

In September, the National Latin Exam office sent the application for the 2009 National Latin Exam to teachers who participated in the 2008 NLE. Upon receipt of the application and payment, a postcard was sent from the NLE office to the teacher, verifying the number of applicants and informing the teacher that the exams and answer sheets would be mailed by the United Parcel Service to the Exam administrator or principal by February 20, 2009.

Clement Testing Service mailed out the exams, answer sheets, and instructions and scored the returned answer sheets. The company mailed out the results, awards, exam answers, and a congratulatory letter to the teachers by April 20, 2009. A copy of the congratulatory letter for the principal was included in this package. The national percent correct for each question was also included as well as the percent correct on each question for the individual school. Both percentages were provided in order to help teachers and students assess strengths and weaknesses.

The members of the NLE Advisory Committee are David Volk, Chair (ND), Nancy Czupik (OH), Liane Houghtalin (VA), Susan McDonald (FL), Stephen Lee Pearce (LA), Tom Sienkewicz (IL), James Updegraff (CA), and Sandra Woodward (UT). They are meeting at the 2009 ACL Institute to review and discuss the 2009 exam. The members of this Committee represent the various geographic areas of the country, middle and high schools, colleges, and public and private schools.

The National Association of Secondary School Principals has voted to place the National Latin Exam on the Advisory List of National Contests and Activities for 2009-2010. This list will be distributed to all secondary schools in the United States in September of 2009.

The NLE this year introduced a new Latin III exam which was offered in addition to the Introduction to Latin, Latin I, II, III/IV Prose, III/IV Poetry, and the V-VI exams. All these exams, except the V-VI exam, consisted of 40 multiple-choice questions on grammar, comprehension, mythology, derivatives, literature, Roman life, and history. The Latin V-VI exam contained two Latin passages as the basis for 40 multiple-choice questions on grammar, comprehension, historical background, classical literature, and literary devices. The time limit for the exams was 45 minutes.

The Writing/Steering Committee consists of Jane H. Hall (Co-Chair), Mark Keith (Co-Chair), Joe Davenport, Sally Davis, Elizabeth Heimbach, Ian Hochberg, Betty Merrill (Newsletter), Linda Montross, Christine Sleeper (Liaison), and David Winn.

~ ~ EXCITING NLE CHANGES ~ ~

- **Price Break for Teachers Who Are Members of ACL/NJCL:** The National Latin Exam is happy to announce that members of ACL and NJCL will receive a \$5.00 discount for membership in each organization beginning with the 2010 exam. You will receive your NLE application directly from the ACL office. We hope that you will see this as one more advantage to your individual membership in ACL and your school's chapter membership in NJCL.
- **Exams May Be Given at Different Sittings and on Different Days:** NLE has decided to consider allowing schools with large Latin enrollments to administer exams during different periods or on different days during the test week with the following regulations:
 1. All students at a school taking the same level exam must take that exam at the same sitting and at the same time even though the students may have different teachers.
 2. Completed answer sheets must be returned to NLE on the day each level of the exam was administered and must bear the postmark of that particular day.
 3. Schools may follow this new procedure only after permission has been granted by the NLE office. Those desiring permission must present their specific plans for administering the exams to the NLE office, which will make the final decision about granting permission.
- **Bubbling-In To Be Allowed Ahead of Time:** Beginning with the 2010 NLE, teachers will be allowed to hand out the answer sheets to their students before the exam date so that they may direct the students in the bubbling-in of the student information section of the exam. The time allotted for actually taking the exam remains 40 minutes.
- **Syllabus Revision:** Look for an update in the fall newsletter about the revision of both our wall-poster syllabus and our syllabus pamphlet.



PATTY LISTER JOINS WRITING/STEERING COMMITTEE

Patricia Lister joined the Writing/Steering Committee of the NLE this spring. Ms. Lister received her undergraduate B.A. (Classical Studies - Latin) from the College of William & Mary ('91), and a Masters of Education (Special Education) from George Mason ('98). She has been teaching Latin since 1991, the last 15 years in Fairfax County, Virginia, where she is currently one of two Latin teachers at Thomas Jefferson High School for Science and Technology. Her other "job" consists of running her three children, whom she and husband Jim are raising in Falls Church, to various soccer, lacrosse and dance practices. She has served for several years on the Medusa Mythology Exam Committee and is delighted to be joining the National Latin Exam Committee - especially for the chance to work closely with "sua magistra" and mentor, Linda Montross!

