A BIBLIOGRAPHY OF SPOKEN LATIN.
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DESCRIPTORS- *BIBLIOGRAPHIES, *LATIN, *ORAL COMMUNICATION,
*SECONDARY SCHOOLS, *TEXTBOOKS, AUDIOVISUAL AIDS,

BOOKS, ARTICLES, AND AUDIOVISUAL PROGRAMS USEFUL TO
LATIN TEACHERS WISHING TO REVITALIZE THE STUDY OF LATIN ARE
LISTED IN THIS CRITICAL, ANNOTATED BIBLIOGRAPHY. A FEW ITEMS
FROM 1868 TO 1939 MERIT LISTING EVEN THOUGH OUT OF PRINT, BUT
THE BULK OF THE MATERIAL DATES FROM THE 1950'S TO 1965 AND IS
CONSIDERED AVAILABLE. THE SECTIONS OF THE BIBLIOGRAPHY
ARE--(1) "VETERUM SAPIENTIA" AND RELATED MATERIALS, (2)
LANGUAGE TEACHING AND LATIN, (3) INTRODUCTORY TEXTBOOKS FOR
THE FIRST AND SECOND YEAR, (4) SUPPLEMENTARY BOOKS FOR THE
INTRODUCTORY LEVEL; (5) INTERMEDIATE LATIN TEXTBOOKS, (6)
ADVANCED LATIN TEXTS, (7) CONVERSATIONAL MATERIALS TO PROMOTE
SPEAKING LATIN AT EACH LEVEL, (8) DICTIONARIES, (9) MAGAZINES
PROMOTING SPOKEN AND WRITTEN LATIN AT EACH LEVEL, (10) LATIN
RADIO AND TELEVISION PROGRAMS, (11) LATIN GRAMMARS, (12)
MATERIAL ON THE PROGRAMED TEACHING OF LATIN, AND (13)
CATALOGS OF LATIN AUDIOVISUAL AIDS. (GJ)
A BIBLIOGRAPHY OF SPOKEN LATIN*

During recent years there has been a revival of interest in using conversational Latin in the classroom. For public school teachers this has been brought about by developments in linguistics and by the efforts of such magazines as Latin Teaching in England and Vita Latina in France. Catholic school teachers have been stimulated particularly by the Apostolic Constitution, Veterum Sapientia, of Pope John XXIII, who insisted that Latin must be restored as the international means of communication within the Roman Catholic Church.

As a result of these divergent influences, in many schools old procedures are being reassessed, new programs are being inaugurated in order to produce more effective and pertinent Latin courses. Both teachers and administrators have been asking: "What textbooks and pedagogical aids are now available to get a good program started?"

It is extremely important to know the wide range of materials now at hand to begin a sound Latin program. The danger is that our enthusiasm will prompt us to select a text simply because it has been on the market for some time and the publisher's "hoopla" has exceeded that of his competitors. Furthermore, Latin departments may at first be forced to choose a basic text which carries the burden of the course by extensively elaborated drills and tapes; this is necessary because the teachers themselves are not adequately trained in spoken Latin. After a few years, however, the teachers will want to change because they are more at home with the language and can handle their material more expeditiously. Very likely there will be this "built-in obsolescence" in any new program.

All of these reasons have prompted the elaboration of the following bibliography. If the reader finds here generous reference to papal documents, the author craves his indulgence because it represents the mentality which shaped this bibliography was originally compiled for Catholic seminary professors. There is, however, an important benefit to be gleaned by the public school teacher from perusing these documents and related studies: these teachers will become acquainted with the great efforts being made in the Roman Catholic Church to revitalize Latin studies. With the ferment going on in classical circles it is important that all those genuinely interested in the restoration of Latin join forces and supplement one another's efforts.

After most of the items listed I have tried to make a few pertinent observations. Any textbook in the bibliography has obvious good points, but none of them is "perfect": most will be satisfactory in the hands of a good teacher. Ultimately, however, each teacher will have to determine the suitability of these books for himself since he is the one who determines his own teaching objectives.

I. "Veterum Sapientia" and related materials


The most convenient edition I have yet met with.


C. J. Grady, C.P.S., "The "Veterum Sapientia"," CO 40, no. 6 (Feb. 1963) 61-62.


A fine summary of papal documents on Latin with an extended commentary on Pope Paul VI's establishment of the new Pontifical Institute for Advanced Latin.


This article by the well-known editor of the Latin magazine, Palestra Latina, is included here because it represents the mentality which shaped the directives of Veterum Sapientiae.

