

THE STATUS OF THE CLASSICS  
IN THE SECONDARY SCHOOL CURRICULUM TODAY

A Comparative Study with Particular  
Reference to England and Greece

VOLUME II

by

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PART TWO

REPORT ON EXPERIMENTAL WORKINTRODUCTION

Aim. The major goal of this inquiry was to find out whether the pupils and teachers involved in the Classics perceive the subject (and the problems its study raises) in a similar way to the scholars reviewed already.

1. Limitations of the study. The findings presented in this part of the study should, in general, be taken as points stimulating further research rather than as conclusive results. It would have been desirable to make the sample far more representative of the populations involved in the subject, by bringing into the inquiry as many types of schools as possible operating in various areas in the two countries. It would have been better if the investigator could have supervised personally the administration of the questionnaire to the Greek pupils as he did, in many cases, with regard to the English sample. But, unfortunately, such a research project would require financial and technical resources beyond the means available to an individual student.

Moreover, questions have to be asked which will be appropriate in both countries: they may therefore seem rather general questions.

2. Difficulties with which the inquiry was confronted. The problem of classical (Greek) studies in Greece is a very sensitive area, closely connected with the national identity, the 'status quo', and, since the early years of the present century, with the political factor. As a consequence, it is not an easy task

to gain access to the schools and to ask all one would like to ask; it is also extremely optimistic to expect that one will always receive honest answers from the respondents.<sup>1</sup>

It is very difficult also to gain access to English schools if one's purpose is to assess, in a sense, the work that is carried out there, during a Latin lesson. In addition to this, in certain cases the O-level population taking Latin did not exceed 10 pupils in a whole school. So it was necessary to apply for co-operation again and again, being passed on from one teacher to another until what at the beginning seemed to be a disadvantage - the shortage of 'O' Level pupils - in the end turned to an advantage since the main sample was drawn from 12 schools of various types.

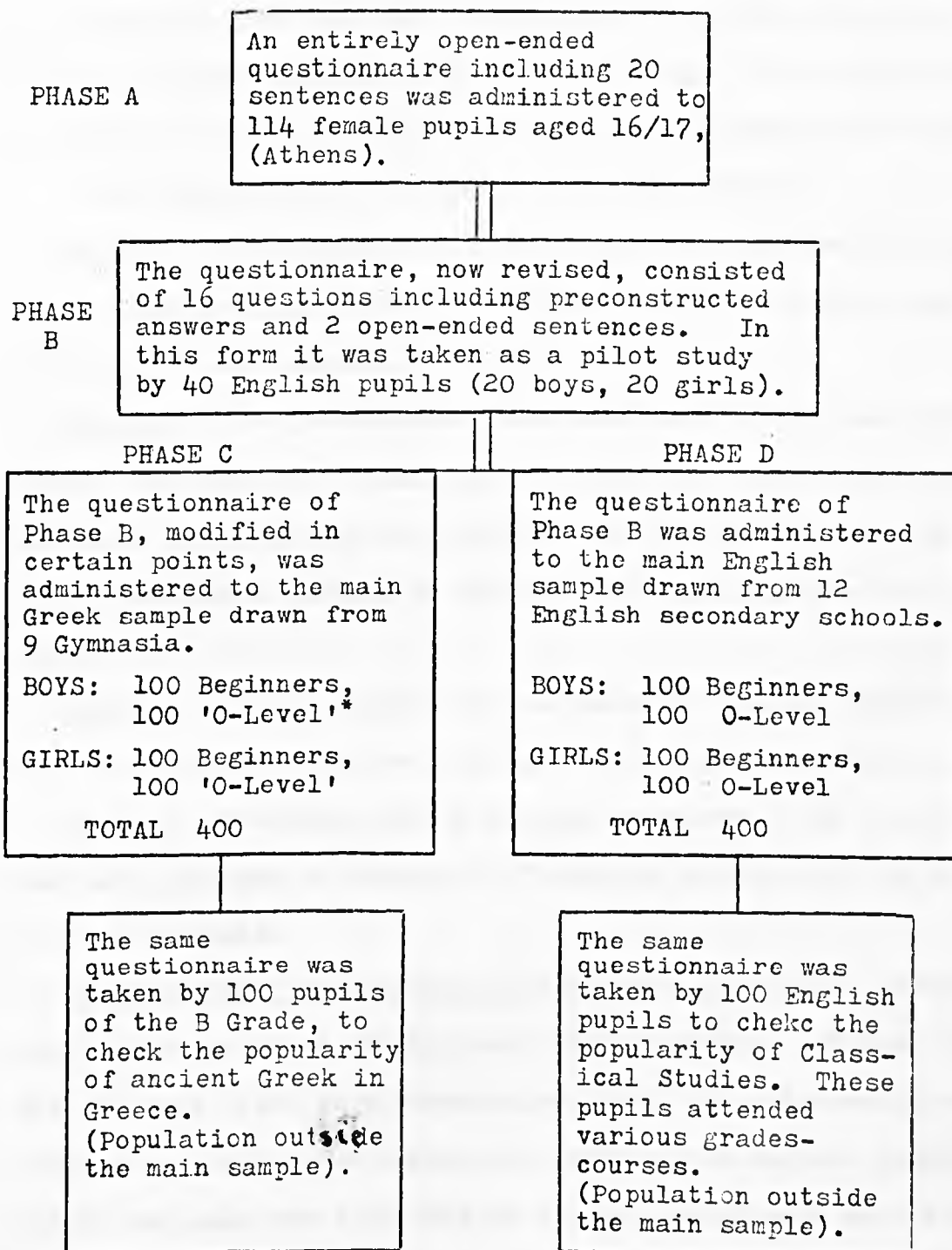
#### PROCESS AND METHOD ADOPTED IN THE STUDY

3. How the project developed. In the inquiry there took part 614 Greek and 540 English pupils; 130 Greek secondary school teachers and 92 British classics teachers. The whole project lasted from May 1974 to March 1975. The study passed through the following phases:<sup>2</sup>

1. Probably, things are different now (in 1976) from what they were in 1974 when the present inquiry was conducted.
2. All forms of the questionnaire are reproduced in Appendices: J to N.



I. PUPILS



\* That is, pupils attending the fifth grade. See definition of terms (p. 9).

## II. TEACHERS

A similar process was followed in the development of the questionnaire taken by the teachers, with the exception that it included answers from the beginning. The questionnaire included 16 multiple choice questions plus 1 open-ended sentence.

The study passed through the following stages:

PHASE A: The questionnaire was taken as a preliminary study by 50 Greek schoolmasters, 30 of them working in Athens and 20 in provincial schools.

PHASE B: The questionnaire was completed by the main Greek sample (80 teachers) drawn from 8 of the above mentioned nine Gymnasia<sup>1</sup> (10 teachers from each). In the total sample 10 respondents were working in Athens city and 10 in the city of Salonica.

PHASE C: The questionnaire was taken as a pilot study by 12 British classics teachers working in the Yorkshire school area.

PHASE D: The main British sample consisted of 80 classics teachers, of them 57 working in Yorkshire schools and 23 in the West of Scotland.

4. Socioeconomic background of the sample (pupils). Details about this are given in the individual chapters. Here so much will be said, that in a comparative study it is desirable to attempt to obtain some equivalence between the samples chosen. But in our case the difficulties in such an attempt were enormous: on the one hand, whereas England is a widely urbanised-industrialised country, this applies in Greece only with regard to the cities of Athens and Salonica and a few other towns. On the other hand, in England the great majority of pupils who take Latin, being selected, are likely to attend grammar or similar schools,

1. Pupils' sample (Phase C).

whereas in Greece the Classics are taken by pupils of a wide range of abilities and socioeconomic cross section.

Due to all these limitations, the investigator, in order to achieve some equivalence between the two populations, thought it sensible to draw his preliminary Greek sample from Athens and 40% of the main sample from Athens and Salonica, and from school areas where only a minority of pupils were likely to have parents engaged in unskilled professions. At the same time, in his effort to make the main Greek sample as much representative of the Greek school population as possible, he drew 60% of it from provincial and agricultural areas. For the same purpose, he avoided including in the sample pilot or experimental schools (operating in Athens and Salonica) which are attended by highly selected pupils who are likely to come from the 'upper socioeconomic status' families in their great majority.<sup>1</sup>

5. Conditions under which the questionnaire was administered to the pupils. The Greek forms of the questionnaire were administered to the pupils by their teachers. In England, the writer conducted the study personally in 7 schools to 142 beginners and 128 O-Level pupils, out of 440.<sup>2</sup> With the exception of the Greek preliminary study,<sup>3</sup> the two populations completed the questionnaire following the instructions provided at the beginning of their paper. The chief points of these instructions were as follows:

"(a) Read the questions carefully, one by one, and the possible answers following each question.

1. Some information on the socioeconomic conditions now prevailing in Greece is given in chapter X and in Appendix A.
2. Plus 100 lying outside the main sample.
3. This did not include any instructions.

(b) Choose the answer you agree with most and put an X on the line next to it.

(c) For each question give one answer only".

The respondents were not given any limitations of time for completing the answers. We know from experience that the questionnaire was completed in, approximately, 15 minutes' time by the O-level population and in 20-25 minutes by beginners.<sup>1</sup> It may also be worth mentioning that some of the British pupils took the opportunity to ask us about the present state of Greek education and of the Classics, particularly.

So much, at the moment, with regard to the conditions under which the questionnaire was administered to the two populations.

6. How the data was analysed. The preconstructed answers (main sample) were already numbered in the duplicated questionnaire (pupils-teachers) from 1 to 5 and as such were first written down in large Tables divided into columns corresponding to the questions. For the last 3 Greek and 2 English open-ended sentences suitable space was left in the Tables.

The overall figures were then copied in small comparative Tables. The next step was to classify the answers into groups according to the fields the questionnaire explored. Then came the comparative analysis of the data described in chapters X and XI.

7. Classification of pupils' fathers' occupation. In tackling the resulting data of all forms of the questionnaire taken by pupils, we had to decide how to classify the occupation of their parents. In this there was adopted, in general, the classification suggested by C.A. Moser and J.R. Hall in their, "The Social Grading of Occupations".<sup>2</sup>

1. The latter needed some help in certain points to understand the function of questions: e.g. some asked: "what is Classics?".  
2. Found in D.V. Glass (1967d), Social Mobility in Britain, p. 31.

Occupations are distinguished by the two authors in the following 7 groups "in terms of their social prestige".

(a) Professional and High Administrative (calling for a highly specialised experience and presupposing a long period of education and training).

(b) Managerial and executive (those responsible for initiating and/or implementing policy: e.g. personnel manager, headmaster).

(c) Inspectional, supervisory and other non-manual, Higher Grade (this category may have some degree of authority over others; e.g. police inspector, assistant teacher).

(d) Inspectorial, supervisory and other non-manual, Lower Grade (here authority over others is restricted).

(e) Skilled manual and routine grades of non-manual (implies special training or "apprenticeship and responsibility for the process on which the individual is engaged").

(f) Semiskilled manual (the individual is doing a particular job habitually and usually in association with a certain industry or trade).

(g) Unskilled manual (work does not require any special training and is general in nature rather than associated with a particular industry).

For reasons of convenience, in the analysis of the data categories a, b have been brought into one section and the same thing has been done with respect to categories c, d. So the classification of occupations adopted in this study has taken the following standardised form:

- (i) professional
- (ii) clerical workers
- (iii) skilled

(iv) semiskilled

(v) unskilled.

This kind of classification is also found in other British sociological sources.<sup>1</sup> Here, both Greek and English populations are classified according to the above five-grade pattern.

The difficulties and limitations of classification of occupations according to the indications given by pupils are obvious. For instance, when a Greek respondent says his father is a 'farmer', this term is very likely to indicate that the latter is engaged in an unskilled profession. By contrast, in the English case Moser and Hall classify a 'farmer' in section 2. On the other hand, when a pupil says his father is a 'businessman' - at least in the Greek case - you cannot exclude the possibility that the latter simply is engaged in an unskilled occupation. And one leaves aside such vague answers as "works in railways", answers which, fortunately, are very few.

Because of all these limitations, one cannot claim that the data in this section is highly reliable.

One more detail before we finish the present introduction: The  $\chi^2$  test is in certain cases applied to check the statistical significance of findings.<sup>2</sup>

1. See for instance, J.A. Jackson (1968), Social Stratification (a Reader), p. 139.
2. J.E. Nesbitt (1966), Chi-square (Univ. of Manchester).

A. PUPILS' ATTITUDE TO THE CLASSICSCHAPTER VIIIOn the Greek Preliminary Study

Introduction. Probably the best method of discovering attitude would be by interviewing as wide a population as possible. However, we preferred the solution of the questionnaire method since it was more convenient to obtain the Greek data by using this research tool.

It is well known that as soon as one is engaged in the construction of a questionnaire, one is confronted with some fundamental and crucial questions: what to ask and why, how to ask it, and how to provide pre-constructed answers in the case where the questionnaire is going to be of the 'closed form'. The present study was also faced with the following special problems: (a) it was not possible to administer the questionnaire to the Greek pupils, personally; (b) the Greek pupils and even the teachers are still unfamiliar with questionnaires.

For all these reasons, we found it wiser to use open-ended questions, first, to see how pupils react to the questions set, how they feel, in general, about the subject under investigation, and then attempt the construction of the final form. It was hoped that some free responses would possibly cover deficiencies which might arise from providing pre-constructed answers. This was the main reason why the preliminary pilot study covered many pupils (114).

The pilot venture included 20 questions, 4 of them being of the information-type and the remainder concerning pupils' attitude

to the Classics and to the school curriculum.<sup>1</sup>

\*

The sample and its socioeconomic background. The sample was drawn from 2 Greek Gymnasia operating in the Athens area: out of 114 girls, 100 were attending the fifth grade (E) and were taught both classical languages, whereas 14 were attending the sixth grade (F) and were taught ancient Greek but not Latin, since they were following a practical course.

With reference to their socioeconomic background, 57 were born in Athens, 48 in Greek country districts, and 9 abroad.

Of them all:

10			children of professional people
26	"	"	clerical workers
29	"	"	skilled workers
24	"	"	semiskilled workers
20	"	"	unskilled workers

5 have not declared their father's occupation.

TOTAL: 114

Therefore, it can be said that the sample includes a population of a wide socioeconomic cross-section. The data reflects the socioeconomic conditions prevailing in the two school areas.

An Analysis of the data supplied by the preliminary questionnaire

1. Comment on classics teaching. The item which invited the pupils to comment on the teaching of Classics proved the most popular one. The comments vary from 3-4 lines to 13 lines, and most of them are extended to 8-10 lines. Responses to the item, "Comment, if

1. The questionnaire is reproduced in Greek (Appendix J) and in English, with the resulting data, (Appendix O). Classification of answers made in the analysis of the data was not provided in the preliminary open questionnaire.



you like, on classics teaching" can be classified as follows:

(a) 15 pupils state their satisfaction with ancient Greek.

(b) 5 pupils do not like the subject.

(c) 23 pupils do not make any comment on classics teaching.

(d) 71 pupils approve the subject with reservations and make various comments on it.

I. Those 15 declaring their satisfaction with ancient Greek give arguments like the following:

(i) No translation can substitute for the original; what is said cannot be separated from how it is said.

(ii) By taking ancient Greek you study the way of thinking of ancient authors and also the character, the customs of the Greeks and the very indispensable grammar and syntax.

(iii) The ideas of the ancient authors are particularly interesting though not always applicable to our life.

For the sake of a more integrated approach to the subject, translations are welcomed by 7 of the above 15 pupils provided that this does not happen at the expense of the original text.

In this category 12 were children of skilled, semiskilled, or unskilled people. The remaining 3 belonged to the 'upper' class (professional, clerical).

II. Those 5 respondents disliking the subject do so on the following grounds: It is a boring and useless discipline for the vast majority of youngsters. For instance, what training of mind do you achieve, if you are repeatedly taught that "Darius and Parysatis gave birth to two children?"

Of these pupils 4 were the daughters of semiskilled people and 1 was the daughter of a scientist.

The figures are too small, however, to allow one to test

the hypothesis that there is a relationship between the social background to which a pupil belongs and her attitude to the Classics.

III. 71 respondents regard ancient Greek as a valuable subject, but their complaint is that it is badly taught. This population belongs to the following socioeconomic categories:

- children of professionals	7
- children of clericals	18
- children of skilled	20
- children of semi-skilled	13
- children of unskilled	13

One can summarise the pupils' criticism of classics teaching as follows:

(a) The 'cutting' of the text into small units prevents the learner from acquiring an integrated idea of the whole. Also, by translating line by line, the coherence of the meaning is destroyed and the text becomes boring and incomprehensible. In addition, grammar, syntax and the laborious procedure of translating absorbs the whole time.<sup>1</sup> As a pupil has put it, "from Xenophon, we proceed to Lysias, Isocrates, Arianus, Herodotus, Demosthenes without having understood anything". According to another comment, ancient Greek should arouse the interest of the youngsters, but, instead of this, everything stops at the stage of translating: the spirit of the ancient texts remains untouched; the fear of the mark book paralyses the pupils. And again: "We Greek pupils should learn what Plato or Isocrates say and what their value is. Yet we are trained to dislike rather than to love the subject". The above views and others similar to them are held by 45 respondents.

1. Normally, each teaching period lasts 45 mins.

(b) Five others have commented as follows: The study of the ancient text in such detail [ i.e. thorough grammatical analysis] is perhaps the job of those aspiring to become philologists, not of everyone else. Outside the Gymnasium the syntax and the irregular verbs will not be useful.

(c) Eleven people attack the so-called 'school translations'. As a pupil put it "in our country the subject has become synonymous with syntax and translation based on 'made up' manuals"; the teaching of grammar and syntax does not save the situation: without the help of translations any approach to the original texts is impossible. Another girl complains: "The school translations we use make our mind inactive".

(d) According to a group of 7, the lack of interest on the part of pupils has its roots in the teachers. It is characteristic that in the total sample over 18 respondents argue that everything depends on the teacher. Some of them seem to be satisfied or even enthusiastic about their philologist. A young lady, for instance, claims between compliment and gratitude: "I attribute my love for the subject to ~~my~~ teacher ..... who is dedicated to it". But others seem to disagree. The outspokenness of one of them impresses: "To my mind, our philologist-teachers ought to lean upon the ancient texts and learn first how to study themselves, and then teach us". Another respondent argues: There are no interesting or boring subjects; there are teachers only who can make them interesting or not.

(e) Two or three others attribute responsibility for bad teaching to the demands of the syllabus and of external examinations. One of them remarks soberly: "The ideas and the spirit of our ancient ancestors arouse my infinite admiration and I would like to study them systematically and in depth. But the teachers

yielding to the demands of the syllabus are forced to stress the linguistic view of the texts by leaving aside the ideas which are so useful to us. Therefore, now when I am reaching the end of my secondary school studies, I feel that I have to study the ancient authors in another way, and you should take into account that I am going to become a scientist". Finally, let us quote another intelligent comment: "Given that teaching method is dictated from above, ancient Greek is well taught, at least to our class".

Pupils do not confine themselves to criticising classics teaching; they have also stated various suggestions for overcoming the crisis the subject has been undergoing. Here are their main recommendations:

(a) Formal classics teaching should give way to a deeper understanding of the texts. The purpose of learning the Classics is to study the ancient Greek civilisation, not to do anatomy on grammar and syntax. (5 people).

(b) More discussion in the classroom is needed, more visits to museums and ancient Greek sites; more co-operation between teachers and pupils. "The Chinese walls" should collapse. The awful mark book should be abolished and pupils should be released from the fear of examinations and of marks, as well. Less homework is demanded, in the interest of the preparation of candidates for the universities and for the study of non-school subjects, at home.<sup>1</sup> (4 people).

(c) Three others unknowingly devise a Classical Studies course by suggesting the study of philosophy, mythology and the teaching of Classics through translations for the sake of an integrated

1. A pupil in his letter to the journal Epikaera argues that 3 hours (!) a day of homework devoted to ancient Greek are too much. (No. 325/24-10-74).

acquaintance with the texts. Translating is thought to be a waste of time; (translations are welcomed by many).

(d) Reading the original with emphasis on comprehension is recommended by 3 respondents.

(e) One pupil finds that texts of historical content such as Herodotus, Thucydides, Xenophon, which can be easily approached through translations, should not be read in the original by the pupils.

(f) Finally, according to 3 others, ancient Greek should become a subject of secondary importance, as it is not useful to the vast majority of pupils; the ancient Greek language is a dead language.

The above proposals have been stated by 19 people who also appear more 'revolutionary' in criticising the subject. Of them all, 10 were children of professionals-clericals. Let us (by applying  $x^2$ ) test the null hypothesis that the difference between 'upper class' children and others is not significant:

Attitude	Upper Class	Others	Total
Proposing changes	10	9	19
Others	26	64	90
TOTAL	36	73	109

$x^2 = 3.98$                       d.f. = 1.                      Significant at .05 level.

In addition, of those 23 who do not make any comment on classics teaching, 7 belong to the upper socioeconomic class (professionals, clericals).

	Upper	Others	Total
No comment	7	16	23
Comment	29	57	86
TOTAL	36	73	109

$x^2 = 0.09$                       d.f. = 1.                      Not significant at .05 level.

Therefore: (a) Significantly more 'upper class' children appear to criticise the subject and to state proposals for change; but (b) making comments is not associated with any particular social class.

It may now have become clear that what the Greek pupils criticise is classics teaching rather than ancient Greek as a school subject. This can be also demonstrated by the data of another item included in the preliminary study. To the question, "Do you like ancient Greek?" the replies were:<sup>1</sup>

YES 67, NO 32, PARTLY 12, NO ANSWER 3. Total: 114.

By contrast, to the question, "Do you think that the teaching method in ancient Greek is functional to your education?" the sample responded:<sup>2</sup>

YES 21, NO 71, PARTLY 16, NO ANSWER 6. Total: 114.

To the question, "Would you prefer to be taught the ancient Greek authors in the original or through translations?" the pupils replied:<sup>3</sup>

IN THE ORIGINAL 22, THROUGH TRANSLATIONS 83, BOTH 4, NO ANSWER 5.