THANKS FROM A TEACHER

Dear NLE Committee,

I want to take the opportunity to thank everyone involved in the National Latin Exam experience. I feel that all of this year's exams were expertly crafted to truly get at the heart of the students' knowledge. The scores of my students are much more evenly distributed than usual and quite accurately reflect the work they can do in class. Also, I am amazed at how quickly we have received the results!

Thank you, thank you, thank you for your many years of service to our Latin students. We teachers are very lucky to have the national support of such a hard-working group of people. The National Latin Exam gives my students academic purpose and reward.

Ex animo,
Nora J. MacDonald, Latin Instructor
Roosevelt High School
Seattle, Washington 98115

NEWS FROM FORMER NLE SCHOLARS

Elizabeth Keough, The Lovett School, Atlanta, Georgia, Class of 2004

After being inducted into the Lambda Alpha Society for Honors in Anthropology and graduating magna cum laude from the University of Notre Dame with a B.A. in Honors Anthropology and Classics in May of 2008, Elizabeth moved to St. Louis and is currently pursuing a degree in law at Washington University in St. Louis School of Law. Her main interest is Art and Cultural Property Law, which she hopes to practice in some form. This small but growing field deals with legal issues surrounding museums, auction houses, archaeology, forgeries, smuggling, repatriation, and much more. She would love to be able to have a career surrounding her love for antiquities and the ancient world in this way.

Paul Taylor, Brookfield Academy, Brookfield, Wisconsin, Class of 2000

Paul graduated from Boston College in 2004 with a B.S. in physics but also had a double-major in Classics. While an undergraduate, he spent a now-fondly-remembered semester at the ICCS in Rome. He then began a doctoral program in Astrophysics at Oxford University. He recently submitted his thesis and hopes to defend it successfully in a short while. Currently Paul is a teaching assistant and researcher at the African Institute for Mathematical Sciences near Cape Town, South Africa. Students from across the continent come here to pursue a one-year post-graduate degree which combines courses in mathematical, physical and computational sciences.

ATTENTION ALL FORMER NLE SCHOLARS!

The National Latin Exam Newsletter is in the process of publishing a series of articles featuring 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 NLE office either by email (nle@umw.edu) or to the following address:



National Latin Exam . NLE Newsletter
University of Mary Washington
1301 College Avenue
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A REPORT ON THE NEW LATIN III EXAM

The National Latin Exam Committee is very pleased and excited about the results of the new Latin III exam! More than 13,000 students took this new exam which tested material usually encountered at the end of the second-year textbook before students have had experience translating authentic Latin literature. The national average was a comforting 28/40, which put it in line with the average scores on the other exams offered by the NLE.

The new Latin III exam has been well received by teachers and students. Pam Koleszar from Boonville HS, Indiana, writes, "For the first time, I had a 3rd year student (taking the new Latin III exam) say to me, 'I felt like I knew every question. I understood all the vocabulary and grammar.' He didn't receive a medal, but the boost of confidence that it gave him was enough to propel his effort in class forward even more."

The new exam was offered after the Committee reviewed the responses to our survey announced in the Fall Newsletter and found that teachers were looking for an intermediary test bridging the gap between the end of the formal introduction of Latin grammar and the later focus on literature. The emergence of new textbooks and teaching philosophies has brought changes to the traditional Latin curriculum. Many programs across the country complete the second year textbook in the third year of Latin and then make the transition to authentic Latin literature by reading artificial or adapted passages and stories. There are many schools that do not expose their students to authentic Latin literature until late in the third year or the beginning of the fourth. Furthermore, the study of Latin prose, traditionally Caesar, Cicero, and Pliny, continues to decline in favor of the Roman lyric and epic poets.

