Types of Bilingual Presentation in the English-Latin Terence

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The history of bilingualism in the Early Modern Period is written by studying the sources which inform us about the spoken or written exchanges between individuals or groups of people. Since we obviously do not have sound recordings of these exchanges, we have to rely exclusively on texts: this is the handwritten or printed forms of communication. Naturally, we need to take a critical approach towards these sources and need to make sure we understand, to the best of our abilities, how and why these texts were produced and how they were put to use. This essay therefore takes what one might call a book history approach when studying the interaction between Latin and the vernacular. It focuses on books in which the Classical language appears together with the vernacular, not only in the same book, but even on the same page; and aims to present the different formats of bilingual presentation at the disposal of the author or editor who wishes to present a text in two languages.

The corpus of bilingual editions under scrutiny in this essay consists of English translations of Terence printed between 1473 and 1640. This is the period covered by the most important bibliographical tools in the field, namely the Short-Title Catalogue of Books Printed in England, Scotland, & Ireland and of English Books Printed Abroad and the Renaissance Cultural Crossroads catalogue. A considerable number of English versions of Terence were printed during this period. These were intended mainly, but not exclusively, for didactic use and thus provide us with an insight in the ways and means by which students

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2 Pollard and Redgrave, A Short-Title Catalogue of Books Printed in England, Scotland, & Ireland and of English Books Printed Abroad 1475–1640 (further: STC), now incorporated in the online English Short Title Catalogue (http://estc.bl.uk). The Renaissance Cultural Crossroads catalogue is available online since 2010 (http://www.hrionline.ac.uk/rcc/).
were educated to achieve linguistic competence in Latin. It is well attested in studies of the English school system, and especially in T.W. Baldwin’s *William Shakspere’s Small Latine & Lesse Greeke*, that no schoolboy attending grammar school could ever escape Terence. Terence was promoted—for instance in the highly influential *De ratione studii* of Erasmus—as the ultimate model of colloquial Latin, as the model stylist and as a moralist who showcases men’s vices.³ In England, Terence was taught especially in the lower forms, typically through study of the comedies themselves, as well as memorization of phrasebooks based on Terence. The corpus of English translations of Terence thus includes translations of specific plays and translations of the complete works, as well as anthologies which collect quotations from Terence and commonplace phrases couched in Terentian idiom. A tally of all these translations of Terence printed before 1640 and listed in the appendix at the end of this essay provides us with eight separate books and twenty-five editions including the reprints. A vast majority of these are bilingual publications. Only the *Andria* (1588) by Maurice Kyffin and the *Andria and the Eunuch* (1627) by Thomas Newman do not print the source text, and even then, Latin is not completely absent: Kyffin’s translation comes with Latin preliminaries and Newman’s with a Latin motto on the title page.

The first printed English-Latin version of Terence is the phrasebook *Vulgaria quedam abs Terencio in Anglicam linguam traducta*, published in 1483 in Oxford and reprinted six times up to 1529. It was published in the same year, by the same printer, as the *Compendium totius grammaticae* of John Anwykyll, the schoolmaster of Magdalen College School in Oxford, who is credited for being ‘the first English grammarian to have his work printed and to publish school textbooks teaching Latin on humanist lines’.⁴ It has therefore been assumed that these *Vulgaria* were prepared by Anwykyll as well, or were at least intended to be used together with his grammar in the classroom.

A short preliminary poem, in Latin, precedes the actual phrasebook and informs us that this publication is intended for the student who wants to improve his Latin as well as his English: ‘Studious boy, you who want to speak

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³ ‘Rursum inter latinos quis vtilior loquendi auctor quam Terentius? Purus, tersus et quotidianum sermoni proximus, tum ipso quoque argumenti genere adolescentiae’ (ed. Jean-Claude Margolin in ASD, I-2, pp. 115–16). See also the dedicatory epistle to Erasmus’ edition of Terence (i.e. Ep. 2584, l. 70 ff.) and the recent contribution by Bloemendal, ‘Erasmus and Comedy between the Middle Ages and the Early Modern Period’.

⁴ Orme, ‘Anwykyll, John (d. 1487)’.