So in the total sample, 83 respondents suggest the introduction of translations. The majority (48 people) do this on the following grounds:

(a) Time is limited for a deeper and an integrated study of the ancient texts in the original.

(b) A substitution of translations for the original could contribute to a less laborious and more interesting approach to classical antiquity: ancient Greek is an extremely difficult language even for Greek pupils. On the other hand, translations could motivate the youngsters to take the Classics seriously.

1. Appendix O, item 5.
2. Appendix O, item 14.
3. Appendix O, item 6.

According to the data and to the comment quoted above, in the opinion of pupils, the ideal would be not so much an improvement of classics teaching in the original as the substitution of translations for the ancient texts.

2. The Classics and the curriculum. To what extent do the respondents approve the school curriculum they are following? To the question, "Do you think your school work is too hard?" the replies were:<sup>1</sup>

YES 91, NO 17, PARTLY 5, NO ANSWER 1. Total: 114.

A number of 19 criticised the existing school curriculum. The following two cases are characteristic: "We are always engaged in empty theories, whereas we are not taught about things we meet in our everyday life". "Care is taken and details are asked about things which are useless". However, despite complaints about an exhausting training and irrelevant school curriculum, there are subjects which the pupils regard as attractive to them.

To the question, "What subject do you like most?"<sup>2</sup> the sample replied:

HISTORY	27	statements of preference
MATHEMATICS	22	" " "
PHYSICS	16	" " "
ANCIENT GREEK	14	" " "
MODERN GREEK	10	" " "
OTHER SUBJECTS	25	" " "
TOTAL	<u>114</u>	

It can be seen that the subject which gets fewest statements of preference is not ancient Greek but modern Greek. (The latter is the subject for the sake of which demoticism has fought persistently - and not unreasonably - to secure a better

1. Appendix O, item 1.

2. Appendix O, item 2.

position in the school curriculum). This may imply either that the subject is worse taught than ancient Greek or that the quality of modern Greek literature offered the pupils cannot by itself move them. But this is another problem which should be investigated in detail. It is also important that modern languages are not favoured by the preliminary sample, though being 'relevant' subjects.

The following question sheds some more light on pupils' attitude to the school curriculum: "What subject tires you out?"<sup>1</sup>

Reply:

MATHEMATICS	39	people
LATIN	21	"
PHYSICS	19	"
ANCIENT GREEK	12	"
R.E.	10	"
OTHER SUBJECTS	13	"
TOTAL	<u>114</u>	

Here, it is particularly interesting that whilst 39 people name mathematics, only 12 name ancient Greek. Possibly, many pupils may feel that memorising ancient Greek grammar etc., is always easier than solving, say, a difficult mathematical problem. That the respondents are not particularly fond of literary subjects can be demonstrated by bearing in mind that 21 people, in the total sample, name Latin an extremely "tiring" subject. Also, to the question "Do you like Latin?" only 29 pupils said, definitely "Yes".<sup>2</sup>

It is, of course, true that out of 114, 100 pupils were attending classical courses, and for this reason one might say

1. Appendix O, item 3.  
2. Appendix O, item 10.



that it is normal, to some extent, not to favour mathematics. But one should remember, that the Gymnasium is in its bulk 'classical', not 'practical'.<sup>1</sup>

A further idea of pupils' attitude to the school subjects they were taking is offered by their replies to the following question: "What subject would you wish to get rid of?".<sup>2</sup> The respondents named:

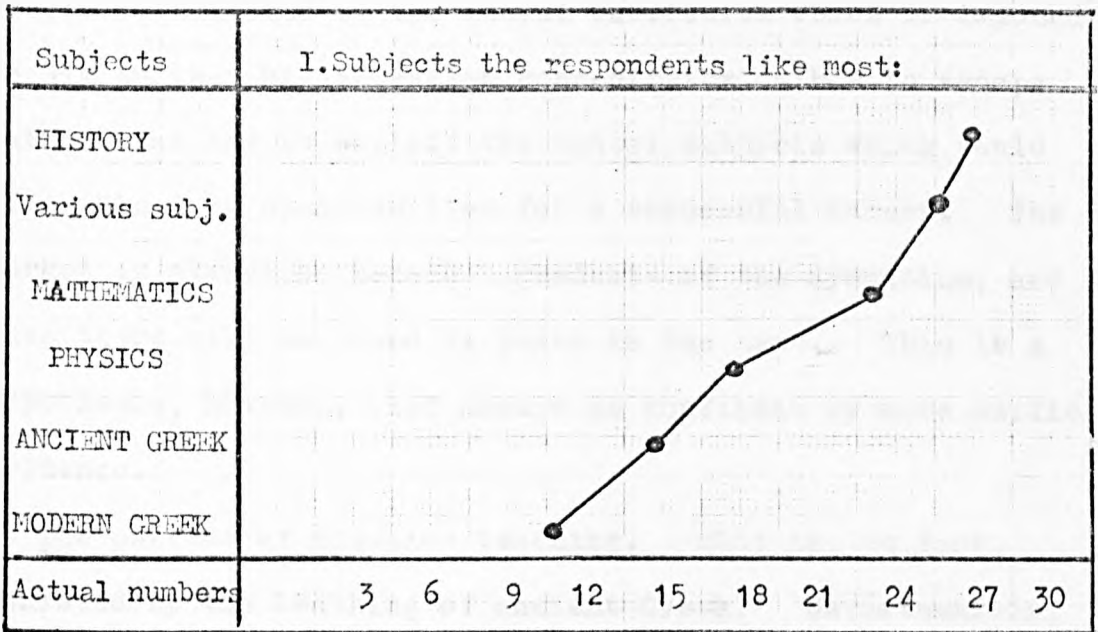
MATHEMATICS	29 people
LATIN	26 "
PHYSICS	17 "
ANCIENT GREEK	11 "
NO SUBJECT	7 "
MODERN GREEK	1 person
OTHER SUBJECTS	<u>23</u> people
TOTAL	114 "

Hence, Mathematics ranges first among school subjects which pupils would wish to get rid of.

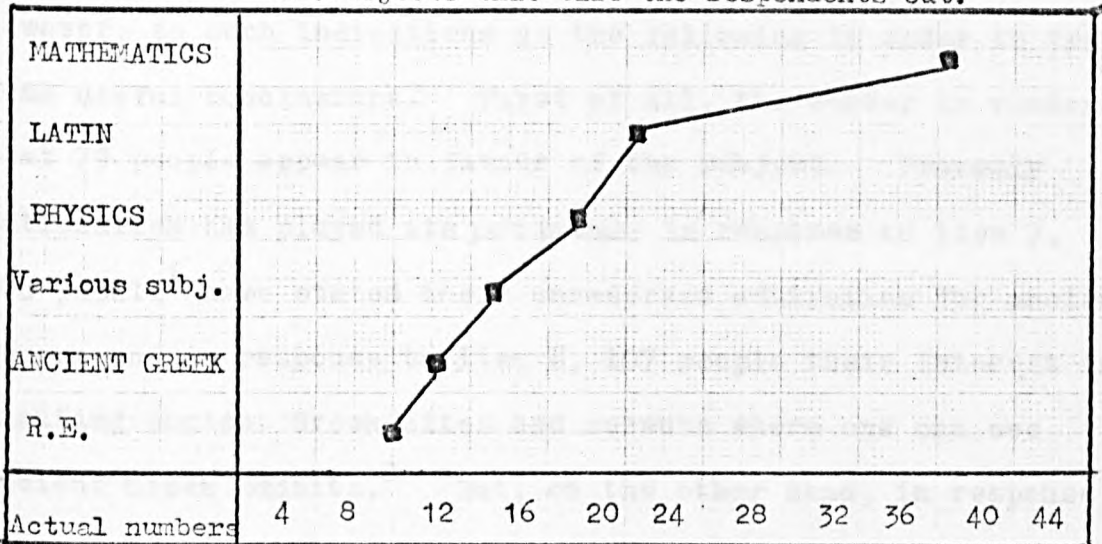
After all these, the conclusion that can be drawn is that the ancient Greek language is not the one and only subject which the sample does not favour.<sup>3</sup> The 'hostility' of the majority is, in fact, not limited to ancient Greek grammar and syntax. On the contrary, as a school subject, ancient Greek continues to survive in the heart of pupils although "badly taught" and in spite of the fierce criticism it has been undergoing on the part of both adults and youngsters. To put it in another way, utilitarian subjects do not appear more favoured by the sample than traditional and less 'relevant' ones. A possible explanation of this phenomenon is that the average and below average pupil

1. Classical courses are those offering more ancient Greek and some Latin, and less Maths, Physics, Chemistry. The opposite occurs with practical courses. (For enrolments see Appendix C).
2. Appendix O, item 4.
3. See statist. graph No. 4.

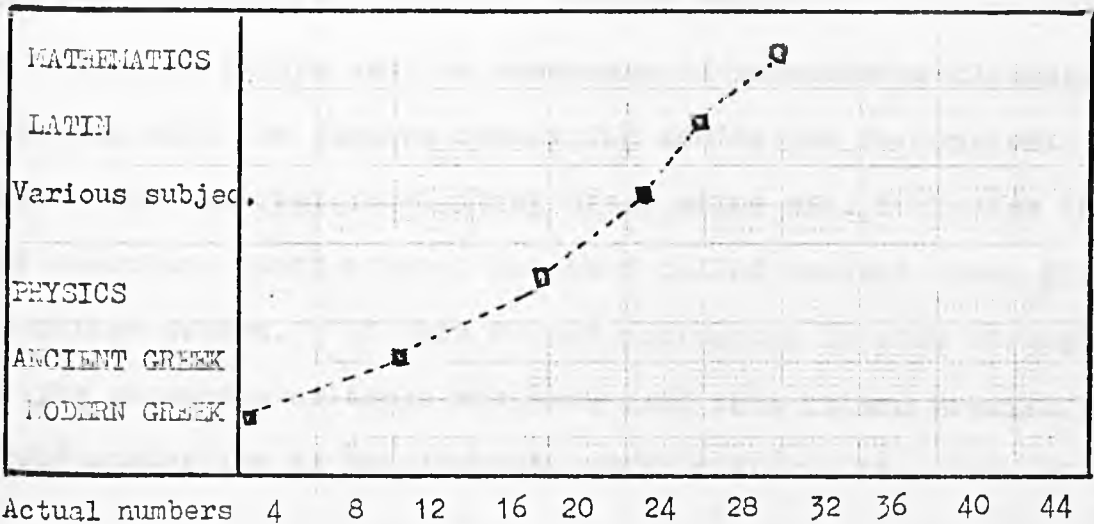
(Preliminary sample).



II. Subjects that tire the respondents out:



III. Subjects the respondents would wish to get rid of:



feels overburdened by the school curriculum which is imposed on him so that his attention concentrates on how to escape rather than how to exploit the school subjects which would offer him more opportunities for a successful career. The target is always to become a graduate of the Gymnasium, and then there will be found "a place in the sun". This is a hypothesis, however, that should be confirmed by more sufficient evidence.

3. The outcome of classics teaching. What is, in fact, achieved by the teaching of ancient Greek? Unfortunately, there are no reliable measurements of this. One would appeal, however, to such indications as the following in order to draw some useful conclusions. First of all, the reader is reminded that 79 people appear in favour of the subject. Probably nationalism has played its part in this: in response to item 7, 108 pupils<sup>1</sup> have stated their unreserved admiration for ancient Greece and in response to item 8, 107 people their interest in visiting ancient Greek sites and museums where one can see ancient Greek exhibits.<sup>2</sup> But, on the other hand, in response to item 9, 76 pupils confess that they have never or rarely read any text or article related to ancient Greece.<sup>3</sup> A correlation of this last figure and the abundance of comments on classics teaching with the figures concerning admiration for ancient Greece and interest in visiting Greek sites etc., indicates that any conscious study of what has been called ancient Greek glory is rather absent. If this is not accidental it adds strength to the arguments of those who have said that it was precisely the empty admiration of the Ancients which distorted the study of

1. Appendix O, item 7.

2. Appendix O, item 8.

3. Appendix O, item 9.

classical authors and caused the delay in the development of modern Greek language, literature and education.

4. Respondents' attitude to becoming philologists. Given agreement that in learning much depends on the teacher and on the socioeconomic conditions under which he is working, it is of interest to see what the attitudes of respondents are to becoming philologists. With respect to this, two questions were included in our preliminary Greek survey:

(a) "Would you like to become a philologist-teacher under present conditions?" The replies were: 6 people 'YES', 108 'NO'<sup>1</sup>. Of the whole population 30 people state various comments on both aspects. Their thoughts can be classified as follows:

(i) Regardless of financial considerations, the occupation of philologist is not an attractive one. (7 people).

(ii) Others declare they would never become philologists. (7 people). As one young lady put it, "I would follow this occupation only under the pressure of some immediate need". Somebody else points out she would not like to become a philologist "even under ideal conditions". "Never, never". "No, never". "Certainly not".

(iii) Philology is not an interesting subject. (3 replies).

(iv) Working in a school as a philologist is an extremely heavy task. (7 replies).

Two others hold there is no relationship between salaries and choice of profession, whereas the idealism of two more reaches some degree of self-denial, as they claim that they would like to become philologists under the present status of wages, but not,

1. Appendix O, item 11.

of course, under a new status of doubled salaries (!) - which is the point of the question that follows below. Also two others declare: "I would like to become a philologist not for the sake of a good salary, but for the sake of philology". And: "a philology-teacher is the occupation I admire; I do not care about salaries".

(b) The second question was set as follows: "Would you like to become a philologist if present teachers' salaries were doubled?". Despite the contempt for wages declared previously, the number of those who would decide to become philologists in this second case was doubled. (12 people).

Does the present state of wages not motivate the graduates of the Gymnasium to become philologists (or teachers, in general)? Irrespective of this, however, some respondents seem to recognise that their philologist-teachers are hard working people and to regard teaching as a very onerous task. Nonetheless, under these "never", "no, never" answers one might suspect that there is some hidden hostility towards the occupation of philologist-teacher.

At any rate, 6 respondents, that is 5%, have a favourable attitude to the profession. Is this percentage enough to feed the faculties of Philosophy and Theology with a sufficient number of candidates? Let us look at some data. In 1970-71, the graduates of the various types of the Gymnasium (state and private, day and evening schools) were 40,774.<sup>1</sup> Supposing that 5% of them pursued their entrance to the above Schools, they would total 2,038 people. In September 1974, those who gained entrance to

1. The Statistics of Education (Secondary Level), 1970-71. Athens 1972, p. 6.

the 'Philological-Theological Cycle'<sup>1</sup> after they sat external examinations, made a total of 1,250 candidates. At first glance, the conditions of examinations were not highly competitive. But taking into account that in 1974 the candidates for the above cycle totalled 5,086,<sup>2</sup> we find that the classical Gymnasium supplies a sufficient number of graduates to the Schools of Philosophy and Theology. All these figures lead to the thought that the data of the preliminary sample does not seem representative of the general population in this respect. Possibly the sample is biased in consisting of city dwellers exclusively.

5. Opinions on the modern Greek language. Since the language issue has been affecting school work deeply, and the teaching of Classics particularly, another question aimed at investigating pupils' attitudes towards the two types of modern Greek language, katharevousa and demotic. The responses were as follows: 82 appear in favour of demotic language and 28 in favour of katharevousa. Only 4 approve both, "depending on circumstances", as they explain.<sup>3</sup>

(A) Some of those sponsoring demotic (11 people) do this on the grounds that:

- (a) katharevousa does not help one to state one's thoughts;
- (b) demotic is the spoken language of people;
- (c) it is more comprehensible than katharevousa.

Others explain they are in favour of a demotic without extremes, while one of them writes: "DEMOTIC", (with block capitals).

1. About the Cycles see Appendix A: A Note on Greek Education.  
 2. (Source: Ministry of Education, May 1975).  
 3. Appendix O, item 13.

(B) Of the population in favour of K nobody explains the reasons for displaying such a preference, but some make it clear that they are supporting a simple katharevousa, not its archaic type.

So, what emerges clearly from the attempted analysis is that the great majority of the sample advocates a common modern Greek based chiefly on today's spoken language.

#### SUMMARY

(a) Ancient Greek is not the discipline which most arouses pupils' enthusiasm or makes them wish to get rid of it: it simply survives. Despite the fact that 95% of the respondents state their unreserved admiration for ancient Greece and their interest in visiting museums and ancient Greek sites, 67% say they have never or rarely read any text or article related to the Ancients. Also the interest in the study of the ancient Greek language appears extremely limited. However, the great majority are favourably disposed towards a Classical Studies scheme providing a wider acquaintance with the Greek Classics taken in translation.

(b) In general, a strong criticism of teaching method (in Classics) is evident.

(c) A limited number (25%) approve of Latin as a school subject.

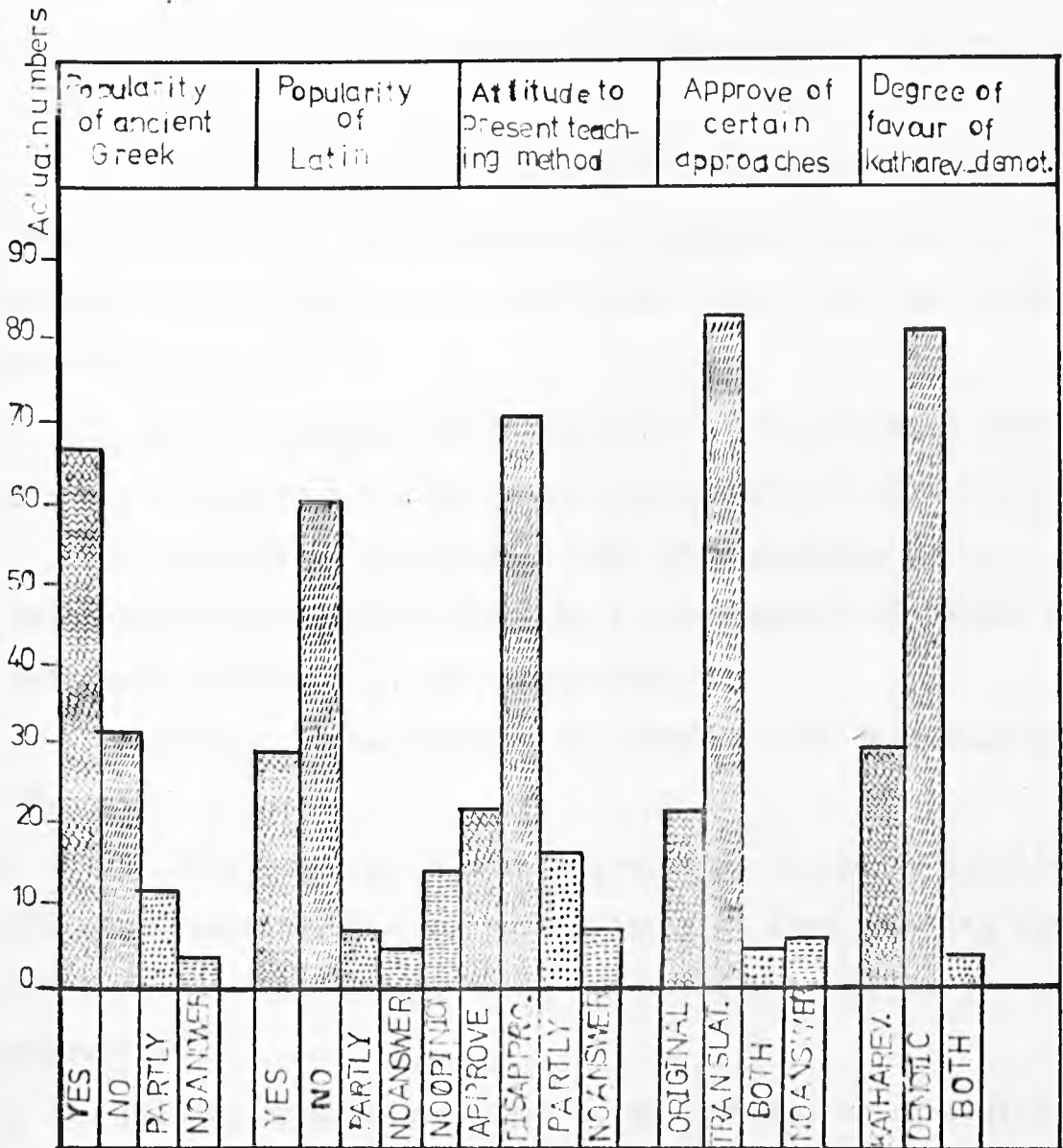
(d) The demotic language is supported by 75% and katharevousa by 25% of the respondents.





From the preliminary sample came proposals for generous changes concerning:<sup>1</sup> teaching method, the modern language, and, in certain cases, curriculum content.

1. See stat. graph No. 5.

## 5. GREEK PUPILS' ATTITUDE TO THE CLASSICS

(Preliminary sample)



-  Approve of the 'status quo'
-  Disapprove of the 'status quo'
-  Partly approve
-  No answer (or no opinion)



CHAPTER IXAn Analysis of the English Pilot Study

Introduction. Despite the useful data supplied by the Greek preliminary open-ended questionnaire, it was realised that the questions had to be revised and reconstructed, on the grounds that:

1. Many Greek respondents found it difficult to give precise answers. For instance, in answering Question 1, "What subject do you like most?", they named three, four and even five school subjects.

2. In classifying their replies we were persuaded that answers should be pre-constructed and graded for each item.

3. Statistical treatment of the data supplied by an open-ended questionnaire taken by a large number of people is extremely difficult, if not impossible.

Therefore, it was decided to introduce the following major changes:

(i) to give the pupils instructions on how to complete the questionnaire, bearing particularly in mind that its final Greek form was also going to be completed without our personal supervision;

(ii) to provide pre-constructed answers, as carefully worded as possible;

(iii) to ask the pupils to write down the marks they usually gain in the main academic subjects: this would give some idea of the school performance of the sample;

(iv) to include a few entirely new questions and to omit others.

(v) to include two unfinished sentences stimulating the pupils to state some comment on classics teaching since this point proved particularly popular in the preliminary Greek questionnaire and very useful to the thesis.