The proposed syllabus that had been released last year for this exam proved to be too ambitious and was scaled back during the writing stage in order to align it more closely with the original vision of this exam. The syllabi for both this new exam and all the other exams are currently being reviewed and adjusted to reflect what is being taught on each level in a typical Latin classroom. Even though the new exam experienced healthy numbers, there was a decline in the number of those taking the Latin III-IV Prose and Latin III-IV Poetry exams. The committee is still discussing what effect the new exam may have upon the focus of these III-IV offerings.

No change goes without growing pains, however. There seems to have been some confusion when students took the Latin III exam but incorrectly marked that they were taking the Latin III-IV Prose. Teachers are encouraged to remind their students of this distinction on future exam sessions.

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NATIONAL LATIN EXAM WRITING/STEERING COMMITTEE

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

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The HARD Ones and the EASY Ones: 2009

These are the questions which proved to be the most challenging and the easiest on each of the levels of the 2009 National Latin Exam:

INTRODUCTION TO LATIN

Language Questions

Hard: 28. “Sed tū ____ bonus canis!” agricola canem laudat. A) sum B) es C) est D) sunt
(43% knew that B is the correct answer.)

Easy: 15. Agricola equum et canem habet. A) and B) but C) or D) because
(95% knew that A is the correct answer.)

Other Questions

Hard: 4. The father of a Roman household had his office in the A) tablīnum B) vestibulum C) culīna D) cubiculum
(61% knew that A is the correct answer.)

Easy: 1. The primary purpose of a **dormitory** is A) reading B) swimming C) sleeping D) eating
(94% knew that C is the correct answer.)

LATIN I

Grammar Questions

Hard: 16. Omnēs cīvīs in urbe sine ____ labōrābant. A) aquā B) aquae C) aquam D) aquās
(33% knew that A is the correct answer.)

Easy: 13. What is the Latin word for the Roman numeral VI? A) trēs B) quattuor C) quīnque D) sex
(88% knew that D is the correct answer.)

Other Questions

Hard: 28. Who prevented Lars Porsena and the Etruscans from crossing the bridge over the Tiber River in Rome’s early days? A) Romulus B) Appius Claudius C) Horatius D) Julius Caesar
(45% knew that C is the correct answer.)

Easy: 20. Smith, Jones, **et al.** have written a handy reference book. A) note well B) for example C) and others D) that is
(88% knew that C is the correct answer.)

LATIN II

Grammar Questions

Hard: 15. Spartacus scīvit sē nōluisse esse servum. A) his B) him C) they D) he
(33% knew that D is the correct answer.)

Easy: 5. Octō et septem sunt A) septendecim B) quīndecim C) sēdecim D) duodēvīgintī
(88% knew that B is the correct answer.)

Other Questions

Hard: 24. Chronologically, which event occurred first? A) eruption of Vesuvius and destruction of Pompeii B) Caesar’s conquest of Gaul C) Octavian took the name Augustus D) Hannibal crossed the Alps into Italy
(40% knew that D is the correct answer.)

Easy: 23. The forensic investigator photographed the evidence **in situ**. A) in its original position B) after death C) without delay D) with skill (90% knew that A is the correct answer.)

LATIN III

Grammar Questions

Hard: 8. Cum mortuus erō, fīlius meus ____ erit. A) rēx B) rēgī C) rēgem D) rēge
(37% knew that A is the correct answer.)

Easy: 16. Nōs intrā mūrōs urbis habitābimus. A) above the walls B) outside of the walls C) within the walls
D) beneath the walls (94% knew that C is the correct answer.)

Other Questions

Hard: 23. **Quaesō, amābō,** and **sī tibi placet** are all used in Latin as the equivalent of A) you're welcome B) please
C) excuse me D) thank you (44% knew that B is the correct answer.)

Easy: 25. After the war, one of the belligerent nations negotiated for the placement of troops to be **status quo ante**.
Status quo ante means A) as it was before B) broken off C) decided by the victor D) determined by a third party
(93% knew that A is the correct answer.)

