

**Consolidating Language Learning through Literature:
Teaching Latin and Greek at the Louvain Collegium Trilingue**

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Thanks to the recent exhibition (18/10/2017-18/01/2018) on the Louvain Collegium Trilingue, organised by the KU Leuven, a new impetus has been given to research related to the teaching of Latin, Greek and Hebrew in the Early Modern Southern Low Countries. With regard to Rutger Rescius (ca. 1495-1545), first professor of Greek, and Petrus Nannius (1496-1557), third professor of Latin, many primary sources have recently resurfaced, urging us to re-examine some key aspects of the actual language teaching practice within the College's walls.

In this paper, I will concentrate on two annotated Early Modern prints. On the one hand a 1535 edition of Homer's *Odyssey* (Louvain, Gravius-Rescius; Gent, *Bib.Cl.*, 00451), on the other hand a 1549 edition of the twelfth book of Virgil's *Aeneid* (Louvain, Sassenus; Basel, *UBH*, Ba.Va 28.1). Both books in fact contain lesson transcripts by students of respectively Rescius and Nannius. I will primarily focus on the different types of grammatical notes found throughout the books, the role of Latin parallels in the Greek course and vice versa, thus demonstrating how Renaissance language learning was consolidated through the reading of literature.