U. Navarrete, S.J., "Commentarium Historico-Juridicum in Const. Apost. 'Veterum Sapientia',"
II. Language Teaching and Latin


These are the printed proceedings. Three international congresses have been held to date: 1956, 1959, 1963.


This is the catalogue of the new Pontifical Latin Institute founded by Paul VI. For copies write to: Segreteria del "Pontificium Institutum Altioris Latinitatis," Via dell' Ateneo Salesiano, Rome, Italy.

Reports of Surveys and Studies in the Teaching of Modern Foreign Languages, Modern Language Association Foreign Language Research Center, 70 Fifth Ave., New York 11, N.Y. Price $1.00 (to members); $4.00 (to non-members).

It is very instructive to see the general techniques and objectives of modern foreign language teachers who desire to educate their students totally in a given language. According to papal directives Latin in the Roman Catholic Church is a "modern" language, i.e., it is a vehicle to discuss and write about contemporary ideas. Reading this type of literature is helpful in shaking up our thinking on the subject of Latin, particularly if we are products of the so-called "traditional method."


This is the best book on the market today for practical teaching suggestions. Unfortunately Fr. Distler assumes that the primary purpose of teaching Latin is to impart to the students a reading knowledge of the language; he also abstracts from any papal documents on the subject. With this reservation I heartily recommend the volume.


"A clear discussion of the theory and application of structural linguistics for the teacher of foreign languages and an English as a foreign language. The first text to incorporate in one volume a modern theory of second language learning" (publisher's notice). Dr. Lado is always superb!


"A complete treatment of all aspects of testing language skills. Discusses basic theories, treats in detail testing the production of sound segments, grammatical structures, and vocabulary, and analyzes the complex problems of testing the integrated skills: auditory and reading comprehension, speaking, writing, and translation" (publisher's notice).


Helpful for those working with or planning to work with a language lab.


The best concise bibliography on European source materials for all aspects of Latin.


This fine short brochure treats of most of the basic problems met with in spoken Latin from the elementary to the advanced level. Although brief, it also serves as a quick introduction to the best pedagogues of the past and their techniques. Copies obtainable from the author, 520 W. 114th St., New York 25, N.Y.


III. Introductory Textbooks on the Market (largely for first and second year)


This well-organized course is orientated largely around Christian Latin and develop grammar functionally. The over-all approach is easily understand-
able by the traditionally trained teacher. Book II for the second year continues with readings from Christian and classical authors. For further information, write to the publishers or to Fr. Bitar, S. V. D. Manor, 2000 No. La Brea Terrace, Hollywood 46, Calif.


"A linguistic approach to the first course in Latin emphasizing drill in basic grammar skills and linguistic structure, directed toward the development of reading comprehension" (publisher's notice). Tapes are available for the first book.


This first year text is interesting in that it is a blend of Dr. Sweet's techniques and that of the "traditional" method. P. F. Distler, S. J., Latin 1: Beginning Latin and Latin 2: Progress in Reading. Chicago: Loyola U. Press, c1962.

Although this text is essentially geared to reading Latin, it can easily be adapted to the speaking of Latin. Fr. Distler has elaborated copious drills and exercises on a structural basis, but he avoids technical terminology. The readings of the second volume are based on a Latin prose version of the Iliad and portions of Caesar. There are also copious drills, etc.


This text was written for grammar school students and is one of the few books which views Latin as a vehicle of modern conversations. For the past two years Fr. Gardocki's text has been used by the Campus School of Catholic University of America. Cf. Catholic Educational Review 62, no. 8 (Nov. 1964) 550.


This fine text has been issued under the auspices of the Salesian Fathers, who are in charge of the new Pontifical Latin Institute in Rome. It is written entirely in Latin (even for the grammatical explanations) and is rather close in some details to the "directives" of Veterum Sapientia for elementary Latin. There are two workbooks for vocabulary with the set.


This well-known series can be adapted to the purposes of spoken Latin. In the past Sr. M. Columba, S.C.L., has conducted summer workshops on Fr. Most's materials a., St. Mary's College, Xavier, Kansas; spoken Latin is part of the course.


Another series that needs no introduction; it is perhaps the most refined for its structural analysis. (For a technical critique cf. A. R. Kelley's review of the book in Language Learning 13, nos. 3 & 4 [1963] 269-276.) Georgetown University offers a summer course for teachers interested in using this text. Volume Two presents a brief account of Rome's history to the fall of the Empire. Numerous "quaestia" and "exercitationes"; new words defined in Latin.