PROSE III AND IV

Grammar Questions

Hard: 2. Gladiī ____ Marius militibus dedit brevēs sed lātī erant. A) quī B) quōs C) quae D) quibus
(28% knew that B is the correct answer.)

Easy: 1. Novem ex militibus ad castra rediērunt. A) More than nine soldiers B) Concerning nine soldiers C) Nearly nine
soldiers D) Nine of the soldiers (88% knew that D is the correct answer.)

Other Questions

Hard: 21. Ostia is located A) in northern Africa B) in Cisalpine Gaul C) in eastern Sicily D) in western Italy
(48% knew that D is the correct answer.)

Easy: 19. What military commander was a member of the second triumvirate, had a love affair with Cleopatra, and was
defeated at Actium? A) Pompey B) Marius C) Scipio D) Antony (85% knew that D is the correct answer.)

POETRY III AND IV

Grammar Questions

Hard: 5. Fulsēre quondam candidī sōlēs. A) did shine B) shine C) to shine D) will shine
(35% knew that A is the correct answer.)

Easy: 11. Pater benignus dōna liberīs suīs quam saepissimē dabat. A) as often as possible B) very often C) more often
D) rather often (81% knew that A is the correct answer.)

Other Questions

Hard: 24. Which of the Five Good Emperors of Rome not only built an elaborate villa at Tivoli, but also restored the
Pantheon in Rome? A) Constantine B) Nero C) Hadrian D) Augustus (36% knew that C is the correct answer.)

Easy: 26. When doctors in a hospital hear the abbreviated Latin word **stat.** over the loudspeaker, they should A) write
prescriptions B) check patients' charts C) consult a nurse D) come immediately (93% knew that D is the correct answer.)

APPLICATIONS ARE BEING ACCEPTED FOR THE NLE ADVISORY COMMITTEE

**Are you interested in serving on the National Latin Exam Advisory Committee? If
so, please fill out the application contained in this Newsletter and mail it to the NLE
address indicated on the form.**

BLOCK SCHEDULING ANALYSIS FOR 2009 NATIONAL LATIN EXAM

Again on the 2009 NLE application, teachers were asked to indicate if they taught on a semester-block (4 by 4) schedule. Of the students taking the exam, 5279 in 178 schools were taught on this type schedule. These students' test scores were examined and compared with the mean scores of students on traditional schedules. The results are below:

	<u>Block + Non Block</u>		<u>Non Block</u>		<u>Block</u>	
	<i>Number of Students</i>	<i>Mean Score</i>	<i>Number of Students</i>	<i>Mean Score</i>	<i>Number of Students</i>	<i>Mean Score</i>
INTRO	17,463	31	17,192	31	271	31
LAT I	52,581	28	50,275	28	2,306	25
LAT II	33,673	25	32,270	25	1,403	24
LAT III	13,364	28	12,714	28	650	2
PROS III	5,225	27	5,126	27	99	25
PROS IV	2,859	27	2,751	27	108	26
PTRY III	2,121	24	2,021	24	100	23
PTRY IV	7,207	26	6,951	26	256	26
LAT V	2,404	25	2,340	25	64	26
LAT VI	328	29	306	29	22	27
TOTALS	137,225	27	131,946	27	5,279	26

ANALYSIS OF THE 2009 NLE SCORES OF HOME-SCHOOLED STUDENTS

According to the 2009 NLE applications, 1694 students taking the exam were taught in 358 home schools. These students' test scores were examined and compared with the mean scores of students in traditional schools. The results are below.

