The Hermeneumata in action as Latin-learning materials

Abstract

A large body of bilingual language teaching materials survives under the name of Hermeneumata Pseudodositheana; these come to us both on papyrus and via the manuscript tradition. What we do not know is exactly how these materials were used: as reading practice, reference works, material for memorization, the basis for exercises, or all of these? Were the users at the start of their language study or well advanced? Why are there no grammatical texts in the Hermeneumata? How did use of the Hermeneumata evolve over time, and what happened when the texts were translated into other languages? This paper attempts to answer those questions drawing both on a detailed study of the Hermeneumata and on tests of them on modern students.

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