The main aims of the reconstructed questionnaire study were now crystallised as follows:

1. to investigate to what extent the pupils are interested in learning the Classics;
2. to examine whether they approve the existing 'status quo' in classics teaching;
3. to see how the pupils would like to cope with the subject (i.e. in the original, through translations, etc.) and what they suggest for a possible improvement in classics teaching;
4. to find out whether the subject promotes their interest in a wider acquaintance with classical antiquity.
5. to discover what the pupils think of classics teaching as an occupation.

These aims are not essentially different from those we had in mind when we constructed the preliminary Greek venture.

The new questionnaire which is reproduced in Appendix K consists of 5 items of the information type and 16 questions, each including 3 to 5 pre-constructed answers, with the exception of the last 'question' which includes two open-ended sentences.

\*

The questionnaire was first administered under the investigator's supervision as a pilot study, in December 1974, to 40 pupils - 20 boys and 20 girls - in a Grammar school where traditional classics teaching is customary. Half the respondents, aged 12/13, had just started their Latin course and the other

half were at the O-level stage. Most of the pupils were following the same academic school subjects at both levels.

Below are cited some more details concerning this sample:

#### A. PUPILS' PERFORMANCE IN LATIN

Above Average	Average	Below Average
11	22	7

#### B. FATHER'S OCCUPATION

Professional, clerical	Skilled	Semiskilled	No Answer
24	10	4	2

The items included in the questionnaire were all answered, with the exception of the two sentences at the end which a few did not complete (3 and 2 people, respectively).

1. Latin in the school curriculum. In a secondary school curriculum where the optional study of many school subjects is highly valued (at least at the O-level stage) it is of interest to see what the attitude of pupils towards Latin is in relation to the other disciplines.

The first questionnaire item was now constructed as follows:

"Write down the one subject you like most".

- a. .... (write down one subject)
- b. More than one subject ...
- c. I am undecided ...
- d. I have no preference ...

According to the replies, the popularity of school subjects

ranges as follows:

<u>SUBJECT</u>	<u>Frequency of statement</u>
Chemistry	7
Art	3
Biology	3
Domestic Science	3
Geography	3
Declaration of no preference	10
Preference for various other subjects	<u>11</u>
TOTAL	40

It is important that nobody showed any enthusiasm for Latin. The absence of English literature also cannot be overlooked.

Question No. 2 was now constructed as follows:

"What subject tires you out?"

- a. .... (write down one subject)
- b. More than one subject ...
- c. I am undecided ...
- d. No subject tires me out ...

The disciplines considered by the sample extremely tiring are:

<u>SUBJECT</u>	<u>Frequency of statement</u>
Scripture	5
Maths	3
Physics	2
History	2
Various subjects	<u>4</u>
TOTAL	16

Latin is not referred to. The case of Scripture indicates that a school subject is regarded by pupils as tiring not always in terms of its difficulty but also because of other reasons.

On the other hand, 10 people complain that more than one subject tires them out. Finally, 5 appear undecided and 9 claim no subject tires them out.

So far, Latin has not been declared either as a popular subject or as an extremely tiring one. But as soon as the respondents were invited to:

"Name the one subject you would wish to get rid of",

- a. .... (write down one subject)
- b. More than one subject ...
- c. I am undecided ...
- d. Of no subject ...

Latin gained the second place. Here is the relevant data:

<u>SUBJECT REJECTED</u>	<u>Frequency of statement</u>
Scripture	11
Latin	5
Physics	2
Foreign languages	2
Maths	1
Chemistry	<u>1</u>
TOTAL	22

The number, however, of those who would wish to get rid of Latin is low. Finally, 6 people wish to get rid of more than one subject, 7 appear undecided and 5 claim that all subjects are welcome.

2. Opinions on Latin. The fact that the pupils have not included Latin among their likes does not necessarily mean that

they look upon it with contempt or that they think of it as a useless school discipline. Answering the question, "Do you agree that learning Classics is useful to you?" the respondents gave the following data: (item 4)

Table 18

Attitude	Beginners	O-Level
a. Strongly agree	2	5
b. Agree	8	10
c. Undecided	7	5
d. Disagree	2	-
e. Strongly disagree	1	-
TOTAL	20	20

The resulting data indicates that there is a clear difference in the attitude to Latin between beginners and O-level pupils: Whereas 10 of the former think of Latin as a useful subject, the figure is 15 for the latter. Also fewer among the O-level population appear undecided, while nobody has stated any reservation on the utility of Latin. Do all these details imply that the school has succeeded in persuading the young that Latin is a useful subject? To check this point, the investigator applied for information to the school where he conducted the pilot study, but unfortunately he was not lucky enough to receive an answer. There is, however, sufficient evidence from elsewhere<sup>1</sup>

1. An enquiry which was carried out by the Department of Education of the University of Birmingham (1964) shows how considerable the drop is in the numbers of pupils, taking Latin, from one year to the next:

Pupils' age	Number studying Latin	Per cent of all pupils
11+	38,860	24.8
12+	79,460	56.2
13+	67,130	45.3
14+	47,130	31.3
15+	39,530	26.7
16+	18,730	11.8

that pupils drop Latin at the first opportunity and this was confirmed by classics teachers with whom we discussed the matter when administering the final questionnaire. According to this information, those continuing with Latin at the O-level stage do not exceed 30-35% of those who started Latin at the age of 12-13. Consequently - and this is most important for the analysis of the final data that follows - one cannot argue that pupils' interest in Latin increases with the passing of school years. Those studying Latin at O-level are more highly selected (or self-selected) than those studying it in beginners' courses.

\*

What precisely does the population think of the value of Latin? Here are the comments stated at the end of the questionnaire:

"Pupils who do not learn Latin or Greek in school are ...."

<u>A. Beginners</u>	<u>Frequency of statement</u>
- missing a good chance of learning	5
- missing quite an experience which could be useful later on	2
- missing quite a lot in school	1
- deprived	1
- underprivileged	1
- not lucky	2
- not good	1
- missing an opportunity: Latin helps understanding English	1
- silly because Latin helps you in Medicine, Biology	1
- stupid because it is very interesting	1
(No answer)	1
(A few take the opposite view by saying "lucky" etc.)	3
TOTAL	<u>20</u>

<u>B. O-Level:</u>	<u>Frequency of statement</u>
- missing an opportunity to study the lives of ancient peoples	3
- missing a difficult but interesting subject	1
- unfortunate	2
- possibly deprived if they wish to study an arts subject	1
- stupid because the English language is derived so much from Latin	4
- probably not interested in Classics	5
- their opinions do not concern me	1
- "Fortunate", "sensible" etc.	2
(No answer)	<u>1</u>
TOTAL	20

A comparison between Sections A and B shows that both categories think of Latin as an educationally valuable subject. Latin is considered mainly either as a source of historical knowledge or as a foundation of modern languages. The sample does not make any concrete reference to the value of Latin as a literary subject.

3. On teachers and teaching. Given that much in a pupil's attitude towards a school subject depends on the conditions under which the subject is taught, it is worth investigating, first, the relations established between teacher and pupil in the classroom. The difficulties in such an attempt are obvious. To ask a pupil what he(she) thinks of the teacher would be an unsuitable method. To ask him to say what he thinks his teacher thinks of him would perhaps be better, as an indication of the pupil-teacher relationship. We preferred to follow



the second way and we constructed the item - an entirely new item - as follows:

Question: "What do you think is your classics teacher's attitude to you?" (item 5)

Preconstructed answers:

- (a) He(she) thinks I am a good member of the class ...
- (b) He(she) thinks I am not interested in his/her classes ...
- (c) He(she) thinks I am a trouble-maker ...
- (d) I do not know ...

The result is that 12 respondents claim their teacher regards them as good members of the class. The great majority, however (28 people), avoid making any concrete assessment by asserting that they have no idea of what their teacher's attitude towards them is. This is a detail which leads to the consideration that - since both sexes in both levels responded in exactly the same proportions - if the beginners are justified in being ignorant of their teacher's attitude to them, the same thing does not seem reasonable in the case of C-level pupils. This matter, of particular interest, will be discussed more thoroughly in the analysis of the final questionnaire sample. At the moment, it is important to stress that nobody has declared himself as being perceived as having no interest in the classics teacher's classes or as being a trouble-maker.

\*

With reference to material taken in school, these pupils "would wish to study the Classics" as follows: (item 13)

Table 18a

(a) Mainly in the original	2 beginners	5 0-Level
(b) Mainly through translations	4 "	8 "
(c) Through other approaches	2 "	4 "
(d) Remain undecided	12 "	3 "
TOTAL	20 "	20 "

Of the beginners, a clear majority appear justifiably undecided, whereas those of this view among 0-level population represent a minority. Translations have their numerous adherents - once again<sup>1</sup> - and it is rather painful to realise that in the total sample only 2+5 respondents would wish to take Latin in the original. Nevertheless, it seems to me that the proposed substitution of translations for the original should be taken as a reaction towards traditional classics teaching rather than an attack against original Latin. One should not forget that if the sample thinks of Latin as a useful and relevant subject, it does this also in terms of the linguistic merits derived from the study of the original texts. (Remember their claims: Latin helps people studying Biology, Medicine; Latin is the foundation of the English language etc.).

\*

What does the sample recommend for a possible improvement of classics teaching? In the view of pupils, "Latin and Greek lessons would be better if ....." (item 16a),

1. We refer to the preliminary Greek sample.

A. Beginners:Frequency of  
statement

- they were longer and more frequent	1
- we could act sometimes instead of learning vocabulary	2
- we learned more of the legends	1
- the subject was approached through translations	1
- they sometimes do not go on into break and they sometimes do	1
- we did not have such an easily annoyed teacher	2
- Latin and Greek were combined than separate	1
- we sometimes visited places to do with Latin and Greek	4
- we had less of them	1
- lessons were made more interesting	2
- we got rid of them	1
(Nonsensical answer, or no answer)	3
TOTAL	<u>20</u>

B. O-Level:

- it were possible to visit the places which are studied	1
- the work was more interesting and easier	4
- we did not have to work so hard	1
- there was more work for individuals but this is not normally possible	1
- there was less concentration on grammar and more on the translation of original works	1
- we made more effort to go further into the translations	1
- we had more set books and fewer translations and sentences	2
- there was more time to go into the customs of the people rather than just learning the language	5

B. 0-level.Frequency of  
statement

- they were made more interesting by reading about the people	1
- we studied more interesting stories	1
- there were smaller classes and more individual attention	1
(No answer)	1
	<hr/>
TOTAL	20

Clearly, both categories, particularly the 0-level section, have an interest in the Classics which lies beyond pure linguistic treatment of the texts. More interesting classics teaching is demanded, with more time spent on discussing the way of life of the Romans, with less concentration on grammar, with more set books and fewer sentences, with more interesting stories etc. In other words, the so-called cultural approach is advocated. It is important that of the total sample only one pupil refers to translations as a possible way of improving classics teaching-learning. Nevertheless, the comments stated indicate that original Classics need the 'crutches' of paralinguistic material and of any other means which would make the subject look attractive.

4. Attitude to the classical past. At one time, classical antiquity was regarded as the ideal world. In this century of scepticism it is worthwhile to investigate what the pupils think of the Ancients. To the question, "Do you agree that ancient Greece (or Rome) is worthy of admiration?" (items 6, 7) the sample responded:

Table 19

ATTITUDE	GREECE		ROME	
	Beginners	O-Level	Beginners	O-Level
a. Strongly agree	5	6	5	1
b. Agree	6	10	11	10
c. Undecided	9	4	4	6
d. Disagree				3
e. Strongly disagree				
TOTAL	20	20	20	20

These figures lead to the following remarks:

(a) Few people regard classical antiquity as the ideal world, but more respondents show an extremely favourable attitude to Greece than to Rome (11 against 6).

(b) More O-level pupils have reservations on the glory of Rome than of Greece (9 against 4).

(c) A considerable number of beginners appear, understandably, undecided about ancient Greece (9 people).

The conclusion that can be drawn is that both civilisations, when the feeling of nationalism is absent, appear to be very highly valued by few people.

##### 5. Interest in a wider acquaintance with classical antiquity.

In a time when it is claimed by classical scholars that so much interest has been displayed by the general public in the classical world one wonders what the school has done in the same area on behalf of pupils taking the Classics. To the question, "Do you read books and articles on ancient Greece and/or Rome?" the

replies were:

Table 20

ATTITUDE	GREECE (item 8)		ROME (item 9)	
	Beginners	O-Level	Beginners	O-Level
(a) I do this frequently	2	-	1	-
(b) I do this sometimes	6	6	9	12
(c) I do this rarely	6	7	4	2
(d) I never do this	6	7	6	6
TOTAL	20	20	20	20

The data indicates that:

(a) Very few people undertake frequent reading either on Greece or on Rome.

(b) Far more respondents read "sometimes" about Rome than about Greece (21 against 12).

(c) A considerable number of beginners and O-level pupils "rarely" or never read anything about Greece and Rome (26 against 18).

Therefore, Latin teaching seems to arouse some interest in the study of classical civilisation but a wider reading related either to Rome or to Greece is not demonstrated. Pupils' demand for "more time to go into the customs" of the Ancients is limited to the classroom.

\*

Interest in seeing Roman and Greek exhibits in museums and visiting Roman sites, on the one hand, and the actual visits paid to such museums and sites, on the other range as follows:

Table 21

Attitude	Interest (item 10)		Actual visits (item 11)		Frequency
	Beginners	O-Level	Beginners	O-Level	
a. Greatly interested	4	4	2	-	Frequently
b. Interested	10	13	10	13	Sometimes
c. Undecided	4	1	6	4	Rarely
d. Not interested	2	2	1	1	Never
			1	2	Not possible
TOTAL	20	20	20	20	

Accordingly:

(a) Interest and actual visits to museums and ancient sites keep pace.

(b) Very few appear "greatly interested" in the subject, but a clear majority (31 people) would welcome an approach to the Ancients through the relics of classical civilisation preserved in museums and elsewhere. Of the total sample 25 pupils claim they pay such visits frequently or sometimes (10 do so rarely).

That the youngsters in the sample appear fairly interested in seeing ancient Greek and Roman exhibits in museums etc., should perhaps be taken rather as evidence that the school has not killed this interest; an interest which seems to be aroused rather under the influence of the prevailing fashion in contemporary societies. If the school was, in fact, responsible for the creation of a more permanent interest in the Ancients, then it would be likely that the ex-pupils would continue to approach the Classics, at least, through translations. To the question,

"Do you intend to read classical authors at a later stage of your life?" the sample responded as follows: (item 12)

Table 22

ATTITUDE	BEGINNERS	O-LEVEL
a. I certainly intend to	1	1
b. I shall probably do so	6	6
c. I am undecided	8	8
d. I do not intend to do so	5	5
TOTAL	20	20

Hence, there is no clear evidence that the majority of respondents will include some classical authors among their future readings. Another detail may be of interest: O-level candidates who 'certainly' or 'probably' will read some classical authors do not exceed the number of beginners who hope to do so.

6. On the sex of classics teachers. Does the sex of the classics teacher affect the pupil's attitude to him or to her? To investigate this point, we included the following question in the questionnaire: "Do you prefer to be taught by male or by female classics teachers?" The answers were as follows (item 14):

Table 23

	Beginners		O-Level	
	Boys	Girls	Boys	Girls
a. By male teachers	2	2	1	7
b. By female teachers	3	1	1	1
c. Either	5	7	8	2
TOTAL	10	10	10	10

Hence, the majority do not care about the sex of their



classics teachers. Some favouring of male teachers by O-level girls is demonstrated. The figures are too small, however, to allow us to draw any reliable conclusion. The whole issue, particularly interesting from the Greek point of view, will be discussed more thoroughly in the analysis of the final questionnaire study.

7. On classics teaching as an occupation. Bad news for the immediate future of the profession of classics teaching comes from the sample. Whereas 6 people would wish to become teachers, nobody declared interest in becoming a classics teacher. If the data is reliable, this fact alone would be sufficient to epitomise the crisis the Classics are facing today.

8. How the two sexes have responded. Although, in certain cases, the figures are very close to each other, we give below an idea of how the two sexes have responded to the questions.

(a) The vast majority among those attacking Scripture are boys, especially beginners (7+1 boys = 8, in a total of 11 people).

(b) More boys consider the study of Classics useful: 13 against 12 girls

(c) More boys appear to admire ancient Greece: 15 " 12 "

(d) More boys appear to admire Rome: 16 " 11 "

(e) Far more boys claim they read about ancient Greece: 18 " 9 "

(f) More boys claim they read about Rome: 17 " 11 "

(g) A few more boys declare interest in visiting Roman sites: 19 " 17 "

(h) More boys claim they pay such visits: 20 " 17 "

But:

(i) More girls intend to read classical authors: 8 against 6 boys

(j) More girls appear in favour of Classics in the original 5 " 2 "

(k) More girls would wish to become teachers: 4 " 2 "

The conclusion that can be made so far is that male respondents are more favourably disposed to classical antiquity, but 'Classics' as a literary subject is favoured by more females. However, the numbers are too small to be reliable.

#### SUMMARY

1. A great variety in the likes and dislikes of pupils is demonstrated.
2. Though Latin does not appear a popular subject the majority recognise its usefulness.
3. The sample is rather critically disposed towards traditional classics teaching.
4. Wider reading either on Greece or on Rome is not evidenced.
5. A clear majority would prefer to approach the Ancients through the relics of the ancient world which are still preserved.
6. Nobody has declared interest in becoming a classics teacher.

The general impression from the study undertaken is that original classics teaching should be aided by the 'crutches' of all those possible para-linguistic sources which would make the subject look attractive.

Before we undertake the analysis of the data supplied by the main sample, it may be of interest to point out that all respondents took the pilot venture seriously, and there was no evidence of any of the questions being misunderstood. Also in analysing the data of the pilot study the investigator was not able to establish any apparent weaknesses of the questions. So he decided not to attempt further changes and modifications in the English form of the questionnaire.

CHAPTER X

A Comparative Analysis of the Data Resulting from the  
Questionnaire Administered to the Main Sample

Introduction. 1. When the questionnaire had been developed to a form suitable to be taken by the main sample, the investigator translated it into Greek. In order to assure the equivalence of the questions in the two languages, he applied for assistance to a Greek teacher of English who produced a so-called 'back translation', from Greek into English.<sup>1</sup> Since this procedure clarified several ambiguities of the language of the Greek form, these points were modified as appropriately as possible.

The English and the Greek form are of equivalent content, except in the following cases:

(a) In the Greek study the sentence, "Children who do not learn Latin or Greek in school are ....." was divided into two separate sentences referring to Latin and Greek, respectively, since there exists a large difference in the attitudes of Greek pupils towards these two subjects.

(b) In the Greek study one more question was added, concerning pupils' attitude to the Greek language issue (item 17).

So, through the preliminary-pilot studies already analysed and the procedure of 'back translation', we tried to ensure the validity and equivalence of the questions set in the two forms of the questionnaire which was to be taken by the main sample.

2. Method followed in the choice of the sample-Schools

It was decided that the questionnaire be completed by 400 Greek and 400 English secondary school pupils of both sexes in equal proportion and this proportion be as representative of as

1. Acknowledgments are due for this to Mrs. M. Watling.

wide a socioeconomic scatter as possible.

We recall that of all Greek pupils who completed the questionnaire, 40% were living in the two cities, Athens and Salonica. This percentage was taken on the grounds that the population of the two cities and the surrounding areas has increased enormously during the last 15-20 years and now constitutes up to 40% of the total population of Greece.<sup>1</sup>

Table 24

Title-situation of school	Approximate number of inhabitants of the town (data of 1971)	Number of pupils chosen	
		Beginners	'O-Level'
1. For girls, Zographou (Athens)	2,540,000	39	37
2. B, for boys (Athens)	"	10	15
3. B, " " (Salonica)	557,000	29	30
4. For girls, Rethymna (Crete)	38,000	31	15
5. " " Tripolis (Peloponnesos)	18,500	30	15
6. Coeducational, Aegina	9,000	-	8 (5 boys)
7. For boys, Levadea (Boeotia)	13,500	30	30
8. Coed., Preveza (Epiros)	13,000	-	27 (12 boys)
9. Coed., Thermon, (West Greece)	2,000	31 (boys)	23 (8 boys)
TOTAL		200	200

1. We give the mobility and growth of population in Greece, since 1928, in thousands:

Area	Year					Per cent in 1971
	1928	1940	1951	1961	1971	
Athens	802	1,124	1,379	1,853	2,540	29.19
Salonica	251	278	303	381	557	6.41
Other cities*	879	1,010	1,204	1,397	1,503	17.26
Total Urban	1,932	2,412	2,886	3,631	4,600	52.86
Semi-urban, rural population	4,273	4,933	4,753	4,760	4,102	47.14
TOTAL	6,205	7,345	7,639	8,391	8,702	

\* Over 10,000 inhabitants. (Source: EDOK-ETER, Diary 1973, p. 157).

The other 60% of the sample was taken from Greek provincial areas. The whole population was drawn from the state Gymnasia as shown in Table 24.

The geographical situation of these places is shown in the map reproduced in Appendix P. Here it must be said that the first 3 schools are operating in urban areas composed principally of the so-called 'middle class' population. In Rethymna the majority of people are likely to be engaged in various semiskilled, unskilled occupations. Aegina is a pleasant small island, near Piraeus, where navigation and fishing are the main occupations. Tripolis is situated in a mountainous area where (outside the town) the majority of people are engaged in agriculture and rearing livestock. The population of the provincial areas of Levadea, Preveza and Thermon is principally engaged in semiskilled and unskilled work (particularly, in agriculture).<sup>1</sup>

The socioeconomic background of our sample is presented later.

As far as the British respondents are concerned, they were drawn from various types of secondary schools in the following proportions: Grammar schools 40%, High schools 57.5%, comprehensive schools 2.5%, operating in the Yorkshire area. The following schools have offered their population to the study:

1. According to a 5% sample elaboration of the 1971 Population Census questionnaires, the distribution of the economically active population by branch of economic activity is as follows: Economically active population: 3,283,880. Agriculture, livestock, etc. 1,330,320; Mining and Quarrying 20,980; Manufacturing 539,880; Electricity, gas etc. 24,960; Construction 255,020; Trade 350,420; Transport 213,140; Banks-Insurance 78,140; Services 409,220; Not declared activity 61,800. (Source: National Stat. Service of Greece - Decemb. 1975). See also Appendix A.