	<u>Home Sch + Traditional</u>		<u>Traditional</u>		<u>Home School</u>	
	<i>Number of Students</i>	<i>Mean Score</i>	<i>Number of Students</i>	<i>Mean Score</i>	<i>Number of Students</i>	<i>Mean Score</i>
INTRO	17,463	31	16,900	31	563	30
LAT I	52,581	28	52,008	28	573	31
LAT II	33,673	25	33,356	25	317	29
LAT III	13,364	28	13,253	28	111	32
PROS III	5,225	27	5,175	27	50	29
PROS IV	2,859	27	2,839	27	20	33
PTRY III	2,121	24	2,113	24	8	26
PTRY IV	7,207	26	7,181	26	26	31
LAT V	2,404	25	2,390	25	14	34
LAT VI	328	29	316	29	12	34
TOTALS	137,225	27	135,531	27	1,694	31

Exam Report 2009

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Patricia Lister joined the Writing/Steering Committee in the spring of 2009. The committee began writing the exams in the spring of 2008. By the middle of August it began the difficult task of reviewing each exam with respect to the level of difficulty, accuracy, and content. After several revisions, the exams were sent to consultants Michael Bales, Sheila Dickison, John Donohue, Kathy Elifrits, Kevin Gushman, Ruth Haukeland, Edith Kovach, David Perry, and Wallace Ragan for their in-depth critiques. Acting upon their suggestions, the Committee made further revisions. After a final reading and revision, 198,250 copies of the exams were printed.

The 2009 exam required eleven sessions averaging three and a half hours each to complete the work associated with the exams. In addition to the general working sessions, each Committee member spent countless hours taking care of specific tasks such as writing exam questions, answering correspondence, word processing, record keeping, publicizing the exam, ordering supplies, and writing newsletter articles. The NLE Office Manager Janine Kutty, Administrative Assistant Ellen Smith, Data Entry Specialist Rose McCreary, and student aide Liz Scott tended to numerous NLE matters such as registering schools for the exam, processing exam fees, answering daily phone calls and emails, handling bookkeeping, and mailing newsletters, postcards, award letters, and Perfect Paper Certificates.

The tip sheet, which was sent out with the application, continues to have a very positive effect. Many more applications came in December, and there were not as many frantic calls about needing more exams and/or answer sheets.

Copies of the four previous exams and the National Latin Exam Syllabus are available for purchase from the American Classical League office in Oxford, Ohio, for \$9.00, or online at the NLE Website www.nle.org.

The NLE again asked teachers to indicate on the 2009 application if their schools were on a semester block schedule or their students were home-schooled. The results are in this Spring Newsletter.

The postmark deadline for the 2010 NLE application is January 16, 2010. The price for the 2010 exams is \$4.00 per exam, \$6.00 foreign, \$10.00 minimum order, plus a \$10 charge for postage and handling.

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

The NLE-sponsored Latin news program, entitled FORUM ROMANUM, twenty-four ten-minute programs presented entirely in Latin by qualified Latin language speakers, continues to receive enthusiastic reviews from Latin teachers across the nation. FORUM ROMANUM is available on DVD and Video from the American Classical League Teaching Materials & Resource Center. John Donohue, author of the series, has written an activity book to accompany FORUM

ROMANUM which is also available from the ACL/TMRC in Oxford, OH.

The NLE website, which is maintained by Cindy Caltagirone, contains the 2009 exams, the syllabus, and the newsletters. Members of the various committees connected with the NLE and FORUM ROMANUM scripts are posted on the site. The address for the website is www.nle.org.

The National Latin Exam is located at the University of Mary Washington, 1301 College Ave, Fredericksburg, VA 22401; Tel 1-888-378-7721; email: nle@umw.edu

The Committee wishes to extend a special thank-you to all the hardworking Latin teachers and their students who have helped to make the National Latin Exam a success.

The chart given below indicates the states with the greatest number of students taking the 2009 exam and those showing the greatest increase in percentage of those participating.

The states with the greatest % increase in number of students taking the 2009 Exams:

Iowa	200%
South Carolina	38%
Arizona	26%
New Mexico	26%
Maine	22%
Hawaii	21%
Wyoming	21%
Washington	19%
Arkansas	18%
Nevada	16%

The states with the greatest number of students taking the 2009 Exams:

Massachusetts	11,948
New York	11,746
Virginia	10,266
Texas	9,391
New Jersey	9,292
Pennsylvania	9,156
California	7,524
Ohio	6,907
Connecticut	6,272
Georgia	5,037

DEAR NELLY

Dear Nelly,

My students always do well on the grammar/translation sections of your exam primarily because I follow your syllabus carefully. The culture/civilization section, however, is a different matter. Is there any way that your syllabus for this part of your exam could be made more specific so that I can zero in on exactly what I need to teach each level?

