

In my allotted 15 minutes, I propose to do three things. First, discuss the problems I have encountered teaching Latin in a program which offers only one year of Latin study. Second, to demonstrate the new approach and corresponding textbook I am developing to counter these problems. Third, to solicit feedback and suggestions with a view to improving this method.

The first problem I have encountered at a small college is that there is no Latin or Classics minor or major and hence no dedicated core of students who build up from their freshman year a coherent view of the classical world. This is not to say that I do not have good students who strive very hard to get good grades. However, it places limitations on how I can teach, for example, in my first term we read Virgil's *Aeneid* in English and I soon found out that not one of my students had read the *Iliad* or *Odyssey*, making a discussion of literary antecedents, and hence the majority of my lesson plan, impossible. A second problem is that I teach mainly nursing students who only need one year of language to complete their degree requirements and are not fully attached to Latin for its own sake. This leads me to have to be very sensitive to the work load, pacing of the class, and grades assigned or the class will earn the reputation of being "too hard" and students will opt for other languages as there are six alternatives. A third problem is the lack of knowledge on the part of students of English grammar. Even the most basic concepts, the difference between coordinate and subordinate clauses, what a nominative is, etc., are completely lacking. I find myself teaching as much English grammar as Latin grammar and, regrettably, in a piecemeal fashion.

The major problem I have encountered is that the standard Latin textbooks are designed for a longer course of study than one year. I teach Parts 1 and 2 of the Oxford text in one year, but the result is a significant lack of grammar covered in Part 3 which precludes reading Latin texts. I bring in passages of Caesar at the end of the year as a treat but the students struggle with the simple parts. The end result is students who have worked very hard, memorized countless forms and vocabulary items, but can not read Latin. So why should they choose Latin as their language? Last year I decided to write a text specifically for my one year program. This text delves straight into Latin and teaches grammar following the opening of Caesar's *Gallic War*: **Gallia est omnis dīvisā in partēs trēs**, First, basic English grammar is reviewed, the 8 parts of speech and sentence structure, and then each word is dealt with in three categories: form, meaning, and syntax. The first sentence is a three week process but the result is a very solid basis in English and Latin grammar. Worksheets accompany the text expanding vocabulary, reading, and writing. In order to add a cultural component with relevance to today's world, we read Caesar's *Gallic War* and discuss how it portrays both Romans and Gauls and then in the second term read Virgil's

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Aeneid as a critique of Empire.

A Paradigm Shift: Teaching Methods for a One-Year Latin Course