Table 25

Title*-situation of school	Number of pupils	
	Beginners	O-Level
1. Allerton High School (Leeds)		18 (girls)
2. Bradford Girls' Grammar School	15	12
3. Garforth Comprehensive School		10 (6 boys)
4. Honley High School		25 (16 boys)
5. Leeds Boys' Grammar School	36	22
6. Mirfield High School	51 (24 boys)	7 (1 boy)
7. Morley Grammar School		13 (3 boys)
8. Notre Dame Girls' Grammar School	31	22
9. Roundhay High School (Leeds)		18 (6 boys)
10. St. Bede's Grammar School (Bradford)		9 (boys)
11. St. Michael's College (Leeds)	29 (boys)	24 (boys)
12. St. Wilfrid's High School (Featherstone)	38 (11 boys)	20 (13 boys)
TOTAL	200	200

The investigator recognises this is not either a random sample or a stratified sample. Nevertheless, it may be, more or less, representative of the school population involved in Latin, on the grounds that: (a) it will be seen that the population comes from a wide socioeconomic cross-section; (b) it will be seen that traditional and modern classics teaching are fairly represented in the O-level sample.

Of the above schools, numbers 2 and 10 operate in socially privileged areas and Leeds Grammar is attended by highly selected pupils; it is an independent school.

School 1 is situated in a nice area surrounded by semi-detached houses; from this point of view, school number 9 is less privileged.

Schools number 8 and 11 are maintained by the Catholic Church and draw pupils from a wide area (as does Leeds Grammar).

\* Schools no. 1, 4, 6, 9 and 12 are in fact comprehensive.

Schools number 3, 4, 6, 7 & 12 operate in nice semi-urban or 'rural' areas and are attended by large numbers of children who have parents engaged, mainly, in skilled, semiskilled and unskilled manual work.

Traditional Latin teaching methods were still used in 5 of the 12 schools where the study was conducted, 4 of them had introduced the C.L.C. Project, 2 the Scottish 'Ecce Romani', and one made use of both modern courses. In precise numbers:

All 200 beginners had been introduced to the new courses;

112 O-Level pupils were taught by modern methods;

88 O-Level pupils were still following traditional courses.

According to information supplied by the teachers:

(a) Those classics teachers who approve the C.L.C. Project do this mainly on the grounds that it includes interesting reading material in abundance. Those advocating the Scottish Course explain that the Cambridge Project presupposes an amount of time not available today, and claim the former saves time and also lays some indispensable foundations of grammar ignored by the C.L.C. Project. As a classics teacher put it to me, "The pupil should know what he(she) is doing, and the Scottish course and I encourage him/her to do so".

(b) None of the teachers had adopted an entirely modern scheme in Latin teaching and many tended to combine rather than to separate the various possible approaches to the subject.

(c) Most of the pupils answering the questionnaire were being prepared to sit examinations set by the J.M.B.

(d) In the opinion of those teachers who were following modern schemes in classics teaching, the number of Latin scholars in general, and O-level candidates particularly, will increase in the immediate

future.

It is also of interest to point out that, apart from subjects such as English, Mathematics, Divinity, 70-85%, at both levels, were taking the following common subjects: History, Geography, Physics, Chemistry, Biology, French, Latin. That is, with the exception of Biology, the English sample is, more or less, similar to the Greek,<sup>1</sup> as far as school subjects are concerned.

In the total English sample 20 people (9 beginners and 11 0-level) were taught ancient Greek, too (5%). This population came from the following schools:

- Leeds Grammar School	8 beginners	7 0-Level
- St. Wilfrid's High School	1 beginner	4 " "

For research purposes and for the sake of equivalence, although the educational systems of the two countries are extremely dissimilar, the sample was taken from two categories: 50% were beginners (aged 12/13) and the other 50% at the '0-Level' stage. The Greek '0-Level' were 16/17 years old and attended the 5th grade of the Gymnasium; that is, they had been taught ancient Greek for 5 years and Latin for 2 years (Latin is introduced by the beginning of the 4th grade).<sup>2</sup>

3. A note on the supplementary sample. In the Greek case 100 copies of the questionnaire were completed by a supplementary sample to check the popularity of ancient Greek in the 2nd grade. This population was drawn from the following schools:

- Levadea (for boys)	30 pupils
- Preveza (Coed)	24 "
- Proussos <sup>3</sup>	46 "
TOTAL	100 (62 boys).

1. The time-table of the Greek Gymnasium is reproduced in Appendix B.
2. The reader is reminded that Gymnasium studies are of 6 years' duration.
3. Not included in the main sample, (600 inhabitants, approxim.; a mountainous village).



All these are provincial school areas.

As for the English Supplementary sample, which was used to check the popularity of Classical Studies, it was drawn from:

- St. Wilfrid's High School	27 pupils
- Mirfield High School	39 pupils
- Notre Dame Girls' Grammar School	34 pupils
	<hr/>
TOTAL	100 (64 girls)

The age of these pupils ranged from 12 to 16 years.

4. Administration of the questionnaire. The Greek form was, first, submitted to the Ministry of Education for approval. Although the approval was given after some delay, the Ministry, finally, did not suggest any alterations of the content of the duplicated questionnaire (pupils-teachers). Moreover, the Ministry distributed the questionnaire to the 9 Gymnasia and endorsed<sup>1</sup> our instructions for as correct an administration of the study as possible. These instructions were stated in a separate paper as follows:

" (a) This questionnaire should be administered to two classes, randomly chosen, attending the 1st grade and the 5th grade, respectively. (b) The study should be supervised by a teacher other than the philologist who teaches the Classics to these courses. (c) Pupils should be free to give honest answers".

According to the investigator's request, as soon as the duplicated questionnaire was completed, the schools posted the copies to him.

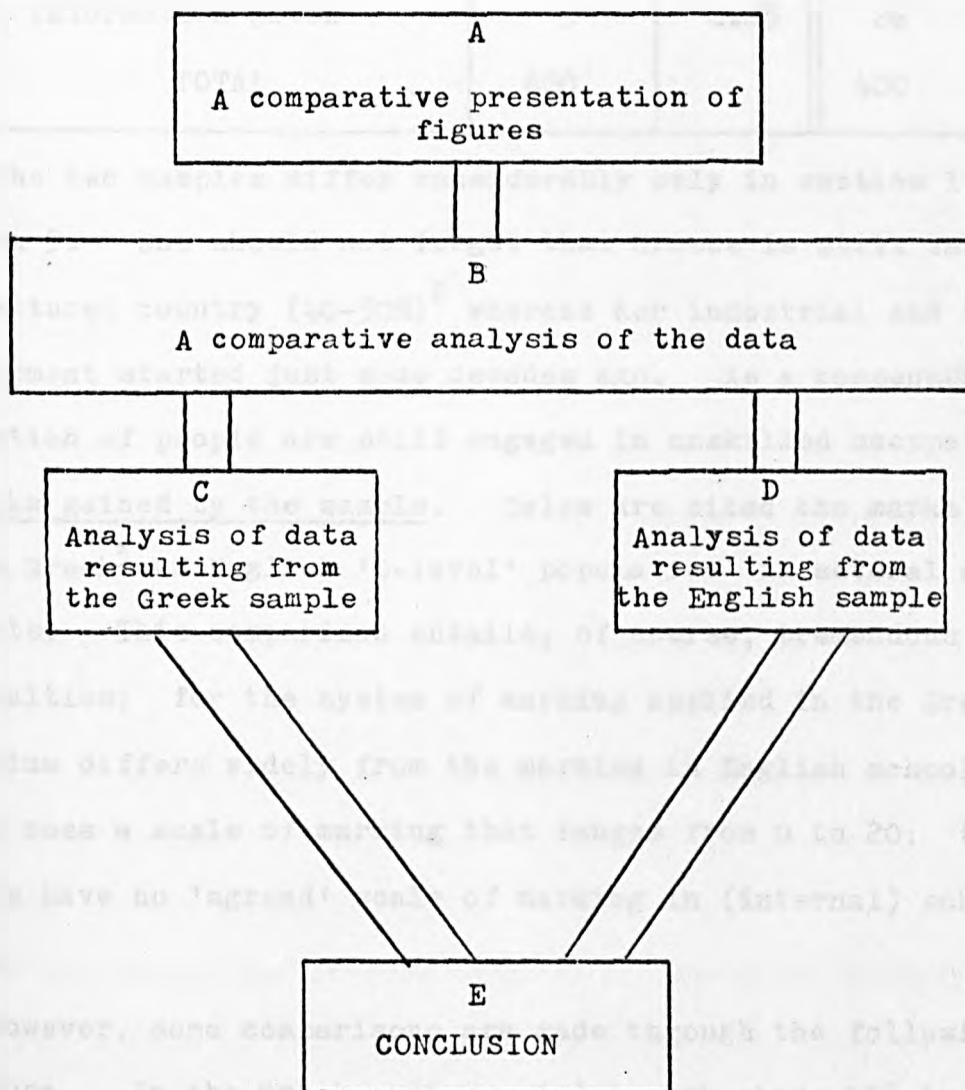
As far as the English part of the study is concerned, the writer visited all the schools that gave permission to administer the questionnaire and discussed with 16 teachers the field under investigation.

1. The original document is reproduced in Appendix R.

5. Method of analysis of the data. Normally, the method adopted in the analysis of the data in the present (and the next) chapter is as follows: Figures are, first, presented in comparative Tables and then the findings are analysed and discussed comparatively. The next step is to analyse the data resulting from the sample in each country. Finally, an attempt is made to arrive at some general conclusions concerning both samples.

The process of analysis followed is shown in the figure below:

PROCESS OF ANALYSIS OF THE DATA:



TOWARDS ANALYSING THE DATA

a. Socioeconomic background of the sample. To judge by their

father's occupation, the socioeconomic scale to which the Greek and the English sample belong is as follows:<sup>1</sup>

Table 26

Father's Occupation	Greek Sample		English Sample	
	Number	%	Number	%
1. Professional	26	6.5	49	12.25
2. Clerical workers	80	20	119	29.75
3. Skilled manual	94	23.5	108	27
4. Semiskilled	74	18.5	62	15.5
5. Unskilled	117	29.25	36	9
6. No information given	9	2.25	26	6.5
TOTAL	400		400	

The two samples differ considerably only in section 1 and section 5. One should not forget that Greece is still largely an agricultural country (40-50%)<sup>2</sup> whereas her industrial and technological development started just some decades ago. As a consequence, a high proportion of people are still engaged in unskilled occupations.

b. Marks gained by the sample. Below are cited the marks gained by the Greek<sup>3</sup> and English 'O-level' population in several academic subjects. This comparison entails, of course, tremendous difficulties; for the system of marking applied in the Greek Gymnasium differs widely from the marking in English schools. The former uses a scale of marking that ranges from 0 to 20: the latter schools have no 'agreed' scale of marking in (internal) school exams.

However, some comparisons are made through the following procedure. In the Greek system: (a) A mark above  $15\frac{1}{2}$  is regarded

1. The reader is reminded of the limitations of this classification.
2. See footnotes on previous pages.
3. Details are given in Appendix S.

by the law as a 'Very Good' performance; that is, Above Average (AA). (b) A mark  $12\frac{1}{2}$  to  $15\frac{1}{2}$  is a 'Good' mark; i.e. Average (A). (c) A mark below  $12\frac{1}{2}$  could be taken as Below Average (BA).

Now the marks which the two populations say (in response to questionnaire item F) they gain are as follows, in actual numbers of pupils:

Table 27. 'O' Level Population - marks gained.<sup>1</sup>

SUBJECT	GREECE			ENGLAND		
	Performance			Performance		
	AA	A	BA	AA	A	BA
Ancient Greek	45	93	62	-	-	-
LATIN	74	63	56	64*	101*	27*
Modern Literature	39	95	66	85	72	10
Mathematics	24	100	76	83	87	21
TOTAL	182	351	260	232	260	58

It can be seen that the two samples differ widely: far more English claim they gain marks in these academic subjects which lie above average (38.66% against 22.83%); ancient Greek is not taken into account.

A difference may exist in the two samples due to the following factors:

(a) All Greek pupils at the Gymnasium are required by the law to follow a compulsory curriculum including 10-12 subjects, most of them being of the academic type.

(b) Streaming has not been adopted by the Greek educational system and pupils of various abilities attend the same course.

Other details which concern the Greek sample are as follows:

1. Beginners have not been taken into account here since the questionnaire was administered to the Greeks in the early period of the school year 1974-75, and marks had not yet been announced to these pupils. See also Appendix S.
- \* The corresponding figures concerning the beginners are: 59, 110, 14. No answer: 17.

(a) The average marks gained by the female population were higher than the boys, in ancient Greek (13.74 against 13.25) and Latin (15.66 against 14.33).

Sex	Greek	Latin	TOTAL
Boys	13.25	14.33	27.58
Girls	13.74	15.66	29.40
TOTAL	26.99	29.99	56.98

$x^2 = 0.009$       d.f. = 1.      Not significant.

(b) Pupils studying in the areas of Athens and Salonica appear to gain higher marks than their counterparts living in outlying districts (14.31 against 13.55).

An explanation of this may be the fact that pupils living in the above cities have, in general, better opportunities of reaching a higher level of performance (by being taught privately etc.). On the other hand, most of the teachers working in Greek districts are young people, while their colleagues in Athens and Salonica have usually had longer teaching experience.<sup>1</sup> And, as far as it is known to me, the longer their teaching service is, the more generous in their marks teachers are considered to be, at least in Greece.

To focus on the questionnaire:- the majority of Greek beginners found it difficult to complete the three open sentences included in item 16. In all other respects, the whole sample took the study seriously and answered almost all questions set.

1. The Classics and the Curriculum. To what extent do Latin and Greek attract present day pupils? In general, what is the popularity of different school subjects among secondary school

1. This is reflected in the data supplied by the questionnaire taken by teachers.

pupils? According to the data of several investigations mentioned in the review of relevant research, subjects allowing bodily activity are more popular than the more abstract ones; others have found that English easily comes first with girls and is well placed with boys.<sup>1</sup> The resulting data offered by our sample is as follows:

Question set: "Name the one subject you like most".<sup>2</sup>

Replies in actual numbers:

Table 28. Popularity of school subjects (item 1)

ATTITUDE	GREEK SAMPLE				ENGLISH SAMPLE			
	Beginners		'O-level'		Beginners		O-level	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
a. One subject	92	94	86	71	88	81	85	90
b. 'I have no preference.'	8	6	10	16	10	18	15	10
c. 'I do not like any subject very much!'			4	12	2	1		
No answer				1				
TOTAL	100	100	100	100	100	100	100	100

Therefore, 344 English and 343 Greek respondents name the one subject they like most. The former distribute their preference over 22 school subjects,<sup>3</sup> at least, due to the possibility of options and other relevant factors whilst the latter do not name more than 10 subjects.<sup>4</sup> As a consequence, whereas English literature comes first in the English sample it receives only

1. See J.J. Shakespeare (1936), and J. Don, J. Grigor (1919), respectively.
2. The questionnaire is reproduced in Appendix K (English) and Appendix L (Greek).
3. Appendix T.
4. Appendix U.

46 statements of preference; by contrast, the Greek section has 90 people naming ancient Greek as their favourite subject, while modern Greek comes fifth.

A comparative index of the first five school disciplines would be more informative here:

Table 29. Index of the first 5 favourite school subjects

GREEK SAMPLE			ENGLISH SAMPLE	
S. N.	Subject	Number of votes	Subject	Number of votes
1.	Ancient Greek	90	English literature	46
2.	Mathematics	62	Mathematics	41
3.	History	50	French	36
4.	Divinity	34	History	30
5.	Modern Greek	26	Biology	30

The table shows that the Greek pupils are in favour of traditional school subjects whereas the English school population do not hesitate to include 'modern' disciplines such as French and Biology. In the Greek sample there is room even for Divinity while this subject claims the preference of only 4 English pupils.

Let us now concentrate on the Classics. Of those 90 Greeks who were faithful supporters of ancient Greek 68 people were beginners, of them 26 boys. This is particularly interesting and strange, too: interesting because many people believe today that the battle of the Classics studied in the original has been lost in the school curriculum and also on the grounds that this favour shown to the subject could be properly exploited by the school. On the other hand, it is rather paradoxical to find that in spite of a good deal of grammar taught and the "made up" content of the text book taken, 68/200 of the beginners regard ancient Greek

as one of the most popular subjects.

But the bright picture which shows so many beginners as faithful followers of the Ancients begins to become dimmed as soon as the pupils are promoted to the 2nd grade of the Gymnasium, when the number of those who continue to regard ancient Greek as their favourite subject drops to 21%. We point this out with the reservation that this second percentage is calculated on the basis of 100 replies supplied by the supplementary sample mentioned above.<sup>1</sup>

At any rate, the situation becomes more critical when the pupils reach the fifth form: then the eager partisans of original ancient Greek drop to 11% (15 boys, 7 girls).

In the 5th form there is also some decline in the numbers preferring Mathematics. The interest in modern Greek increases, though not greatly, from 9 people (4.5%) to 17 (8.5%) and in History from 18 (9%) to 32 (16%). But only 3 people remain faithful to Divinity in the 5th grade.

It would now be worth finding out who these 22 'O-level' people remaining fond of original Greek are.

The data shows that 16 are children of parents engaged in semiskilled or unskilled occupations. The remaining 6 were children of clerical workers. The figures, however, are rather too small to allow one to test the significance of this difference.

The general conclusion is that ancient Greek soon loses ground, being an attractive subject in the early period of the secondary school. Original Greek is not favoured by those who reach the upper classes of the Gymnasium.

1. Appendix U.



Despite this fact, traditional disciplines such as ancient Greek, Mathematics and History, continue to attract more pupils than 'modern' school subjects such as foreign languages, Physics, Chemistry, Psychology, Anthropology. The implication of this phenomenon may be that the school has not persuaded the youngsters that 'modern' subjects, properly taken, can also become attractive and useful to them.

Latin has not been mentioned so far since even in the English sample it rates 9th in the list of preferences, with 17 people favouring it. What follows Latin is Physics, Music, Divinity and other subjects of secondary importance favoured by 70 British pupils altogether.<sup>1</sup>

Those 17 English children (12 beginners and 5 O-level) who give their vote to Latin belong to the following socioeconomic categories: 7 were children of clerical workers and 10 had parents engaged in 'skilled' professions.

A certain relationship may exist between the type of school attended and a favourable attitude to Latin, since out of 17 people preferring Latin 8 were attending 2 Catholic schools. Generally, also, the position of the subject seems to be better in Grammar schools (11 pupils against 6).

Finally, it is characteristic that traditional classics teaching appears to appeal to only one pupil in the total sample. The remaining 16 people who seem enthusiastic about the subject were following the Cambridge or the Scottish Experimental Latin Course.

That modern approaches to Latin may have made some impact upon pupils can be demonstrated through the data offered by the separate

1. Appendix T.

study, using the same questionnaire, which we conducted in courses taking Classical Studies: out of a total of 100 replies, English, again, comes first with 18 preferences and 'Latin' second with 9. Analytically the data is as follows: (items 1, 2, 3)

Table 30. Index of preferences of pupils taking Classical Studies

SUBJECT	Extremely popular subjects	Extremely tiring subjects	Subjects the pupils would wish to get rid of
1. English	18	2	-
2. 'LATIN'	9	1	-
3. Geography	6	4	1
4. Cookery	6	-	-
5. Art	6	3	1
6. Chemistry	5	5	4
7. History	5	-	-
8. Music	4	-	4
9. Physics	3	2	7
10. Biology	3	1	3
11. Craft	2	-	-
12. Games	2	2	-
13. Other subjects	6	5	11
14. French	-	14	17
15. Maths	-	12	8

Now the general conclusion is:

(a) Ancient Greek, though a very popular subject in the early period of secondary school studies in Greece, soon loses ground.

(b) Latin continues not to appear a popular subject in the English school; those pupils, however, who showed their preference for Latin were following modern courses.

\*

In setting question No. 2 we started from the hypothesis that some relation may exist between the popularity of a school subject

and the degree of difficulty it offers. We will consider the whole issue by attempting a comparative study first.

Table 31. School subjects that tire the respondents out: (item 2)

SUBJECT	ENGLISH SAMPLE						GREEK SAMPLE					
	Beginners			O-Level			Beginners			O-Level		
	Boys	Girls	To- tal	Boys	Girls	To- tal	Boys	Girls	To- tal	Boys	Girls	To- tal
1. One subject	69	52	121	61	44	105	61	47	108	75	58	133
2. Undecided	10	9	19	9	6	15	14	16	30	-	6	6
3. More than one	13	19	32	10	17	27	-	-	-	13	24	37
4. No subject	8	20	28	20	33	53	25	37	62	12	12	24
TOTAL	100	100	200	100	100	200	100	100	200	100	100	200

The table shows:

(a) A higher number of English beginners in comparison with the Greeks name one, or more subjects that tire them out (153 against 108).

(b) A higher number of Greek 'O-level' population do the same, respectively (170 against 132).

(c) Far fewer English beginners claim no subject tires them out (28 English against 62 Greeks).

(d) Far more English O-level pupils than Greeks declare no subject tires them out (53 against 24).

The first five school subjects considered by the sample extremely tiring are as follows:

Table 32. Extremely tiring school subjects

S.N.	GREEK SAMPLE		ENGLISH SAMPLE	
	Subject	Number of pupils	Subject	Number of pupils
1.	Mathematics	81	Mathematics	31
2.	Ancient Greek	43	Chemistry	29
3.	History	29	Physics	29
4.	Latin	22	Latin	27
5.	Physics	10	French	23

Accordingly:

(a) Mathematics and linguistic subjects rate first among extremely tiring disciplines in both samples. The main difference is that far more Greeks name Mathematics. This may be due to the factors mentioned previously, when commenting on the marks gained by the two samples.

(b) A collation of Table 32 with Table 29 shows that an extremely tiring subject is not necessarily an unpopular one.

To return to the Ancients, it is an open secret that both of the classical languages have always been thought of, even by specialists, as extremely difficult subjects. In spite of this, only 14 Greek beginners feel ancient Greek is a subject that tires them out, whereas 38 refer to Mathematics as such and 29 to History. In addition, 27 beginners name various other subjects as tiring.<sup>1</sup>

The general impression is that the Greek beginners think themselves capable of assimilating the knowledge offered by the school. This excludes Mathematics which is regarded by a relatively high percentage as an extremely tiring subject.