This very fine course was originally designed as a correspondence course for adults, although it is now used in many schools in Europe. While the textbook is entirely in Latin, each fascicle is accompanied by an English explanation of the grammatical involved. It is a judicious blend of the "structural approach" and the "direct method." Because there is nothing like it at present on the American market, it should be at least examined for helpful suggestions. The English notes are currently being adapted for high school students.


One of the original "direct method" texts: everything is in Latin. The book's theme is entirely classical. Unless the teacher is very capable, the book would be rather difficult to teach.


This is perhaps the best "direct method" text produced in England. It was originally developed for children of eleven or twelve years of age. A good class could cover both volumes in one year.


A good introductory text for grammar school students. It develops its syntax functionally from stories. Some of the text and the teacher's manual is in Italian, but it has good applied pedagogy and format.


This book pioneered the structural approach and is well-known. Dr. Sweet is now working on the programmed instruction of Latin; this will be mentioned later in the bibliography.

The primary objective of this compact course is to teach spoken Latin. Its basic pedagogy is to cover the complete grammar of Latin in a general but adequate way as quickly as possible. Then the student is introduced to dialogues. There is an accompanying workbook, *Pensa* (pp. iv, 97), a *Teacher's Manual* (pp. vi, 48), and a well-written, optional pamphlet entitled *The Philosophy of Serma Latinus and its Pedagogy* (pp. iv, 34).


This is a vastly expanded and modified development of C. Towey's *Serma Latinus* (e.g., the original product weighed about one pound; this pilot edition weighs about nine pounds!). There is a workbook of student exercises and a teacher's manual. Tapes are available. I understand a revised version of this text is to be brought out in early 1966 by McGraw-Hill.

IV. Introductory Texts (worthy of special mention, but now out of print)


Arcadius Avellanus is the pseudonym of Arcade Mogyorossy (1851-1935) whose life and works are of great interest although his books are, I believe, out of print. The book is a gold-mine of pedagogical suggestions.\(^1\)

1. Other introductory texts by the same author:


R. T. Brown, (Title unknown). Mimeographed notes. No date.

Years ago Fr. Brown was well-known in California as a proponent of spoken Latin. His introductory course is a good example of “Church Latin” as it is used colloquially. A very practical course, but hard to get copies of.


Fr. Stephenson is of the same general school as Avellanus and was one of the pioneers of the “direct method” in America. His books are still suggestive of ideas and pedagogy.


This book would be appropriate for second year students. It was meant to follow the author's grammar, mentioned previously. The contents contain brief selections from the beginnings of Latin literature to Pius XI. The format is also interesting. Each page is divided into four quarters. The top left-hand quarter contains the actual text of the author being studied; the top right-hand quarter gives Fr. Stephenson's "normalized" Latin version of the text being studied, as an aid to acquire correct style. The lower left-hand quarter contains the necessary Latin vocabulary for the text studied. The lower right-hand quarter gives an English translation of the assigned text.

V. Some Supplementary Books, helpful at the introductory level


I mention this type of “picture-book” since it lends itself to the making of transparencies for the overhead projector. While the pictures are being shown, the teacher or one of the students can read the simple Latin text. Questions and conversation can be developed on the basis of the rather humorous pictures.


Lhomond's book comes in several editions and provides simple but progressive readings for beginners. These stories can be taped for oral exercises; or, if the stores are used for oral exercises, they can be made a vehicle for simple discussions in Latin on a fairly familiar topic.

Language Teacher's Notebook—Latin Edition 27 (No. 1, Fall, 1964), p. 3, announces that Dr.
Gertrude Drake will edit two new paperbacks for first and second year students. The new books, Latin Readings and More Latin Readings, will present a variety of selections from Catullus to Christopher Columbus. For information write to: Scott, Foresman and Co., 433 East Erie St., Chicago 60611.

VI. Intermediate Latin Textbooks (for late 2nd, 3rd or 4th years)

Any texts of the series previously mentioned that have 2, 3, or 4 volumes, e.g., Bitar, Distler, etc., in Introductory Materials (Sect. III).


E. Maffacini, Pinoculus. English notes and vocabulary by Olga Ragusa. New York: S. F. Vanni, c1953. Pp. viii, 162. The Latin style is good; the topic is generally familiar to most students so they can concentrate on the Latin. Audio-visual aids are easily obtained or can be made. Good sample of dialogue and humor.

