

## Quae Cum Ita Sint: A Review and Critique of Spoken Latin Pedagogy

This panel features four papers, each composed and delivered in Latin, on the topic of active Latin pedagogy. Each paper approaches the topic from a different perspective. The first begins with a discussion of the practices of a leading spoken Latin pedagogue, the now retired Reginald Foster. It continues with a concise examination and description of the author's experience leading secondary and post-secondary students through four-week study seminars in Italy, in which the instruction is delivered in Latin and conversational techniques are learned. The paper maintains both that this method offers several key advantages in terms of developing a love for the language, and that the pursuit of methods that may seem novel but actually have an older history may serve to help revive interest in the humanities.

The second paper is an apologia for the use of spoken Latin in the high school classroom, beginning with the provocative question "Quorsum discipuli linguae Latinae Latine loquuntur?" It draws on the author's classroom practices in explaining the benefits to be gained in terms of student outcomes from teaching the composition, both oral and written, of Latin in contemporary settings. The paper concludes with a discussion of the traditions of active Latin pedagogy in religious instruction and provides a perspective on the value and practicality of the resumption of such a practice.

The third paper presents a brief historical review of the resurgence of active Latin pedagogy, particularly in the last twenty years. While highlighting the benefits of this upswing in interest, the author explores some pitfalls that unwary teachers and students, "periculis non perpensis," may be facing. The author argues for the adoption of techniques that became both widespread and refined during the Renaissance, particularly the incessant and largely successful effort to root out solecistic and barbarous terms and expressions that had, quite naturally, crept

into Latin since the end of antiquity. The paper gives examples from handbooks and lexica of how to teach proper Latin elocution to beginning, intermediate, and advanced students.

The final paper presents discrete strategies, drawn from the author's experience, for incorporating active Latin into the college classroom. Specifically, the practices of simple debate (*disputatio*), memory work (*recitatio*), and personal interview (*percontatio*) are reviewed in light of student expectations and levels of comfort. The paper provides suggestions on such questions as: 1.) what type of topic for simple debate is the most manageable for beginning speakers? 2.) what is a reasonable length of passage for memorization? and 3.) how can a teacher adequately prepare a student for learning through simple Latin dialogue in an interview setting?

As previously stated, the members of this panel will deliver their papers in Latin, and then provide prompts and aids for discussing these topics with the audience, and with one another, in Latin or English. Due attention will be paid to the ability and comfort level of the audience members such that the panel discussion may proceed in a manner as participatory as possible. Thus the aim of this panel is twofold: first, to provide an example of a nuanced discussion in Latin about matters relating to active pedagogy. The outcome tied to this aim is that the audience will be equipped to evaluate for themselves the practicality and suitability to their own circumstances of the methods being presented and reviewed. The second aim is to show some of the diversity of approaches to this particular type of pedagogy, arguing for the advantages of its inclusion in Latin instruction while remaining sensitive to the unique challenges and dangers it presents. The outcome that flows from this aim is that the audience will be able to gain a sense of some of the, perhaps unexpected, breadth of approaches to active Latin pedagogy.