But the picture changes radically as soon as one considers the answers of 'O-level' Greek respondents of whom 37 declare that more than one subject tires them out; 29 say ancient Greek tires

1. Appendix V.

them, 22 name Latin and so forth. Those 'O-level' Greeks who claim no subject is extremely tiring total 24 people, while 20 remain undecided.<sup>1</sup>

In conclusion, it is the Greek 'O-level' and the English beginners who appear to think themselves more heavily burdened. Of course, the English pupils have the possibility of options and of dropping some subjects from one school year to the next.

\*

The data from the third item in the questionnaire suggests that the majority in both samples would wish to get rid of one or more subjects. To the question, "What subject would you wish to get rid of?" the population responded as follows:

Table 33. Number of subjects the respondents would wish to get rid of: (item 3)

SUBJECT	GREEK SAMPLE						ENGLISH SAMPLE					
	BEGINNERS			'O-LEVEL'			BEGINNERS			O-LEVEL		
	Boys	Girls	To- tal	Boys	Girls	To- tal	Boys	Girls	To- tal	Boys	Girls	To- tal
One sub- ject	38	43	81	62	60	122	63	58	121	58	57	115
More than one	-	-	-	20	21	41	18	13	31	8	11	19
Undecided	6	10	16	6	9	15	9	17	26	9	8	17
No subject	56	47	103	12	10	22	10	12	22	25	24	49
TOTAL	100	100	200	100	100	200	100	100	200	100	100	200

The Table indicates:

(a) A slightly higher proportion of English pupils would wish to get rid of one school subject (236 against 203).

(b) More English beginners in comparison with the corresponding Greek sample reject more than one subject (31 against 0).

1. Appendix V.

(c) Far fewer English beginners than Greek reject no school subject (22 against 103).

But:

(d) Far more 'O-level' Greeks would wish to get rid of more than one subject (41 against 19).

(e) Far fewer 'O-level' Greeks reject no school subject than their corresponding British counterparts (22 against 49) do.

It must be explained here that it did not seem worthwhile to apply statistical tests of the significance of these differences.

Below are cited:

Table 34. The first 5 school subjects rejected by the sample

S.N.	GREEK SAMPLE		ENGLISH SAMPLE	
	Subject	Number of pupils	Subject	Number of pupils
1	Latin	60	Latin	41
2	Maths	41	Chemistry	34
3	History	33	Physics	31
4	Ancient Greek	20	French	29
5	Foreign languages*	17	Divinity	26

The two samples coincide, as far as linguistic subjects are concerned. From the Greek viewpoint, it may not be an optimistic message that ancient Greek - regardless of the number of respondents taking this view - appears fourth in the range of subjects the pupils would wish to see abolished from the curriculum they are following. Of these people 15 were 'O-level', of them 11 being girls, of them 8 from Athens.

Let us focus on Latin. Those 41 English respondents who attack Latin come from four Grammar and seven High or Comprehensive schools. Of these pupils 12 were following traditional courses,

\* English or French.

19 the C.L.C. Project and 10 the Scottish Experimental Course, "Ecce Romani".

By applying  $x^2$  to test the significance of this difference, we have:

KIND OF COURSE	Against Latin	In favour of Latin	TOTAL
Traditional	12	76	88
Modern	29	283	312
TOTAL	41	359	400

$x^2 = 1.40$                       d.f. = 1.                      Not significant.

Therefore, hostility shown to Latin does not emanate from any particular kind of course (say, from the traditional type).

That modern approaches may not be sufficient to improve the position of the subject in the school curriculum can be argued through the following evidence particularly: out of those 41 people who reject Latin 22 belonged to only 3 schools all of which had introduced the new methods in Latin teaching (C.L.C. or "Ecce Romani"). The remaining 19 were distributed among 7 schools.

In addition, it may be of interest to point out that this category includes only 4 pupils who claim they gain marks in Latin which lie above average.

Finally, no particular connection between social class to which the pupils belong and hostility to Latin was apparent.

To sum up:

(a) Ancient Greek, in the Greek section, appears the most popular subject but only in the early part of the secondary school.

(b) Latin is shown as an unpopular subject in both samples; it is also regarded an extremely tiring subject and rates first among school disciplines the respondents would wish to get rid of.

(c) There has been established a certain relationship between

extremely tiring school subjects and subjects the respondents would wish to get rid of: a comparison of Table 32 with Table 34 presented above shows this clearly.

(d) It is the British beginners and the Greek 'O-level' who argue they are more heavily burdened by the school curriculum.

2. Opinions on the Classics. How useful do present day pupils find it to study the Classics? To the question, "Do you agree that learning Classics is useful to you?" the two populations responded:

Table 35. On the usefulness of the Classics (item 4)

ATTITUDE	GREEK SAMPLE						ENGLISH SAMPLE					
	Beginners			'O-Level'			Beginners			O-Level		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
a. Strongly agree	52	30	82	31	30	61	15	12	27	10	6	16
b. Agree	21	36	57	52	41	93	46	29	75	47	62	109
c. Undecided	23	30	53	8	14	22	20	39	59	21	18	39
d. Disagree	2	2	4	8	14	22	14	15	29	18	11	29
e. Strongly disagree	2	2	4	-	1	1	5	5	10	4	3	7
No answer				1		1						
TOTAL	100	100	200	100	100	200	100	100	200	100	100	200

Our comparative table shows that far more Greek pupils 'strongly agree' that learning ancient Greek is useful to them than the English sample does with regard to Latin (143 against 43). On the contrary, more among the latter consider Latin as simply a useful subject (184 English against 150 Greeks). But the Greeks as a whole exceed the English: 293 (73.25%) against 227 (56.75%).

In addition, far more English than Greeks disagree or disagree strongly that learning Classics is useful to them (75 against 31).



By applying the test of  $\chi^2$  we find that the two samples differ significantly.

NATIONALITY	Strongly agree	Agree	Un-decided	Dis-agree	Strongly Dis-agree	TOTAL
Greeks	143	150	75	26	5	399
English	43	184	98	58	17	400
TOTAL	186	334	173	84	22	799

$\chi^2 = 79.04$       d.f. = 4.       $p < .005$ : highly significant.

It is of interest that more 'O-level' Greeks than beginners regard the subject as useful: 154 compared with 139. But this is not necessarily an improvement because those who reach the 5th and the 6th form do not exceed 40-50% of those who enter the Gymnasium annually. One should also take into account that of the 'O-level' Greeks 23 people disagree with the view that taking the Greek Classics is useful to them, whereas only 8 beginners feel the same way.

As far as the English sample is concerned, more beginners 'agree strongly' that Latin is useful to them (27 against 16); but more O-level agree simply that Latin is useful (109 against 75). By adding the two we find that the O-level population who consider Latin a useful subject exceed the beginners (125 against 102). Again, this is not necessarily a bright picture, since, as we have pointed out in the previous chapter, more than 60% drop Latin before the O-level stage. Consequently, one cannot speak about an improvement here.

In the English sample a number of 75 people (18.75%), among them 36 O-level, disagree that Latin is a useful subject. We will try to test whether reservation on the usefulness of Latin and

performance in the subject are related significantly:

ATTITUDE	AA	A	BA	TOTAL
Disagree	12	42	16	70
Others	111	169	25	305
TOTAL	123	211	41	375*

$$x^2 = 17.83 \quad \text{d.f.} = 2. \quad P < .005.$$

Therefore, there appears to be a significant relationship between achievement in Latin and estimates of Latin's usefulness.

Is there an association between the socioeconomic class to which a pupil belongs and a negative attitude to Latin? Let us test this point, too. The data indicates that of those 75 who reject Latin, 14 were children of professional or clerical workers, 29 of skilled, 25 of semiskilled-unskilled fathers (and 7 did not declare their father's occupation).

ATTITUDE	Prof.-Cleric.	Skilled	Semisk.-Unsk.	TOTAL
Disagree	14	29	25	68
Others	154	79	73	306
TOTAL	168	108	98	374

$$x^2 = 19.94 \quad \text{d.f.} = 2. \quad \text{Significant at .005 level.}$$

Therefore, a hostile attitude to Latin and social background are related significantly.

From the Greek point of view, the figures are too small to allow any such calculations.

To sum up, the attitudes of the two samples towards the usefulness of the 'Classics' differ significantly: far more Greeks say the Greek Classics are a useful subject than the English

\* The group is not complete because 25 (20 + 5) respondents gave no answer.

population does with regard to Latin.

The two samples coincide on the following point: the 'O-level' pupils who think of the Classics as an extremely useful subject are fewer if compared with the beginners (Greeks: 61 against 82; English: 16 against 27).

The important thing, however, is that 73% of the Greeks and 57% of the English consider the 'Classics' a useful subject.<sup>1</sup> But, as far as the latter are concerned, this percentage cannot be thought of as high, since Latin in most cases is an optional subject.

\*

What present day pupils who are involved in the subject think of the Classics can also be found through another channel, i.e. thanks to an incomplete sentence included in the questionnaire: "Pupils who do not learn Latin or Greek in school are .....". Due to the nature of this item, which was divided into two sentences in the Greek form of the questionnaire, the replies will be studied separately and then comparisons will be made.

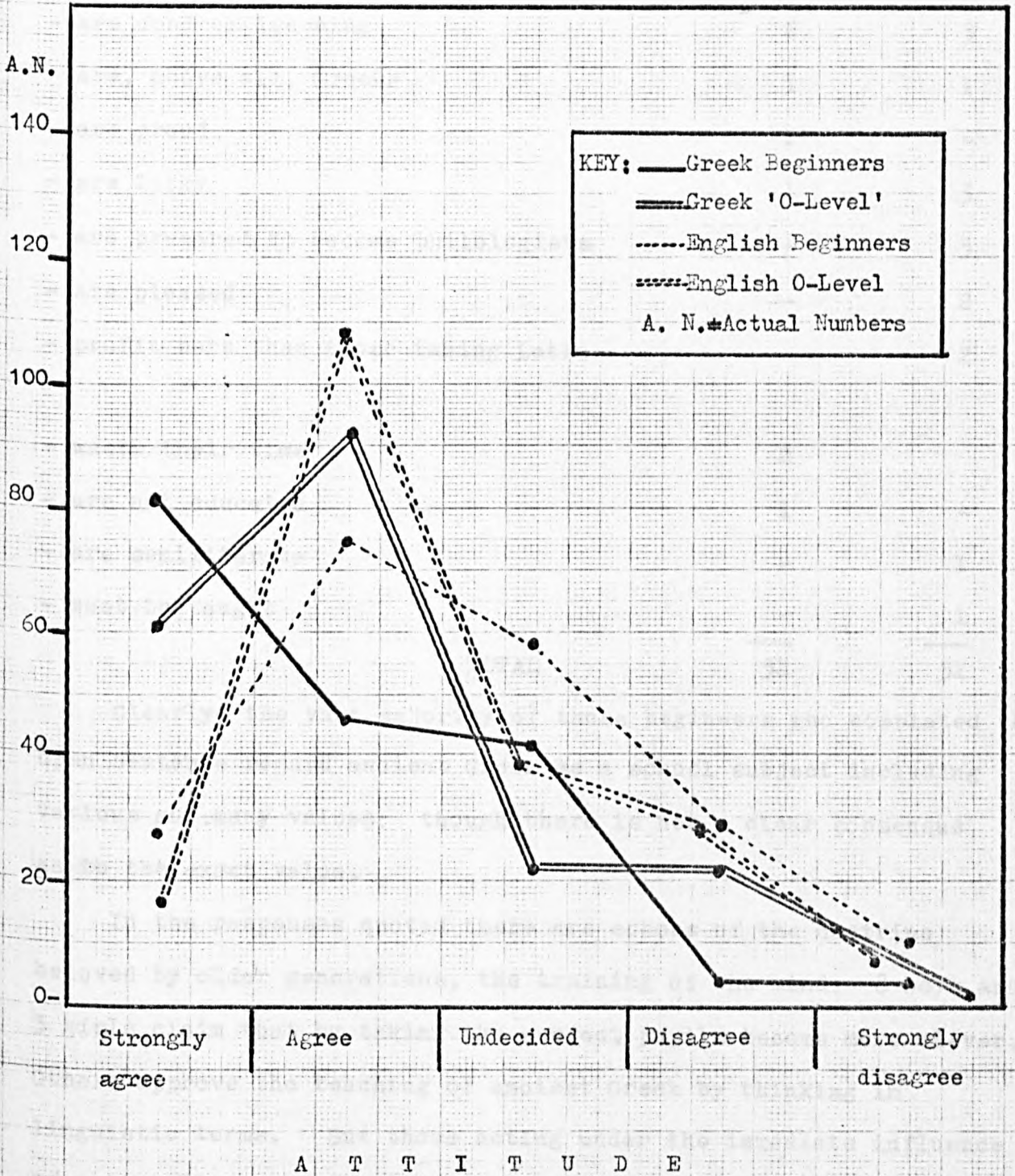
To begin with the Greek section, sentence No. 16c was stated as follows: "Pupils who learn ancient Greek in school are ....." Of the beginners, 48 boys and 49 girls found it difficult to complete the sentence. The other 52 and 51, respectively, have stated the following assessments:

<u>OPINION</u>	<u>FREQUENCY OF STATEMENT</u>	
	<u>Boys</u>	<u>Girls</u>
<u>Pupils who learn ancient Greek .....</u>		
- increase their knowledge	10	3
- are privileged	8	11
- become more clever	8	3
- are better educated	5	7
- profit from many views	5	1

1. Statistical graph No. 6.

6. HOW USEFUL THE PUPILS FIND STUDYING THE 'CLASSICS'.

A comparative statistical graph.



OPINIONFREQUENCY OF STATEMENT

	<u>Boys</u>	<u>Girls</u>
- learn ancient Greek (language)	4	7
- are very good	2	3
- are worthy of admiration	2	-
- are fond of learning	2	3
- are, above all, Greeks	1	1
- are proud	1	-
- are lucky	1	3
- are prepared to become philologists	-	3
- are pleased	-	2
- profit more than those taking Latin	-	2
- waste their time	2	
- are not educated	1	-
- are semiliterate	-	1
- must be taught	-	1
	<hr/>	<hr/>
TOTAL	52	51

Clearly, the vast majority of those beginners who completed the open sentence regard ancient Greek as a school subject including various and many values: though there is not a clear consensus as to the exact value.

In the responses quoted there are echoes of the doctrine beloved by older generations, the training of the mind: 8 boys and 3 girls claim that by taking the subject pupils become more clever. Others approve the teaching of ancient Greek by thinking in linguistic terms. But those acting under the immediate influence of nationalism are very few.

Now it would be worthwhile to find out how 'O-level' pupils have responded to the same item. For reasons of study the

population has been divided not only according to sex but also according to what the respondents believe.

The open form sentence was completed by 88 boys and 97 girls. Of them all, 5 of the former and 2 of the latter made assessments which were nonsensical.

In the view of the rest,

PUPILS WHO LEARN ANCIENT GREEK	FREQUENCY OF STATEMENT	
	<u>Boys</u>	<u>Girls</u>
( <u>A. Satisfied</u> )		
- are better educated	12	32
- are lucky	9	13
- profit in literature	4	5
- learn ancient Greek (language)	1	5
- are aware of ancient Greek civilisation	2	2
- are happy	2	2
- are doing the right thing	1	-
- are profiting	6	4
- are fond of learning	1	-
- are pure Greeks	1	1
- are praised	1	-
- are enthusiastic about the subject	1	-
- are pleased	2	1
- are training their mind	-	2
	<hr/>	<hr/>
TOTAL	43	67
( <u>B. Dissatisfied</u> )		
- are in a difficult position because of bad teaching	3	-
- waste their time	4	-
- are under present conditions unlucky	4	2
- get tired without purpose	1	-
- are badly taught	1	-

PUPILS WHO LEARN ANCIENT GREEK ( <u>B. Dissatisfied</u> )	FREQUENCY OF STATEMENT	
	<u>Boys</u>	<u>Girls</u>
- are taught an extremely difficult subject	1	-
- are not well trained	2	-
- are burdened heavily	2	-
- are bound to do so	2	-
- are unhappy	2	-
- cannot penetrate the ancient spirit	2	-
- do not differ from others	2	5
- are not pleased	3	3
- are lamentable	1	-
- are machines for memorising verse and grammatical rules	1	-
- are slaves of grammar and syntax	1	-
- are in indignation	-	1
- are in despair because of bad teaching	-	1
- are considerably uneducated	-	1
- just know some syntax	-	1
- do not learn something useful	-	1
- are taught a compulsory subject	-	1
- are most upset	-	1
- 'if teaching method does not change nothing can be done'	4	2
TOTAL	36	19

In addition, 2 boys and 8 girls show a neutral attitude by pointing out that what the pupils who learn Greek are, depends on the teacher. Finally, 2 boys and 1 girl say they have no opinion.

It can be seen that:

(a) The majority of Greek respondents (208) consider ancient Greek a school subject from which they can derive considerable educational benefits, though there is a lack of focus on one or



two main benefits.

(b) The subject seems to attract girls more than boys (116 against 92).

But:

(c) Far more 'O-level' respondents complain about bad teaching, or attack the subject itself than do beginners (55 against 5). The outspokenness, the variety and the 'marksmanship' of some of these comments impress.

It would be of interest to investigate who these people are, since it would help us to draw some further useful conclusions.

The attack against the present 'status quo' of classics teaching appears to stem almost equally from urban areas (32 people) and from districts (28 people). But given that pupils living in Athens and Salonica constitute only 40% in the sample, the majority of the opponents of the subject seem to come from cities. Let us test the significance of this difference:

ATTITUDE	Cities	Districts	TOTAL
Opponents of the subject	32	28	60
Others	128	212	340
TOTAL	160	240	400

$$x^2 = 5.23 \quad \text{d.f.} = 1. \quad P < .05, \text{ significant.}$$

It can therefore be argued that of those who appear critical to classics teaching, significantly more people come from urban areas.

As far as the socioeconomic status of this category is concerned, the figures are as follows:

- 17 were children of professional-clerical workers
- 16 " " " skilled
- 27 " " " semiskilled-unskilled

Total: 60.



We will test the null hypothesis that there is no significant association between critical attitude to ancient Greek teaching and the socioeconomic cross-section to which the pupils belong.

ATTITUDE	Prof. cleric.	Skilled	Semisk.-unsk.	TOTAL
Critical	17	16	27	60
Not critical	89	78	164	331
TOTAL	106	94	191	391

$\chi^2 = 0.44$       d.f. = 2.      Not significant.

Those opposing the subject do not seem to do this because of lack of qualifications or of interest in taking it: most of them have gained sufficient marks in ancient Greek. The average mark gained in ancient Greek by male respondents is 13.61 and by female 14.44. Also many among them (46 people) find ancient Greek a useful subject.

In conclusion, 'hostility' shown to the subject should perhaps be attributed to the conditions under which it is taken or to more sophisticated knowledge of possible careers of urban respondents.

\*

So far we have discussed what the Greek sample thinks of ancient Greek. But the whole picture would remain incomplete if their attitude to Latin was not taken into account. Obviously, beginners are not in a position to state their opinion, as they have not yet become familiar with the subject. This is the reason why 80 boys and 74 girls rightly keep silent. On the other hand, 8 and 6 respectively, have given nonsensical answers.

The sentence was stated in the Greek form of the questionnaire as follows: "Pupils who are not taking Latin at school are ....." (item 16b).

Those few who completed it successfully argue that such pupils:

OPINION	FREQUENCY OF STATEMENT	
	Boys	Girls
(a)		
- are unlucky	2	
- are silly	2	
- do not profit	3	
- are semiliterate	-	8
- are uneducated	1	
- " underprivileged	1	
(b)		
- are clever	1	
- " lucky	2	9
- " rid of a useless language	-	2
- do not waste their time	-	1
	<hr/>	<hr/>
TOTAL	12	20

The data shows that a considerable number of beginners appear critical of the subject: 15 people out of 32, of them 12 girls.

The same sentence was completed by 89 'O-level' boys and 94 girls. Those being in favour of Latin do this on the grounds that pupils who do not take the subject are:

OPINION	FREQUENCY OF STATEMENT	
	Boys	Girls
- inferior	6	4
- deprived of useful knowledge	6	3
- disadvantaged linguistically	2	8
- not well educated	4	9
- illiterate	1	-
- unlucky	1	5
- unhappy	-	1
- unable to pursue literary studies	-	1
	<hr/>	<hr/>
TOTAL	20	31

The opponents of Latin claim that those who are not taught the subject:

- are lucky	33	14
- have got rid of a useless, boring and difficult subject - a real nightmare	8	5
- are not really deprived	5	4
- " same as others	-	5
- " pleased	5	5
- do not waste their time	6	5
- are not inferior	2	11
- are happy	3	2
- have an advantage	-	1
- are less unlucky	1	-
- "there are better books to be taught"	-	2

(Some more, neutral, comments are as follows:)

- are not interested in Roman civilisation	1	1
- what they are, this depends on teaching	-	5
Nonsensical answers	5	3

$63+6 = 69$

$54+9 = 63$

What emerges clearly from the comments quoted is that Latin which is considered a useless subject by the majority of 'O-level' population (117 respondents, i.e. 58.5%) is given considerable attention by the minority (51 people, i.e. 25.5%).

With respect to the fierce criticism exercised on Latin by 117 'O-level' people, it is, indeed, paradoxical that this has been made despite the high marks the sample as a whole has claimed it gains in Latin. Probably these marks are the outcome of extrinsic motivation since:

(a) Latin is an entrance requirement to the Philosophical-Theological Cycle of the universities and many in the Greek sample

were likely to prepare themselves for these studies.

(b) The graduates of the Gymnasium need high marks; for in the last 3 years or so the Ministry of Education which organises the external examinations in Greece has taken into account the marks candidates gain in the last school year. And pupils may well know that it is far easier to prepare themselves on an 'indulgent' Latin Syllabus in order to gain a high mark that would be useful later on than to pursue the same purpose through paying attention to a more difficult subject. Latin is, of course, a demanding discipline but, as has been explained in the early stage of the study, the standards of Latin scholarship in the Greek Gymnasium are very low.