Searching for Specifics in Syracuse

Dear Searching,

We have intentionally left the syllabus wide-ranging for the culture/civilization section of all the exams. While we do indicate what general areas should be of interest on each exam, we do not want to confine the study of these important categories by being too specific. Our purpose is to make as broad as possible the topics for instruction and discussion in each classroom.

Dear Nelly,

My proctor administered the exam during the week of regular administration. I thought that all was well until I received an email from your office telling me that the answer sheets weren't postmarked until two weeks later, though the proctor gave them to our school mailroom the same day as the exam. I was shocked! What can I do to eliminate this problem in the future? I want my students to receive the recognition they deserve, but I understand that the integrity of the exam requires that protocol be followed.

Flustered in Fluvanna

Dear Flustered,

You've asked a very important question. Please make sure that your proctor understands that the answer sheets must be postmarked the same day as the exam is given. The best way to handle this is for the proctor to actually take them to the post office that day. N.B.: When mail is given to your school mailroom or your school district mail system, it can be delayed by several days or more in getting postmarked. This can cause difficulties and can potentially prevent students from receiving NLE awards for their efforts. Thank you for respecting the integrity of the exam and for making sure that your proctor understands the protocol and mails the exams the same day they're given next year.

Dear Nelly,

My proctor was very confused about the school code. He says that last year's code is different from this year's. Which code is right? This issue created much confusion on exam day, and we'd appreciate some clarification so that things go more smoothly next year. Please help.

Perplexed in Poughkeepsie

Dear Perplexed,

The code for each school changes every year. The code is a 4-digit identification number assigned by the NLE office. This ID number is based on the order in which the office receives the applications. Since order of receipt changes each year, your school's code will likewise change every year. We are sorry for the confusion this year. For future reference, the school code is located on your confirmation postcard, on the packaging slip that comes with your exam materials, and in the upper right corner of the blue Instructions for the Examiner sheet.

Dear Nelly,

I had to place an add-on order this year and was confused about the fees owed. Do I have to pay another shipping fee for add-on orders? What about the late fee? I'm perplexed!

Confounded in Colorado Springs

Dear Confounded,

We understand that the add-on process can be confusing. Therefore, we have created a special application for add-ons, which will be available online starting with the 2010 National Latin Exam. This application is a simplified version of the regular application and includes specific information about fees and deadlines. And you'll be happy to know, there is no late fee with add-on orders.

Dear Nelly,

My school sent in a purchase order and application (but unbeknownst to me no check) before the January 16th deadline. However, my school missed the opportunity to participate in this year's exam, because I didn't receive an email that your office sent me to inform me of an incomplete registration. I put my school email address on the application. What gives?



Frazzled in Fresno

Dear Frazzled,

We're sorry for the missed opportunity and for the missed email. We contact teachers using the email address provided on the application. We have learned that some email systems filter out anything not from within the school system as spam. So you need to check with your school system to determine their policy on outside emails. You may wish to provide your home email address instead. Also, please make sure that you print legibly in filling out your email address on the application. Remember, it is ultimately your responsibility to follow up with your school system and our office to

THE NLE ADVISORY COMMITTEE

The NLE Advisory Committee will meet in June 2009, during the ACL Institute at Loyola Marymount University in Los Angeles. The members of this committee represent the various geographic areas of the country, from both public and private middle schools, high schools, and colleges. Please feel free to contact any of these members with your comments, suggestions, questions, or concerns about the National Latin Exam. Your concerns will be discussed at the meeting in June.

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FIRST CLASS MAIL

CHECK OUT THE NLE WEBSITE!

www.nle.org

UP-TO-DATE INFORMATION ON:

The 2009 Exams and Answers; Results, Awards, Statistics, and Scholarship Information for 2009; Our Application for 2010;
Special Instructions for Home-Schoolers; Copies of the 2000-2009 Exams; The 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

QUESTIONS? QUESTIONS? QUESTIONS?

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