

Recent years have seen the growth of Greek instruction to a remarkable degree in New England, particularly in Connecticut. As a result of programs administered by CANE, six new full programs in public schools have begun, as well as ten other programs in a variety of school settings (as part of a Latin curriculum or as an after-school special class). The diversity of new settings for Greek has generated a variety of approaches in the various schools. Greek has always been an elite subject for high schools; now we are seeing non-traditional Greek students: those who come to Greek with no Latin background at all, students with a variety of learning disabilities, as well as the traditional classical high achievers.

Greek teachers are less prepared for a diverse population than are Latin teachers. Latin has been far more part of mainstream language instruction: there exist materials and pedagogical support from many sources (especially from workshops offered by the ACL and the regional classical associations and their journals, *Classical Outlook*, *Classical World*, *Classical Journal* and the *New England Classical Journal*). Greek is different. The materials that have been developed for the teaching of Greek are bewildering in their number for such a small market, but they all share some features: they are designed either for the college student or for the academically talented Latin student in an academically intense school.

The Greek teacher in the contemporary school is in need of support. Indeed, there may be room for a new Greek teaching text addressing the needs of an increasingly diverse school population; at the moment, the pressing need, though, is for a guide to Greek pedagogy for teachers facing a Greek class like the Latin classes we have become used to. I propose a collaborative effort to provide teachers on all levels, but especially high school teachers, with pedagogical assistance as well as resources for the classroom that are applicable across the board, regardless of the textbook in use. Support for teachers should include advice on various ways of teaching and various ways of setting up a Greek program and should address the needs of traditional prep school type stand-alone programs; Greek for the non-traditional learners; Greek for Special Education students; Greek in a non-traditional setting; and Greek integrated with Latin as part of a Classical Languages program. There should also be specific assistance in teaching the various textbooks currently available. A particular need is in the area of curriculum development: Greek curricula have to be tied to the National Standards in order to be taken seriously by the administrations with which we have to deal.

I suggest that such an effort should result in a published "Teachers' Guide" for Greek teachers, not tied to any particular text or approach. This presentation is intended to generate collaborative discussion of what the needs are, and to begin assembling the contents of such a publication.