The general conclusion so far is that the Greek sample considers ancient Greek as functional to their education for various reasons and a minority even holds this view of Latin. Classics teaching, however, particularly Latin - is criticised by numerous 'O-Level' respondents.

\*\*

It is said that "in many British school Latin texts" one can read the following lines written by pupils:

Latin is a language

As dead as dead can be.

It killed the Ancient Romans,

And now it's killing me.

How many of the youngsters taking Latin today are of the same view?

An idea of this is given by the pupils' response to the open sentence: "Pupils who do not learn Latin or Greek in school are ....." (item 16b). (Latin and Greek were incorporated in one sentence,

since very few respondents were likely to take both subjects. So, in fact, pupils in completing this phrase referred to Latin).

According to the assessments made by the sample, pupils who do not learn these subjects could be classified into the following three categories:

- (a) they are underprivileged,
- (b) they are not at a disadvantage,
- (c) they are entitled to their own opinion.

We will start with the first category by quoting pupils' opinions and the corresponding figures appearing in support of each view:

A. PUPILS WHO DO NOT LEARN LATIN:

<u>OPINION</u>	<u>BEGINNERS</u>		<u>O-LEVEL</u>	
	Boys	Girls	Boys	Girls
- are missing something	10	10	12	6
- " " a lot	1	2	-	-
- " " out an important background	1	7	4	1
- are missing four enjoyable lessons	-	1	-	-
- " " a lot of interesting work	4	2	1	-
- are missing out useful knowledge	1	1	-	2
- do not profit	1	-	-	-
- are perhaps not so much cultured	1	-	-	-
- " not well educated in Classics	2	-	-	-
- " " as well educated/are ignorant, illiterate	-	8	3	-
- are stupid/idiots/silly/thick/a bit mad/looneys	13	4	3	1
- are greatly deprived	1	2	-	-
- are unfortunate	1	2	1	3
- are unlucky	2	1	1	3

<u>OPINION</u>	<u>BEGINNERS</u>		<u>O-LEVEL</u>	
	Boys	Girls	Boys	Girls
- are unlucky; they do not have enjoyment in Classics	1	-	-	1
- are at a disadvantage for the sciences - English	2	-	2	3
- find it difficult to learn modern languages	3	6	-	-
- are inhibited in learning key languages	-	2	2	8
- are not really aware of what the subject is about	1	-	-	-
- do not learn about ancient civilisation	-	3	4	1
- are not good enough to take the subject	2	2	-	-
- are missing out on the early culture of the world			3	1
- are missing a stage in their mental development			1	1
- are missing out a vital part of a proper education			1	-
- are not aware of the splendour of Rome and Greece			1	-
- are missing the chance to learn about the people who fashioned the world			1	-
- are uneducated little peasants			1	-
- are not intelligent and as disciplined as those who learn			1	-
- are lacking a basic knowledge of rules and disciplines			1	-
- are unlucky: Latin sharpens the brain			1	-
- do not profit from a great discipline			3	2
- are ignorant of the fine points of life			1	-
- are not clever enough to do so			<u>1</u>	
TOTAL	<u>47</u>	<u>53</u>	<u>49</u>	<u>33</u>

One would draw the following conclusions from the comments quoted above:

(a) The proportion of pupils who regard themselves as 'privileged' because they take the Classics does not exceed 45.5% (182 people).

(Those Greeks who feel the same way about ancient Greek are 52%; 208 people. It must be remembered, however, that 97 beginners found it difficult to complete the sentence. So the percentage here is, in fact, higher).

(b) It is important that few British respondents make concrete reference to Latin as just a foundation for learning modern languages (13 beginners and 15 O-level). The remaining 154 think of the subject as including considerable educational merits. From this point of view, most of the last 13 opinions are impressive.

(c) In the above assessments, again, there are echoes of the old theory of the training of the mind: "Latin sharpens the brain" etc.

B. According to the second group of opinions, people who do not learn Latin in school are:

<u>OPINION</u>	<u>FREQUENCY OF STATEMENT</u>			
	<u>Beginners</u>		<u>O-Level</u>	
	Boys	Girls	Boys	Girls
- lucky, fortunate	7	12	7	9
- not missing too much	3	3	2	2
- not missing anything	2	-	8	8
- probably better off/much better	3	3	-	2
- under no disadvantage	5	5	2	5
- 'devote their time to more useful subjects'	1	-	-	1
- glad	-	2	-	-

	<u>Beginners</u>		<u>O-Level</u>	
	Boys	Girls	Boys	Girls
- sensible	3	4	1	7
- lucky as Latin is very hard	-	-	1	1
- probably quite all right	-	-	1	-
- studying other, useful, subjects	-	1	2	1
- with a better chance to get O-Level	-	-	1	1
- probably enjoying their subjects better	-	-	1	-
- able to take more interesting subjects	-	-	1	1
- brains	-	1	-	-
- better off	-	-	-	1
- taking a simpler language	-	-	-	1
- not losing out in the modern world	-	-	-	1
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	24	31	27	41

Hence, 123 people (30.75%) in the English sample do not regard themselves as privileged because they happened to include Latin among their 'options'. Moreover, they are thinking of those who did not imitate them in this as lucky and fortunate people. The subject is considered by this category as being of little relevance etc.

In comparative terms, more 'O-level' Greek boys appear critical of ancient Greek (36%) than O-level English boys of Latin (27%).

On the contrary, more O-level English girls reject Latin (41%) than the corresponding Greek sample does, with reference to ancient Greek (19%). The hostile attitude to Latin shown by the former may be partly due to the fact that in two Girls' schools Latin continued to be a compulsory subject for able pupils. This category of respondents total 30 O-level girls, of whom 17 were among the critics of the subject.



C. According to a third group, pupils who do not learn Latin or Greek in school are:

<u>OPINION</u>	<u>FREQUENCY OF STATEMENT</u>			
	<u>Beginners</u>		<u>O-Level</u>	
	Boys	Girls	Boys	Girls
- entitled to their own opinion	7	-	6	5
- learning other languages	3	-	-	1
- I don't know	4	1	-	-
- neither stupid nor sensible	1	-	-	-
- stupid in (some) ways and lucky in others	1	-	-	-
- not better or worse off	1	3	1	-
- those who think that Latin is a dead language	1	-	-	-
- probably aiming for a different future	1	-	-	2
- some of my best friends	1	-	-	-
- not interested in the subject	1	-	5	4
- highly critical to the subject	-	-	2	-
- normal level minded	-	1	1	-
- think of Latin as a boring subject	-	-	1	-
- not in their opinion lacking	-	1	3	4
TOTAL	21	6	19	16
(No answer, or nonsensical answer)	8	10	5	10
TOTAL	29	16	24	26

Therefore, 62 people in the total sample (25.5%) show a neutral attitude to the question set.

To sum up, those English respondents who regard themselves as privileged because they happen to learn Latin do not exceed 45.5%. The reader is reminded, however, that the percentage of those who think of Latin as useful to them is still higher (56.75%).

Now taking the above responses as a whole and comparing them with the corresponding Greek Section we find:

Understandably, more Greeks appear fond of ancient Greek than English of Latin. But classics teaching has received more sharp criticism by some of the former than by the latter. This may be due to the different conditions under which the Classics are taught in the two countries.

3. On teachers and teaching. Given that much in the procedure of learning depends on the relations established between teacher and taught, the sample was invited to answer the question: "What do you think is your classics teacher's attitude to you?" (item 5)

Table 36. Assessment of teacher's attitude.<sup>1</sup>

ATTITUDE	GREEK SAMPLE					ENGLISH SAMPLE				
	Beginners		O-Level		Total	Beginners		O-Level		Total
	Boys	Girls	Boys	Girls		Boys	Girls	Boys	Girls	
a. He/She thinks I am a good member of the class.	25	26	35	17	103	57	25	56	41	179
b. He/She thinks I am not interested in his/her classes.	2	1	7	11	21	2	10	6	16	34
c. He/She thinks I am a trouble-maker.	1	-	1	1	3	5	6	3	2	16
d. I do not know.	72	73	56	70	271	34	59	35	41	169
(No answer)	-	-	1	1	2	2	-	-	-	2
TOTAL	100	100	100	100	400	100	100	100	100	400

Accordingly:

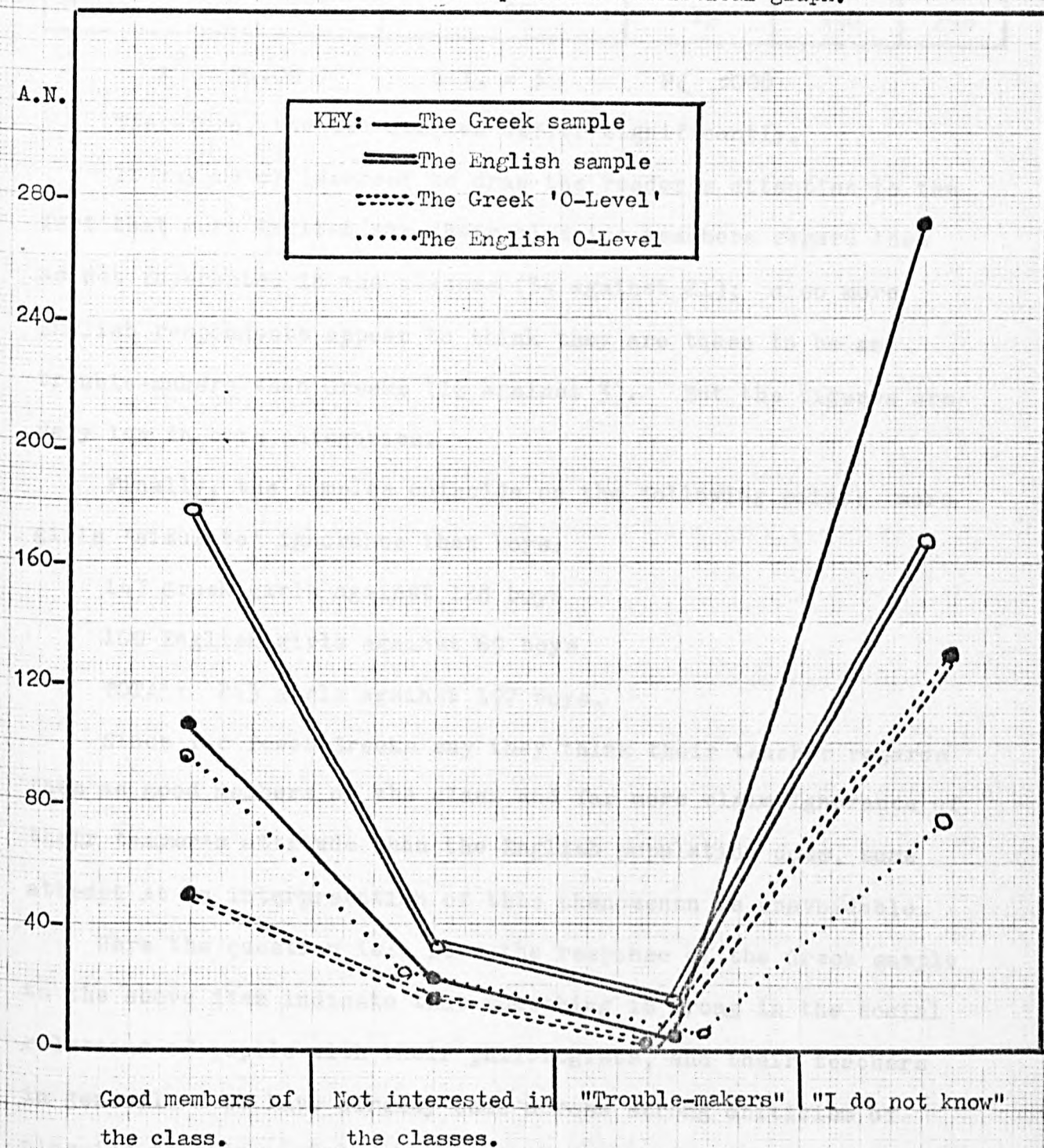
(a) Far more English respondents say their classics teachers regard them as good members of the class than Greeks do (197 against 103); that is, 44.75% compared with 25.75%.

(b) Far fewer English than Greeks say they do not know the teacher's opinion of them (169 against 271); i.e. 42.25% compared with 67.75%.

1. See also Statist. graph No. 7.

7. CLASSICS TEACHERS' ATTITUDE TO PUPILS  
ACCORDING TO THE OPINION OF PUPILS.

A comparative statistical graph.



NATIONALITY	Good members	Not interest. in the classes	Trouble-makers	No opinion	TOTAL
Greeks	103	21	3	271	398
English	179	34	16	169	398
TOTAL	282	55	19	440	796

$$x^2 = 56.08$$

$$d.f. = 3$$

$$P < .005$$

Therefore, the two samples differ significantly.

It may be of interest to draw the reader's attention to the fact that more English say their classics teachers regard them as not interested in the classes (34 against 21); also more English respondents appear to think they are taken to be as trouble-makers than Greeks (16 against 3). But the figures are very low in both categories.

Finally, the samples coincide on the following point: more girls 'simulate' ignorance than boys:

143 Greek girls against 128 boys

100 English girls against 69 boys

TOTAL: 243 girls against 197 boys.

Since far fewer Greeks say they think their teacher regards them as good members of the class and far more claim ignorance of their teacher's attitude than the English population does, some attempt at an interpretation of this phenomenon is unavoidable.

Here the question is: Does the response of the Greek sample to the above item indicate that something is wrong in the social relations of pupils with their philologists, and their teachers in general? We have already come across strong criticism of classics teaching, stated by 71 people out of a total of 114 who constituted the preliminary sample of the questionnaire study. The main sample also has been proved critical of Latin teaching and partly of the teaching of ancient Greek. But very few respondents

have stated direct complaints against their philologists.

However, it may not be merely coincidental that as soon as the military regime was gone, Greek secondary school pupils have been engaged in assiduous activities by establishing associations through which they are insisting on their rights! Meanwhile, some lack of discipline has been reported from schools. As a headmaster put it to me, in his letter, "pupils no longer know what they want". (23-11-74). Particularly indicative is an article published recently in the Bulletin of Greek schoolmasters by an inspector who attributes responsibility to the teachers for lack of interest in their work and comes out in support of the pupils who, in his view, are rightly reacting to a school system that has failed to meet the challenge which lies ahead.<sup>1</sup>

In addition to these, we read that pupils have recently made use of the weapon of strikes, their goal being to relieve themselves from extremely heavy work.<sup>2</sup>

Finally, a friend of mine complains in his letter: "The youngsters have revolted in the Gymnasia - Demands, strikes, rights, .... rights. No tasks". (3-5-75).

Whereas all these may be a possible explanation of the Greek response to the item they are by no means the only explanation one can find. The ignorance displayed by the Greek sample may be largely a natural one, due possibly to the following reasons:

The questionnaire was administered to the Greek pupils in the early period of the school year (Nov. 1974), when at least some of the teachers were likely to teach the class for the first time. Mobility of the teaching staff from school to school and from one school area to another is not an unusual phenomenon in the

1. D.J. Karatzenis (1975), 'The Truth Towards All Directions', pp. 10-12.
2. To Vima, 20 April 1975.

Greek state Gymnasium. This happens not only for official reasons but also because in this way teachers try to improve their social status by moving from less privileged to more privileged areas over the country.

On the other hand, not unusually, classes consist of 50-65 pupils and teachers find it difficult to assess the pupils.

Because of all these factors, the pupils - in a sense - may rightly appear not to know what their teachers' attitude to them is.

Some of the above remarks may also be valid, with regard to the English sample.

But, whatever the case is, it is scarcely encouraging that the majority of pupils appear unable to assess their teachers' attitude to them.

\*

What methods of studying the Classics do pupils prefer? To check this point, we included the following question in our survey: "How would you like to study the Classics?" (item 13)

Table 37. Pupils' preference of certain approaches to the subject<sup>1</sup>

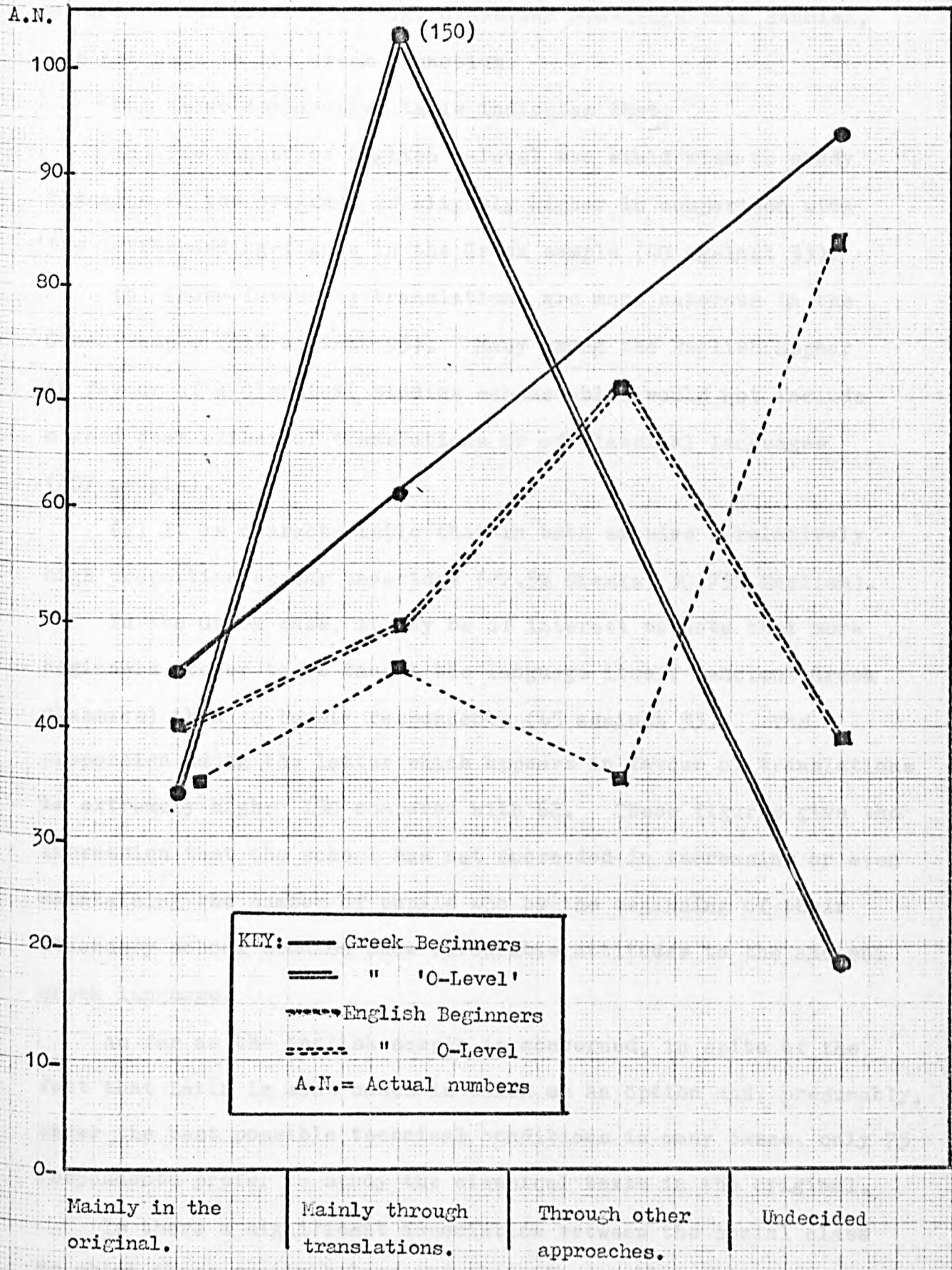
Method of Study	GREEK SAMPLE					ENGLISH SAMPLE				
	Beginners		'O-Level'		Total	Beginners		'O-Level'		Total
	Boys	Girls	Boys	Girls		Boys	Girls	Boys	Girls	
a. Mainly in the original	28	17	14	19	78	15	20	24	16	75
b. Mainly through translations	35	27	72	78	212	27	19	27	22	95
c. Through other approaches	-	-	-	-	-	19	16	27	45	107
d. Undecided	37	56	14	3	110	39	45	22	17	123
TOTAL	100	100	100	100	400	100	100	100	100	400

1. Statistical graph No. 8.



8. HOW THE RESPONDENTS WOULD LIKE TO STUDY THE CLASSICS.

A comparative statistical graph.



It must first be made clear that the phrase "through other approaches" was omitted in the Greek form of the questionnaire since such approaches, as e.g. Classical non-linguistic Studies, are not used in the Greek Gymnasium.

The above comparative table indicates that:

(a) The number of English O-level who would wish to study Classics in the original is slightly higher in comparison with the corresponding figure in the Greek sample (40 against 33).

(b) Those favouring translations are more numerous in the Greek sample (212 against 95). Many among the English appear in favour of a Classical Studies scheme which would not include a good deal either of translations or of classical languages (107 people).

(c) It is characteristic that in both samples a relatively high proportion appear undecided (27.5% Greeks, 30.75% English).

In the Greek case, it may be of interest to note that more beginners prefer to be taught the language itself (ancient Greek Classics) than 'O-level' respondents (45 against 33). The proportion among the latter which appears in favour of translations is extremely high: 150 compared with 62. These figures give the impression that the school has not succeeded in increasing or even maintaining the number of pupils who by the beginning of their secondary school studies show favourable attitudes to the ancient Greek language.

As far as the English sample is concerned, in spite of the fact that Latin in most cases is taken as an option and, presumably, under the best possible technical conditions in many cases, only 75 respondents prefer to study the classical texts in the original.

Is there a significant association between the social class to which these pupils belong and their favourable attitude to Latin?



Attitude to studying through original language	Profess.-cler.	Skilled	Semiskilled unskilled	Total
Favourable	34	26	10	70*
Not favourable	134	82	88	304
TOTAL	168	108	98	374

$\chi^2 = 6.96$       d.f. = 2.      Significant at .05 level.

Therefore, of those respondents appearing fond of the language significantly more people had fathers in professional or clerical occupations. (We have established that the opposite is true of the Greek sample).