A. A. Milne, Winnie Ille Pu. Translated by Alexander Lenard. New York: E. P. Dutton and Co., c1960. H. H. Paoli, Ciceronis Filius; puerilis narratio ad domesticos Romanorum mores illustrandos in usum scholarum redacta. New York: Noble and Noble, c1960. Pp. 91. For those teachers who are going to teach the classics by the third year, this would be a relatively painless introduction. The Latin is good; there are plenty of drawings; antiquities are presented in a fictional context. Audio-visual aids could be made without too much trouble.


I believe this book is still available. It is a collection of Latin prose and poetry from 2 centuries as a substitute for "Caesar."

VII. Intermediate texts worthy of mention, but now out of print

The Mount Hope Classics. 7 vols:


Except for occasional footnotes there is no vocabulary given in the seven volumes of the Mount Hope Classics. A school edition of these works would be extremely helpful.


This book provides a relatively simple introduction to Latin rhetoric. It might be profitably introduced at the end of the intermediate level, as a preparation for an intensive course in the classics or as an introduction to Latin rhetoric.

VIII. Advanced Latin texts now available (for about late 4th year or college)


A. Bacci, Inscriptiones, Orationes, Epistulae. (Vol. II of the "Varia Latinitatis Scripta" se-
The Classical World

January 1966

This is a history of Latin literature from the beginnings to about the 6th century A.D. It is written in a somewhat ponderous style and has virtually no selections from the authors discussed. No vocabulary. A high school student would find this very heavy reading; but the book does exemplify various genres. No vocabulary.


This book contains selections (generally a page or two in length) from topics dealing with the Latin language, history, hagiography, philosophy, etc. The authors are selected for their Latin style. An average high school student would find this very heavy reading, but the book does exemplify various genres. No vocabulary.


A very advanced text for Latin rhetoric.


This is a Latin-Italian-English-French version of the first eight chapters of Alessandro Manzoni’s I Promessi Eposi. It is intended as an aid to the teaching of Latin rhetoric to multi-language groups at the Gregorian University.

The following volumes of the “Latinitas Perennis” Series are still in preparation: Vol. IV, Lingua Latina Medii Aevi (collectio historica-grammatica); Vol V, Selecta Latinitatis Scripta Medii Aevi.


This is the first volume of a projected four-volume series on the first two books of Vergil! Volume II is a workbook incorporating techniques similar to those found in Latin: A Structural Approach by Dr. Sweet. Vol. III (in preparation) will be a lexicon of the words in this portion of the Aeneid—defined in Latin. Vol. IV (in preparation) will be a commentary on the Aeneid. There will also be a teacher’s manual. This book is of value to the extent that it calls attention to the Latin paraphrases of Carolus Ruaeus, found in the Delphine edition of Vergil. In my opinion the teacher, and more especially the student, must have such paraphrases if they hope to discuss the classics in Latin.

IX. Conversational Materials to Promote Speaking Latin

A. Elementary Level:

Quomodo Dictur?: 300 expressions in 30 lessons (50c); Die Mihi Latine: modern subject matter, special vocabularies (50c); Via Latina: the 25 sermons of Die Mihi Latine with English and Latin text in parallel page arrangement (75c). Very simple Latin. Write to Via Latina, 153 Jefferson St., Tiffin, Ohio.


While this book is primarily a glossary, it gives names of many modern items which are difficult to find. The vocabulary is listed according to categories, e.g., “Greetings, Thanks, Human Body,” etc. Index in English.


This brief booklet is written in a simple, colloquial style on pertinent topics. It also has a vocabulary.


Colloquial style. Teacher’s manual for each volume.


I leave it to each one to form his own opinion of the Latin used for these songs. Songs do, however, aid the students’ memories to retain phrases and sentence units. Other Latin translations of modern songs (without accompaniment) can be found in the various issues of Ausilium Latinum, as everyone knows.


The author is a well-known Spanish teacher of Latin and editor of Palaestra Latina. His book consists of Latin descriptions of twenty-one pictures of daily life, e.g., school, human body, public holidays, etc. The pictures involve scenes typical of France or Spain at the turn of the century, so the format and descriptions would hardly be congenial to the modern student. There are some dialogues in the book, which assumes that the student has
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THE CLASSICAL WORLD


Contains 11,000 words gathered from Scriptures, New Latin Psalter, Breviary, Missal, etc. Good, but brief.


This dictionary is perhaps the best one available in manual form. It has been abridged from Smith and Hall’s A Copious and Critical English-Latin Dictionary, New York: Harper and Bros., 1871. (Out of Print.)


All definitions, etc., are in Latin. Very comprehensive.
XI. Magazines Promoting Spoken and Written Latin

A. Elementary Level


The British Orbilian Society and its helpful publications are amply discussed in CO 41, no. 2 (Oct. 1963) 17-18.