Is there a significant relationship between high attainment in the subject and a favourable attitude to it? Of those who prefer the study of 'Latin' in the original only 2 gained a mark in this subject which lies in the category BA. The remaining 73 are distributed as follows: AA = 36, A = 32, and No Answer: 5.

ATTITUDE	AA	A	BA	Total
Favourable	36	32	2	70
Not favourable	87	179	39	305
TOTAL	123	211	41	375**

$\chi^2 = 15.93$       d.f. = 2.      Significant at .005 level.

Hence, a favourable attitude to Latin and high performance in the subject are related significantly. (This is not the case in the corresponding section of the Greek sample).

Is there an association between the kind of course followed and a favourable attitude to the Latin language?

Leaving aside all beginners, who had been introduced to Latin through the C.L.C. Project or the Scottish "Ecce Romani", and concentrating on the O-level population, we receive the following data.

\* Plus 5 who do not give information about father's occupation.

\*\*Plus, No answer: 25 (5+20).

The O-level section of the sample consists of 200 pupils. Of them 112 were following modern courses and 88 people were attending traditional courses. Of that population, 40 students prefer to study Latin in the original, among them only 10 are being taught under traditional approaches to the subject.

ATTITUDE TO →	METHOD		
	Traditional	Modern	Total
Favourable	10	30	40
Not favourable	78	82	160
TOTAL	88	112	200

$\chi^2 = 7.31$  d.f. = 1.  $P < .01$ : Modern approaches to Latin appear to attract significantly more pupils.

To return to our comparative scope, it can be said in conclusion that the study of Classics in the original is strongly favoured by very few pupils in both samples. The respondents appear to give their vote to Classical non-linguistic studies. This, however, does not necessarily imply they reject the original Classics since they were invited to indicate only their main preference.

\*

What else would the pupils wish to see introduced in the teaching of Classics?

To begin with the Greeks, these people feel that "Greek and Latin lessons would be better ...." (item 16)

#### I. BEGINNERS

<u>OPINION</u>	<u>FREQUENCY OF STATEMENT</u>	
	Boys	Girls
- if pupils had more manuals at their disposal	22	4
- if pupils were more diligent	10	7
- with more help from the teachers	14	7

	<u>Boys</u>	<u>Girls</u>
- under a better teaching method	15	23
- with better text books	6	-
- with the original text translated	9	-
- if lessons were easier		12
- if less material was taught		14
- if more time was spent at school		7
Satisfied with classics teaching	<u>5</u>	
TOTAL	81	<u>74</u>

Of the beginners 19 boys and 26 girls did not complete the sentence.

As it can be seen, there are 3 major points on which the comments concentrate:

(a) Teaching method should be improved (this concerns the process of learning and the quality of text books).

(b) Standards should be lowered (the reader is reminded that the beginners in the Gymnasium are not highly selected).

(c) More manuals should be used. The manuals recommended concern para-linguistic material and it is characteristic that out of 26 votes 18 come from purely rural areas.

This last point needs further discussion. Apart from the contribution of the teacher, the school tries today<sup>1</sup> to motivate the beginner towards approaching the classical past through a 'made-up' text book and a manual presenting the grammar of the attic dialect. Obviously, these texts are by no means sufficient to stimulate the interest of the youngsters in the study of the ancient world. The subject is, of course, 'backed' by ancient history but the two disciplines act separately and there is no coherence between the content of the text for ancient Greek and the material included in the text book for History. So in a

1. Until 1975-76.

country where the number of school subjects included in the school curriculum is rather limited, where these subjects are compulsory, where television and radio programmes still cannot offer the people what, say, the B.B.C. offers<sup>1</sup> Britons, where the magazines and the journals published do not reach all parts of the country and, should they reach them, are not available to everyone, the pupils rightly consider subjects like 'ancient Greek' as being particularly functional to their education. But the school by insisting so far on offering the youngsters an overwhelmingly linguistic programme does not seem to exploit this attitude properly. As a consequence, the enthusiasm of pupils declines soon.

Let us continue with a brief account of the comments of 'O-level' respondents about classics teaching. Of those 98 boys and 99 girls who completed the sentence only one boy felt there is no need for an improvement of the existing status in the teaching of Classics. In the opinion of all the others, classics teaching would be improved through:

(a) the introduction of translations, in the interest of a deeper understanding of the texts and of the creation of a more pleasant atmosphere in the classroom (31 boys, 14 girls).

But it is worth stressing that the majority, in this item, forget the solution of translations and give various other suggestions such as the following:

(b) a new teaching method should be introduced which would exclude the use of school translations (22)<sup>2</sup>, which would offer less grammar, less syntax, no details, no 'parroting' (38), no

1. Particularly through the "B.B.C. School Broadcasting - for the new teacher".
2. The numbers in brackets indicate votes corresponding to each suggestion, or group of suggestions.

translating (9), and which would encourage discussion and a deeper view of the texts (11), "as it happens abroad", (total: 33 boys, 47 girls); combination of original and translated texts (4 boys, 5 girls).

(c) a better school curriculum and syllabus: reduction of maths - increase of ancient Greek authors, no Latin, optional subjects (6 boys, 4 girls).

(d) better school text books: simpler content, more comment (2 boys, 3 girls).

(e) better and more clement classics teachers (philologists): (4 boys, 3 girls).

(f) better examination system (5 boys, 7 girls);

(g) more effort from the pupils, more discipline in the classroom, creation of a more pleasant environment in the classroom, no fear of marks (12 boys, 16 girls).

These replies tackle some of the problems present day curricula and, particularly, classical syllabuses are facing. It is important that 'O-Level' respondents whereas they are not in a position to speak, say, about Projects in school work appear to think of classical studies from a modern point of view.

A further remark on the comments stated in the three final open sentences of the questionnaire may be made. In looking at the pupils' replies the investigator realised that there exists a real gulf between the quality and the outspokenness of the answers given by pupils living in cities and by those studying in rural areas of the country. Athens, for instance, has given examples of intelligent comment, though Salonica gives fewer. Provincial respondents found it difficult in many cases not only to state thoughts which would look interesting but also to grasp the real function of the three final sentences included in the questionnaire.

This fact cannot be explained merely in terms of lack of experience of educational research techniques: its implications may be wider. The island of Crete, however, is exceptional in offering evidence that pupils living in districts have, in certain cases, the courage to make comments like the following: "Teachers should not discriminate in the classroom". Or: "As long as the whole system remains unchanged, the pupils will not profit". And: "I do not care for my classics teacher's attitude to me". Such responses may be related to the proud and unsubdued character which has always been attributed to the Cretans. By way of contrast, in areas with a lower 'revolutionary' and intellectual background the comments reflect, more or less, the spirit of compromise.

In conclusion, the interests of Greek respondents transcend the pure linguistic treatment of the texts. A clear majority at both levels appear to demand more interesting classics teaching, i.e. with more time spent on discussing the ideas of the Ancients ('O-level' population), with more manuals coping with ancient Greek civilisation (beginners), with less concentration on grammar and so forth. Similar comments have been stated by the Greek preliminary sample and by the English population to which we administered the pilot study. The latter advocated, particularly, the so-called cultural approach.

As far as the opinions of the English section of the main sample are concerned, these people feel that "Latin and Greek lessons would be better if":

#### I. BEGINNERS

	<u>FREQUENCY OF STATEMENT</u>	
	Boys	Girls
A. <u>IN FAVOUR OF A CULTURAL APPROACH</u>		
- we had a wider approach to the subject (through history, films, tapes etc.).	23	18
- we were to visit the places we are taught about	14	4
	<u>37</u>	<u>22</u>
TOTAL		

B. <u>CONSTRUCTIVE RECOMMENDATIONS*</u>	<u>Boys</u>	<u>Girls</u>
- we spoke Latin in the classroom	2	-
- we did more grammar and composition	1	1
- some members of the class were more interested	1	2
- there was more time available	4	4
- there were sets of pupils consisting of large cross-sections of abilities	1	-
- more books were used	-	3
- all the class could learn at the same speed	2	-
- we did not have students in the classroom	-	1
- we got more of them	1	-
- the language were more widely used around the world	1	-
- Greek and Latin were taught together	1	-
- more attention was given to people who find the language easy to learn	1	-
(There is no need for any improvement)	1	3
TOTAL	16	14
C. <u>CRITICISM OF TEACHING METHOD</u>		
- they were made more interesting, easier	8	8
- the approach was less concentrated on tests	4	2
- we read in Latin with far better pronunciation	-	1
- the content of the set was other	1	1
- there was more choice and variation	-	6
- teaching methods were more up to date	-	1
- grammar and language points were more clearly defined	3	-
- more actual Latin was read than grammar	3	-
- they were not boring	1	4
- things were clearly explained	-	6
- we would be more intimate (sic) with teachers	1	1
TOTAL	21	30

\* within the existing 'status quo', mostly.

D. <u>PARTISANS OF LESS EFFORT*</u>	<u>Boys</u>	<u>Girls</u>
- there was not a lesson on every week day	2	-
- they were not as long	1	2
- we did not have to learn so much in a short time	1	1
- you could go at your own speed	1	1
- I could do them	-	2
- less vocabulary was used	1	-
- less translating was done	1	7
- less language was taught	-	1
- there was no (or less) homework	1	2
- we did a lot of practical work (Projects)	7	2
- we could have more games in the class	1	2
- there were more plays in Latin without books	2	2
- we did more exciting things	1	0
- they did not exist, at all	2	1
	<u>21</u>	<u>23</u>
	TOTAL	
E. No opinion	2	
F. No answer	3	11
	<u>100</u>	<u>100</u>
	GENERAL TOTAL	

As the above sub-titles have already indicated, the population making these assessments has been classified as follows:

(a) those who advocate a wider approach to the subject through para-linguistic material and outdoor activities (37 boys, 22 girls). This happens in spite of the fact that all beginners to whom the questionnaire was administered had already been introduced to the new courses.

(b) those who propose the creation of better conditions in the classroom during classics teaching and a fuller linguistic approach

\* Or a lowering of linguistic standards.



to the subject (15 boys, 11 girls).

(c) those who attack teaching method in various ways (20 boys, 29 girls).

(d) those who are in favour of less effort or a lowering of linguistic standards (21 boys, 23 girls).

We note that:

(i) Variety distinguishes the opinions stated which tackle even streaming problems.

(ii) Practical work, in general, (projects, plays, films, tapes, visits etc.) is favoured: 76 people.

(iii) Interest concentrates on teaching method. The comments stated suggest that Grammar continues to be valued by some teachers using the new courses; also some pupils appear to welcome grammar.

(iv) It is characteristic, again, that more girls appear critical of teaching method (29 compared with 20 boys), and also more girls did not answer the question (11 against 3 boys).

II. We continue with O-Level Population, who said that Latin lessons would be better if:

A. <u>IN FAVOUR OF A CULTURAL APPROACH</u>	<u>FREQUENCY OF STATEMENT</u>	
	<u>Boys</u>	<u>Girls</u>
- less grammar and more history was taught	9	5
- more history, archaeology were brought in	6	1
- films and slides were introduced more frequently	5	4
- there was more background given	9	14
- more outdoor activities were given	2	2
- they were more pictorial	2	-
	<hr/>	<hr/>
TOTAL	33	26

B. <u>CONSTRUCTIVE COMMENT</u>	<u>Boys</u>	<u>Girls</u>
- more time could be spent on them	5	-
- more time was given to help with translation	4	1
- we studied other languages through Latin	1	-
- conversation would be applied to them	2	-
- they were more used in everyday life	-	1
- more literature was studied	1	1
- the set book syllabus was done over a longer time	1	-
- more original Latin could be translated	1	-
- there were smaller classes for individual tuition	2	2
- a longer Greek course was possible	1	-
- the actual lessons were slightly longer	1	
- no stigma was attached to them from the public	1	
	<hr/>	<hr/>
TOTAL	20	5

C. <u>ON TEACHING METHOD (criticism)</u>		
- translations could be about day to day life in Rome	1	2
- there was freedom in the choice of translation and set book	1	-
- there was also emphasis on translating	1	-
- up to date material for translation could be used	1	-
- there were not set books to study	2	3
- we just concentrate on one set book	1	-
- Virgil, Ovid and 'Civis Romanus' were not taught	1	2
- everything did not have to depend on examinations	5	3
- the examinations were more on ability to translate than ability to memorise translations	-	1
- we did not translate all the time	3	9
- they were geared to education rather than just factual learning	-	1

	<u>Boys</u>	<u>Girls</u>
- we had the chance to study the classical authors	2	-
- they were taught in a more modern way	2	8
- there were better methods of teaching	1	1
- they could be made more interesting	3	11
- they were less boring	6	3
- there was less parrot-fashion learning	1	2
- the teacher did not digress so much	1	-
- teachers could realise that these lessons are not tortures for the pupils	-	1
	<hr/>	<hr/>
TOTAL	32	47

D. IN FAVOUR OF LESS EFFORT etc.

- there was less homework	3	3
- the sentences were easier to translate	1	3
- we had fewer tenses to learn	1	-
- we did less verse unseen	1	-
- the course was not so intensive	1	1
- we did more practical things in studying them	1	1
- we did not learn the language	1	-
- they were less important for further education	-	1
- they were not in double periods and Virgil was sent out	1	1
- they were not compulsory	1	2
- they lasted all day!	-	1
- they did not exist	-	2
	<hr/>	<hr/>
TOTAL	11	15

E. No answer/nonsensical answer

	<u>4</u>	<u>7</u>
GENERAL TOTAL	100	100

By comparing beginners' responses with O-Level, we find:

Section A. An equal number at both levels demand background material (59 beginners, 59 O-level). This happens in spite of the fact that all beginners had already been introduced to Latin through the new courses.

Section B. A similar number in both populations make constructive comments on present day classics teaching (30 beginners, 25 O-level), but in the O-level section very few girls are present (5 girls, 20 boys).

Section C. Fewer beginners criticise teaching method or recommend the introduction of a new one (51 against 79). On the other hand; this section includes far more girls, at both levels, than boys (77 girls compared with 53 boys).

(The statistical significance of these differences between the two sexes is tested below).

Section D. Less effort etc. is demanded by far more beginners than O-level (44 against 26).

O-level respondents, understandably, appear to take Latin more seriously than beginners. Also the demand for a 'reform' of classics teaching is clearly stated by the O-level population (138 votes; Sections A, C). According to the various statements of these people, the main points of a new scheme in classics teaching would be:

- (a) more background knowledge,
- (b) a closer acquaintance with ancient societies,
- (c) relief from the pressure of tests-examinations,
- (d) a more literary treatment of the texts studied,
- (e) a less boring procedure of learning.

Very few people criticise their teachers - at least, directly.

Similar proposals were made by the Greek sample. A major difference is that the interest of the Greeks focuses on the literary treatment of the texts whereas in the English comments the so-called cultural approach is largely advocated. Another interesting detail is that 45 'O-level' Greeks recommend the introduction of translations as a possible means for the improvement of classics teaching.

The question that arises now is whether the English O-Level population who demand a better teaching method are, in fact, following traditional courses. After tracing their responses from this point of view, we have found that:

(a) Out of a total of 59 people who advocate more background knowledge, 24 were following traditional courses.

ATTITUDE	COURSE FOLLOWED		Total
	Traditional	Modern	
Request more background	24	35	59
Others	64	77	141
TOTAL	88	112	200

$x^2 = 0.38$       d.f. = 1.      Not significant.

Out of 66 who complain of formal teaching only 27 had teachers using traditional approaches.

	TEACHING METHOD		Total
	Traditional	Modern	
Complaint about formal teaching	27	39	66
Others	61	73	134
TOTAL	88	112	200

$x^2 = 0.38$       d.f. = 1.      Not significant.

Another detail is also of interest: more girls appear critical of Latin than boys (53 beginners and 62 O-level, against 42 and 43, respectively (Sections C, D).

Is this difference significant?

ATTITUDE	Boys	Girls	TOTAL
Critical	85	115	200
Not critical	115	85	200
	200	200	400

$\chi^2 = 9.00$       d.f. = 1.       $p < .005$ : Significantly more girls than boys appear to show a critical attitude to Latin. A possible explanation of this is that more formal teaching seems to prevail in some girls' courses, to judge by the comments made. For instance, whereas 22 girls refer, in various ways, to the process of translating, the corresponding figure of boys is only 10. On the other hand, in the total sample 45 girls (15 beginners) were taking Latin as a compulsory subject.

Finally, it is worth noting that whereas many speak about translating and translations, nobody refers to 'comprehension'. If this is not accidental, the section devoted to comprehension by examiners may be faced in schools just through translating!

It can be said in conclusion that:

(a) Both Greek and British respondents appear, in general, to advocate less formal and less laborious approaches to the subject.

(b) More Greeks than English appear directly critical of their teachers. But these constitute a minority in the Greek sample also.

(c) In the English case (O-level section) modern approaches to the subject are criticised as well as traditional ones. Possibly, teaching methods fall or flourish depending on the teacher. Another

major reason for the above criticism may be as follows: teachers yielding perhaps to the demands of examinations and led by their own experience find it difficult to abandon the old habits in classics teaching. A third point may be the limitation of time which does not allow the teacher to attempt a fuller approach to the subject. How crucial this point is, we realised when two of the schools to which we applied for co-operation refused to administer the questionnaire to their Latin O-level candidates, in the interest of pupils' preparation for the examinations. As one of them put it in his letter to me, "we have 25 O-Level candidates, but, while I have no objection to their answering a questionnaire, I do not feel justified in taking one of their lessons for this so close to the examination, especially as we have had less time than in the past". His letter dated 21 March 1975 shows that examinations were, really, close.

4. Attitude to the classical past. In a research project which is concerned with the status of the Classics, questions like the following are essential: to what extent and to what degree are Greece and Rome respected by today's youngsters who are involved in the Classics? What is the attitude of the latter towards the classical past when they are under the immediate influence of nationalism and free from it?

To the question, "Do you agree that ancient Greece/Rome is worthy of admiration?" the two populations reacted as follows: (items 6,7)

Table 38. Degree of admiration of the classical past<sup>1</sup>

ATTITUDE	GREECE				ROME			
	Greek beginners	Greek 'O-Level'	Engl. beginners	Engl. O-Level	Greek beginners	Greek 'O-Level'	Engl. beginners	Engl. O-Level
a. Strongly agree	161	126	31	49	48	36	59	52
b. Agree	29	66	74	99	73	91	81	106
c. Undecided	9	6	80	32	69	44	48	24
d. Disagree	1	1	8	12	7	20	9	11
e. Strongly disagree	-	1	7	8	3	9	3	7
TOTAL	200	200	200	200	200	200	200	200

Accordingly:

(a) The Greeks appear to value highly their classical past (382 people expressing reactions favourable to ancient Greece against 248 in favour of Rome).

(b) The English sample, obviously due to the different cultural environment in which it has been brought up, seems to be more attached to the Roman grandeur (298 in favour of Rome compared with 253 in favour of Greece).

ATTITUDE	ROME	GREECE	TOTAL
Favourable	298	253	551
Not favourable	102	147	249
TOTAL	400	400	800

$\chi^2 = 11.8$       d.f. = 1. Significant at .005 level.

(c) The English attitude to the classical world appears to be more unprejudiced, since the gap that exists between attitude of

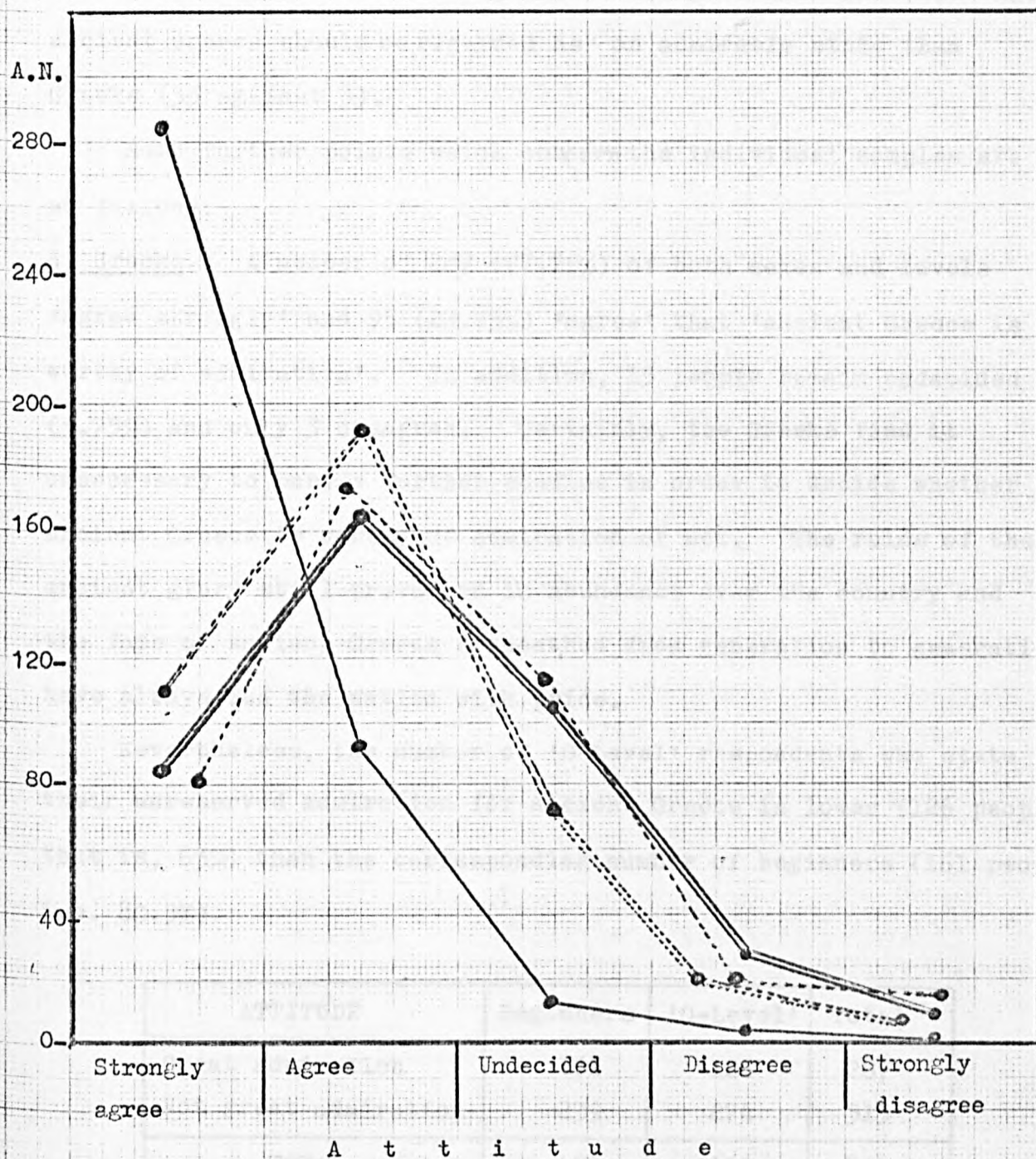
1. See also statist. graph No. 9.