Foreign Language Review. Published quarterly by Foreign Language Review, Inc., 200 Park Avenue, South, New York, 10003.

This magazine is published in English, French, Spanish, German and Latin. Fr. John D. Donohue, formerly a teacher at St. Joseph's Seminary, Yonkers, N.Y., writes the news items. Mr. Robert G. Russo of Fordham University writes the original articles in Latin. Foreign Language Newsrecords in Latin are prepared for each issue of the magazine. The records contain a spoken version of news items from the magazine and are done by carefully selected speakers.

B. Intermediate Level


Vita Latina. Three issues annually. Address: 7, Place Saint-Pierre, Avignon, France.

C. Advanced Level

Latinitas: Commentarii Livi, gaue Latinae Excolendae quarto quoque mense ex Officina Libraría Vaticanana providentes.

Articles are written in a lofty literary style. The topics largely deal with classical or renaissance themes.

XII. Latin Radio and T. V. Programs

Vatican Radio. On Tuesdays, Thursdays and Saturdays Vatican Radio broadcasts Latin programs at the following Greenwich Mean Times (G.M.T.): 11:36, 16:30, 21:45. I am not familiar with the current wave-length, but if you are capable of receiving these broadcasts in your area, perhaps some local ham operator will be able to give you the necessary information. For additional information write to: Rev. Peter Ovecka, S.J., Radio Vatican, Vatican City, Italy.

Radio Televizione Italiana. The Italian Center of Foreign Journalists has mentioned in The Italian Scene 8-9 (1962) 10-11 that elementary Latin is being taught on Televizione Italiana. A consultant for this program is Rev. Germano Proverbio, Pontificio Ateneo Salesiano, Via Marsala 42, Rome, Italy.

XIII. Latin Grammars

At present there appears to be no Latin Grammar of recent date written in Latin. Such books are necessary if both teachers and students are to have acceptable norms for discussing grammatical details in Latin. The grammar which I use for this purpose is A. T. Panken, Syntaxis Linguae Latinae, Gestel St. Michaelis, ex Typographia diocesis Buscoducensis, in Instituto Surdo-Motorum, 1895, pp. vi, 332. The Pius XII Memorial Library of St. Louis University has a copy of this book. It costs about $17.00 to have it run off on Xerox.

Occasionally such periodicals as Palaestra Latina, Vita Latina, and Latinitas discuss grammar in Latin. Special research in this line is being done by Vita Latina (Association pour la Diffusion et l'usage de la Langue Latine; Secretariat: 31 Avenue de Paris, Versailles [Seine-et-Oise], France). At the Third International Congress for Living Latin, Avignon, Sept. 2-4, 1963, a brief mimeographed Epitoma Grammaticae Latinae was distributed. For further information on this write to the author: M. Auguste Haury, Professeur a l'Universite de Bordeaux, 100, rue Chevalier, Bordeaux, France.

A number of the more progressive textbooks incorporate Latin grammatical explanations into their format: e. g., Goggi, Res et Verba, Oerberg, Lingua Latina secundum naturae rationem explicata, etc.

XIV. Programmed Teaching of Latin.


Dr. Sweet has been working on a programmed text for several years. For further information write to: Mr. Raymond P. Kroggel, Encyclopaedia Britannica Films, Inc., Wilmette, Ill.

C. S. Wilson, A Program in Beginning Latin.

For further information write to the publisher.

XV. Catalogues of Latin Audio-visual aids

Education Audio Visual, Inc., Pleasantville, N.Y. Catalog LC632 (Fall 1963) deals with Latin materials. Catalog FA622 on fine arts slides includes many classical subjects.


I am not personally familiar with these materials.


The coverage given at the end of each issue to audio-visual aids fairly well presents the European offerings in this area. (Cf. supra, p. 150.)

It was recently announced in Latinitas 13 (July 1965) 239 that the editors would soon make available to subscribers a series of Latin recordings on morphology and grammar.


I have seen pictures of modern maps in Latin, but have never been able to trace down the publishers.

* * *

A great deal of ferment is taking place today in the field of Latin teaching, and more ferment is to be expected. Last Fall the new Pontifical Latin Institute was to open in Rome. This school will not only train teachers capable of continuing the tradition of living Latin, but will also edit a series of new textbooks to promote this purpose. These will be called the "Veterum Sapientia" Series. So, rather than say our bibliography is ending, let's say it's just beginning!

JOHN F. KOBLER, C.P.
PASSIONIST SEMINARY, LOUISVILLE, KY.