PUPILS:

## 9. DEGREE OF ADMIRATION OF CLASSICAL ANTIQUITY

A comparative statistical graph.



KEY: — The Greek sample about ancient Greece.

= " " " " Rome.

..... The English sample about ancient Greece.

- - - - " " " " Rome.

A.N. = Actual numbers.

the Greeks to Greece and to Rome is not so great in the English sample:

1. Greek sample: 382 in favour of Greece, 248 of Rome.
2. English sample: 298 in favour of Rome, 253 of Greece.

(d) Far more English respondents disagree with the view that ancient Greece should be regarded as an admirable state than Greeks (35 against 3).

Some further points which concern the individual samples are as follows:

A. Greeks. A number of 287 (71.75%) of both sexes and levels 'agree strongly' and 95 (23.75%) 'agree' that 'ancient Greece is worthy of admiration'. In addition, 15 people remain undecided (3.75%) and only 3 disagree. Certainly, the Greeks find it unnecessary to pursue further studies in order to decide whether ancient Greece is worthy of admiration or not. The ruins of the ancient glory still preserved in abundance over the country and the fame of ancient Greece bequeathed from generation to generation have always fed the nation with pride.

Nevertheless, the number of 'O-Level' respondents who state their unreserved admiration for ancient Greece is lower (126 people, that is, 63%) than the corresponding number of beginners (161 people, i.e. 80.5%).

ATTITUDE	Beginners	'O-Level'	Total
Great admiration	161	126	287
Not great admiration	239	274	513
TOTAL	400	400	800

$x^2 = 6.65$  d.f. = 1.  $p < 0.1$ : significantly fewer 'O-level' pupils than beginners state their great admiration for ancient Greece.

Is this the outcome of a critical approach to the Ancients or is it simply the consequence of not very successful teaching? Or must it be attributed to factors lying outside the gates of the Gymnasium? This is difficult to answer. Whatever happens, a number of Greeks do not appear strongly enthusiastic about the Ancients: 29 beginners and 66 'O-level' simply 'agree' with the view that ancient Greece is admirable. On the other hand, we recall that 15 people remain undecided and 3 'disagree'.

Now the question is where this less favourable attitude towards ancient Greece comes from. The matter will be considered from the following aspects:

- areas in which the population was living,
- socioeconomic background to which they belonged,
- marks gained by these people.

In trying to draw some conclusions about these points we limited our investigation to 'O-level' respondents (66 who 'agree' only, 6 undecided, 1 disagrees, 1 strongly disagrees) who are far more numerous than beginners adopting the same views. The data indicates:

(a) of that population 33/74 were living in the cities of Athens and Salonica.

ATTITUDE	Cities	Districts	TOTAL
Less admiration	33	41	74
Other responses	167	159	326
TOTAL	200	200	400

$x^2 = 1.06$       d.f. = 1.      Not significant.

(b) The above respondents belonged to the following socioeconomic categories: 21 were children of clerical workers, 20 of skilled, 11 of semiskilled and 22 of unskilled.

ATTITUDE	Clerical	Skilled	Semi-skilled unskilled	TOTAL
Less admiration	21	20	33	74
Other responses	59	74	158	291
TOTAL	80	94	191	365*

$\chi^2 = 2.89$       d.f. = 2.      Not significant.

Therefore, some reservation shown by respondents on the 'ancient Glory' and the social background to which they belong are not related significantly. From the point of view of marks gained in ancient Greek, this category represents, more or less, the average pupil (the average mark here is 13.93).

As for Rome, 84 people (21%) 'agree strongly' and 164 (41%) 'agree' that it is also worthy of admiration. In addition, a high proportion among beginners (69 people) appear undecided, understandably enough; also 44 0-level respondents appear undecided despite the fact that they have spent so much time in studying ancient History, and several Roman authors for a second year. But, generally, few people disagree with the view (39 resp., 9.75%). Hence, Rome is also regarded by the majority in the sample (248 people, i.e. 62%) as an admirable state. With reference to those 39 who reject the idea, 29 people come from agricultural areas. One wonders if such an attitude must be attributed to a deeper study of the Roman world or if it is merely the outcome of a superficial reaction.

#### B. English sample.

(a) More 0-level 'agree strongly' that ancient Greece is worthy of admiration than beginners (49 against 31). The total number of 0-level who admire Greece exceeds the number of beginners (148 against 105); also more 0-level are in favour of Rome than

\* Information as to socioeconomic background was not available for the whole group.

beginners (158 against 140).

However, the attitude of O-level candidates may not have changed over the school years since a high percentage (60-70%) usually drop Latin before the O-level stage. Anyway, fewer O-level people appear to state great admiration for Rome than beginners (52 against 59).

(b) A considerably higher proportion among beginners are undecided about Greece (80 people) in comparison with Rome (48 people); this may be due to the fact that they have been introduced to the 'Classics' through Latin.

In conclusion, classical antiquity appears to be valued by both samples but attitudes shown to Greece and Rome by the Greeks and English, respectively, differ widely. An idea of what has been called the 'nostalgic classicism' of the former is given below:

ADMIRATION OF GREECE

NATIONALITY	Strongly agree	Agree	Undecided	Disagree	TOTAL
Greeks	287	95	15	3	400
English	80	173	112	35	400
TOTAL	367	268	127	38	800

$$x^2 = 240.46$$

d.f. = 3. Highly significant.

The two samples differ significantly also with regard to their attitude to Rome but the gulf is not so wide:

ADMIRATION OF ROME

NATIONALITY	Strongly agree	Agree	Undecided	Disagree	TOTAL
Greeks	84	164	113	39	400
English	111	187	72	30	400
TOTAL	195	351	185	69	800

$$x^2 = 15.49$$

d.f. = 3. Significant at .005 level.





Thus:<sup>1</sup>

(a) Far more Greeks claim they read about ancient Greece 'frequently' or 'sometimes' than English do (281, i.e. 70.25% - against 117, 29.25%).

But the gulf which separates the attitudes of the two samples towards reading about Greece is not found where Rome is concerned:

(b) fewer Greeks than English read 'frequently' or 'sometimes' about Rome (112, i.e. 28% - against 168, i.e. 42%).

(c) A high proportion in the English sample appear not to read anything about ancient Greece (132 English, i.e. 33% - against 29 Greeks.

(d) A slightly higher number of Greeks do not read anything about Rome (107, i.e. 26.75% - against 96, i.e. 24%).

A. Frequency of reading about ancient Greece

NATIONALITY	Frequently	Sometimes	Rarely	Never	TOTAL
Greeks	83	198	90	29	400
English	11	106	151	132	400
TOTAL	94	304	241	161	800

$x^2 = 164.30$       d.f. = 3.      Highly significant.

B. Frequency of reading about Rome

NATIONALITY	Frequently	Sometimes	Rarely	Never	TOTAL
Greeks	22	90	180	107	399
English	33	135	135	96	399
TOTAL	55	225	315	203	798

$x^2 = 18.22$       d.f. = 3.       $p < .005$ .

Hence, the Greeks appear to read more about ancient Greece and the English significantly more about Rome.

With reference to the Greek sample, the question is: To what

1. See also statist. graph No. 10.

10. FREQUENCY OF READING ON GREECE AND ROME (Classical).

A comparative statistical graph.

A.N.

200-  
180-  
160-  
140-  
120-  
100-  
80-  
60-  
40-  
20-  
0-

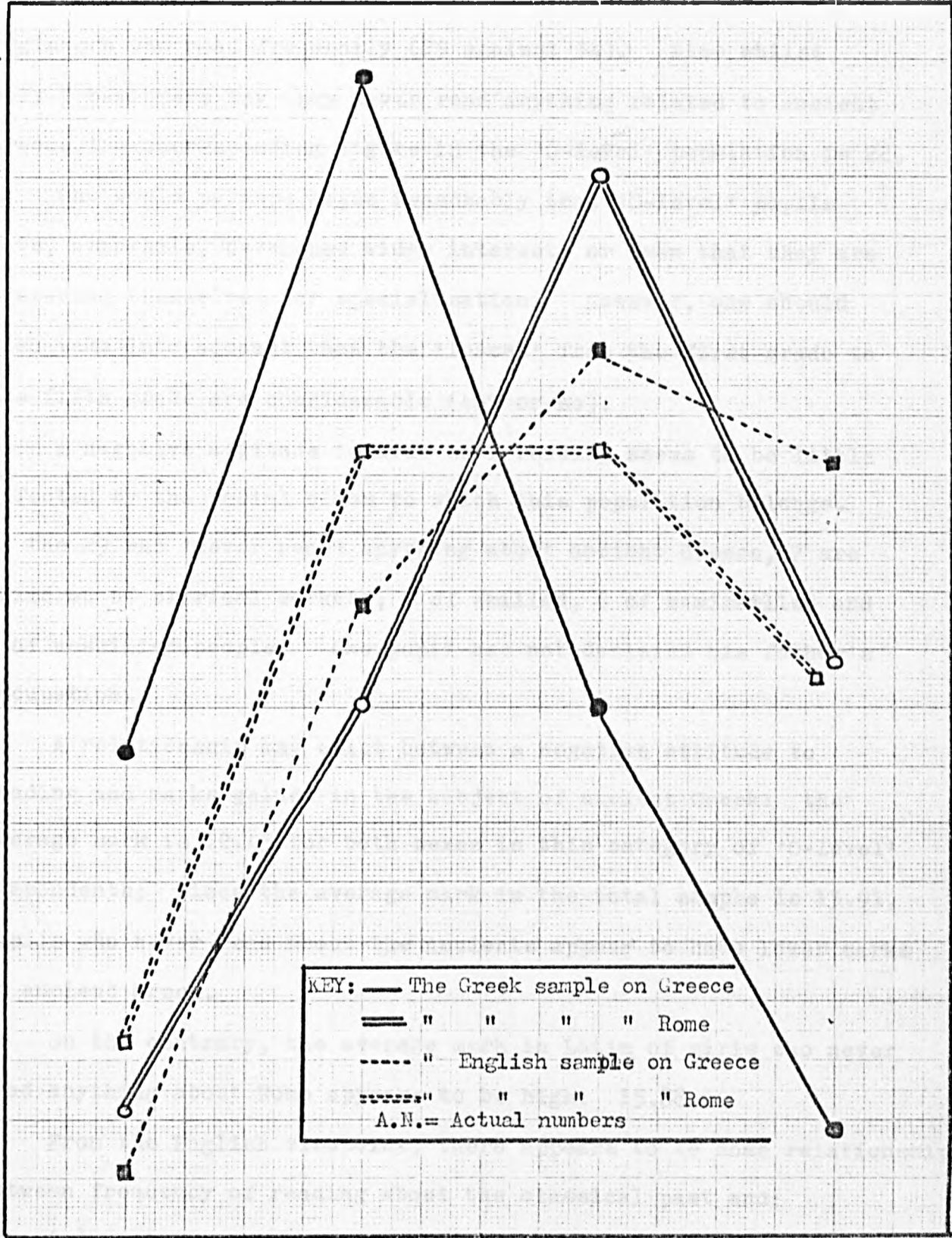
Frequently

Sometimes

Rarely

Never

KEY: — The Greek sample on Greece  
 == " " " " Rome  
 - - - " English sample on Greece  
 - - - - " " " " Rome  
 A.N. = Actual numbers





extent is this interest aroused by the Gymnasium?

The data shows that 'O-level' respondents who continue to read such material 'frequently' are fewer in number than beginners who read frequently (29 against 54). Also whilst only 7 beginners say they never read anything related to ancient Greece the corresponding figure in the 'O-level' population is 22.

One would perhaps argue reasonably that 'O-level' pupils have, meanwhile, developed wider interests or even that they are preparing themselves for specialisation. However, one should also take into account that the 'losses' from the first grade to the fifth grade are considerable (40% or so).

A negative attitude towards such reading seems to be little affected by the social class to which this population belongs. Of the 29 who 'never read' anything about ancient Greece, 7 are children of clerical workers, 9 of skilled, 6 of semiskilled and 6 of unskilled people. One pupil has not declared his father's occupation.

A relationship may exist between a negative attitude to reading and marks gained in the subject of ancient Greek: the average mark is 12.45 for both sexes in this category of 'O-level' respondents; since the average mark in the total sample is 13.91, pupils who never read about the Ancients appear to have lower marks in ancient Greek.

On the contrary, the average mark in Latin of girls who never read anything about Rome appears to be high: 15.88.

From the English viewpoint, there appears to be some relationship between frequency of reading about the classical past and:

- (a) socioeconomic environment of the pupil,
- (b) marks gained in the Classics,
- (c) the course followed.

Out of 33 0-level pupils who appear fond of reading about Rome:

- (i) 19 were children of professional or clerical fathers,
- (ii) only 2 estimated their mark as below average,
- (iii) only 3 were following traditional courses.

In comparative terms, the major conclusion is that few people in both samples appear to engage in frequent reading about Greece and Rome. But, in general, far more Greeks claim they read about the former than their English counterparts do about the latter. Finally, more beginners among the Greeks and more 0-level among the English say they frequently read about the Ancients.

\*

Youngsters, in both samples, find it reasonable to learn about the Ancients through another channel. To the question, "Are you interested in seeing Roman and Greek exhibits in museums and visiting Roman/Greek sites?" (item 10), the two samples replied:

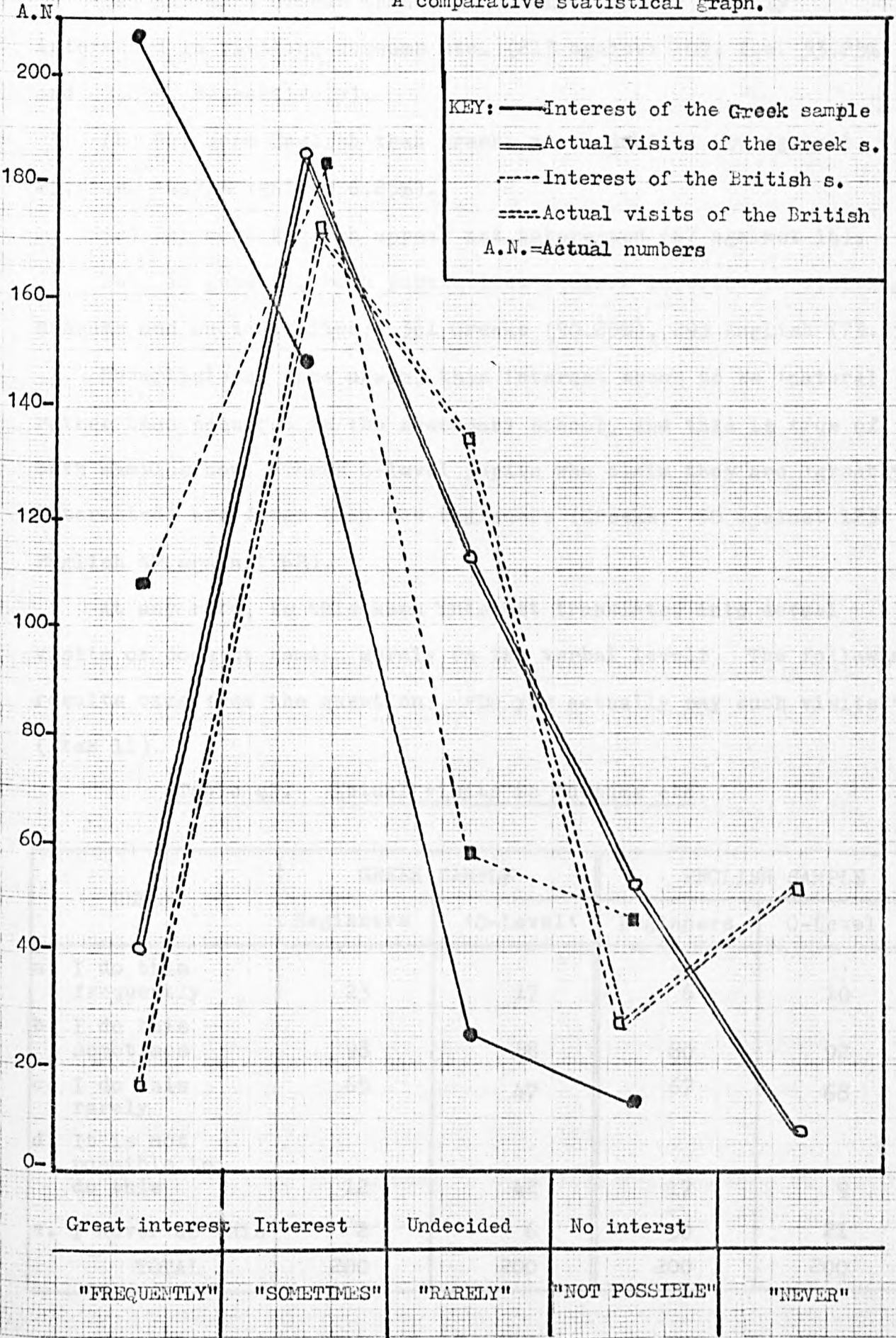
Table 40. Respondents' interest in seeing Greek and Roman exhibits and sites<sup>1</sup>

REPLY	GREEK SAMPLE				ENGLISH SAMPLE			
	Beginners		'0-Level'		Beginners		0-Level	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
a. I am greatly interested	75	48	44	46	34	28	22	25
b. I am interested	18	37	42	51	41	50	48	45
c. I am undecided	5	10	8	2	14	9	21	15
d. I am not interested	2	5	6	1	11	12	9	15
No answer						1		
TOTAL	100	100	100	100	100	100	100	100

1. See also statist. graph No. 11.

11. PUPILS' INTEREST IN VISITING MUSEUMS/ANCIENT SITES, AND FREQUENCY OF ACTUAL VISITS.

A comparative statistical graph.



Once more, the 'nostalgic classicism' of the Greeks appears strong:

(a) Far more Greeks than English say they are greatly interested in visiting museums etc. (213 against 109, i.e. 53.25% and 27.25%, respectively).

(b) Far more English than Greeks are undecided (59 against 25, i.e. 14.75% against 6.25%).

(c) Far more English appear not interested (47 against 14).

But, in general, both populations declare interest in visiting museums and ancient sites: 361 Greeks (90.25%), 293 English (73.25%).

Nevertheless, once again, this interest seems to be 'natural' rather than acquired in the secondary school, and this is true of both samples now: Those O-level pupils who claim they are 'greatly interested' are fewer than the beginners (Greeks: 90 against 123; English 47 against 62).

At any rate, is this keen interest translated into actual visits or does it remain merely on the verbal level? The following results came from the question: "Do you actually pay such visits?" (item 11)

Table 41. Actual visits to museums etc.

REPLY	GREEK SAMPLE		ENGLISH SAMPLE	
	Beginners	'O-Level'	Beginners	O-Level
a. I do this frequently	23	17	6	10
b. I do this sometimes	98	88	80	92
c. I do this rarely	65	47	67	68
d. It is not possible to do this	12	42	17	9
e. I never do this	2	6	30	21
TOTAL	200	200	200	200

Again, the Greek figures exceed the corresponding number of English pupils who, actually, pay such visits. But there exists a real gulf in both sides between 'great interest' and actual frequency of visits.

A. "I am greatly interested": Greeks 213, English 109.

B. Actually make frequent visits: Greeks 40, English 16.

A similar number in both samples say they "do this sometimes": 186 Greeks (45.5%) and 172 English (43%). This may be a satisfactory proportion of population who find time to visit the relics of a world they have possibly loved in school.

Finally, that the Greek pupils appear so much fonder of the classical past can be explained not only in terms of nationalism but also in terms of convenience since over all the country ancient monuments in abundance have been preserved.

One cannot, however, draw reliable conclusions from data like the data quoted. Visits to museums may be, in many cases, the product of snobbism or fashion and not the outcome of a real interest in what valuable objects of the ancient world have 'survived'. Irrespective of this, once more, it is characteristic that those O-level pupils who appear 'greatly interested' in the subject are fewer than beginners, in both samples.

\*

Being of the opinion that young people are still not in a position to exploit fully the linguistic knowledge they receive at school in combination with their love of classical authors studied, we invited them to indicate whether they intend to read these authors at a later stage of their life.

(Question: "Do you intend to read classical authors at a later stage of your life?" (item 12)

Table 42. Attitude to future reading of classical authors <sup>1</sup>

REPLY	GREEK SAMPLE				ENGLISH SAMPLE			
	Beginners		'O-level'		Beginners		O-level	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
a. I certainly intend to	28	17	17	16	6	6	9	5
b. I shall probably do so	33	36	39	46	19	28	27	23
c. I am undecided	30	35	26	23	51	47	31	32
d. I do not intend to do so	9	12	18	15	24	19	33	40
TOTAL	100	100	100	100	100	100	100	100

Hence:

(a) Far more Greeks 'certainly' or 'probably' intend to read classical authors (232 against 123: 58%, 30.75%, respectively). Nonetheless, the figures concerning 'certainly' are very low in both samples (78 Greeks, 26 English: 19.5% against 6.5%).

(b) The O-level English population who 'certainly' intend to do so are slightly more numerous than beginners (14 against 12); the opposite occurs in the corresponding category of the Greek sample though the figures are, again, higher (33 against 45).

How far the two samples differ is shown below:

Attitude to later reading of Classics

NATIONALITY	Certainly	Probably	Undecided	Not intend	TOTAL
Greeks	78	154	114	54	400
English	26	97	161	116	400
TOTAL	104	251	275	170	800

$x^2 = 69.59$       d.f. = 3.      Highly significant.

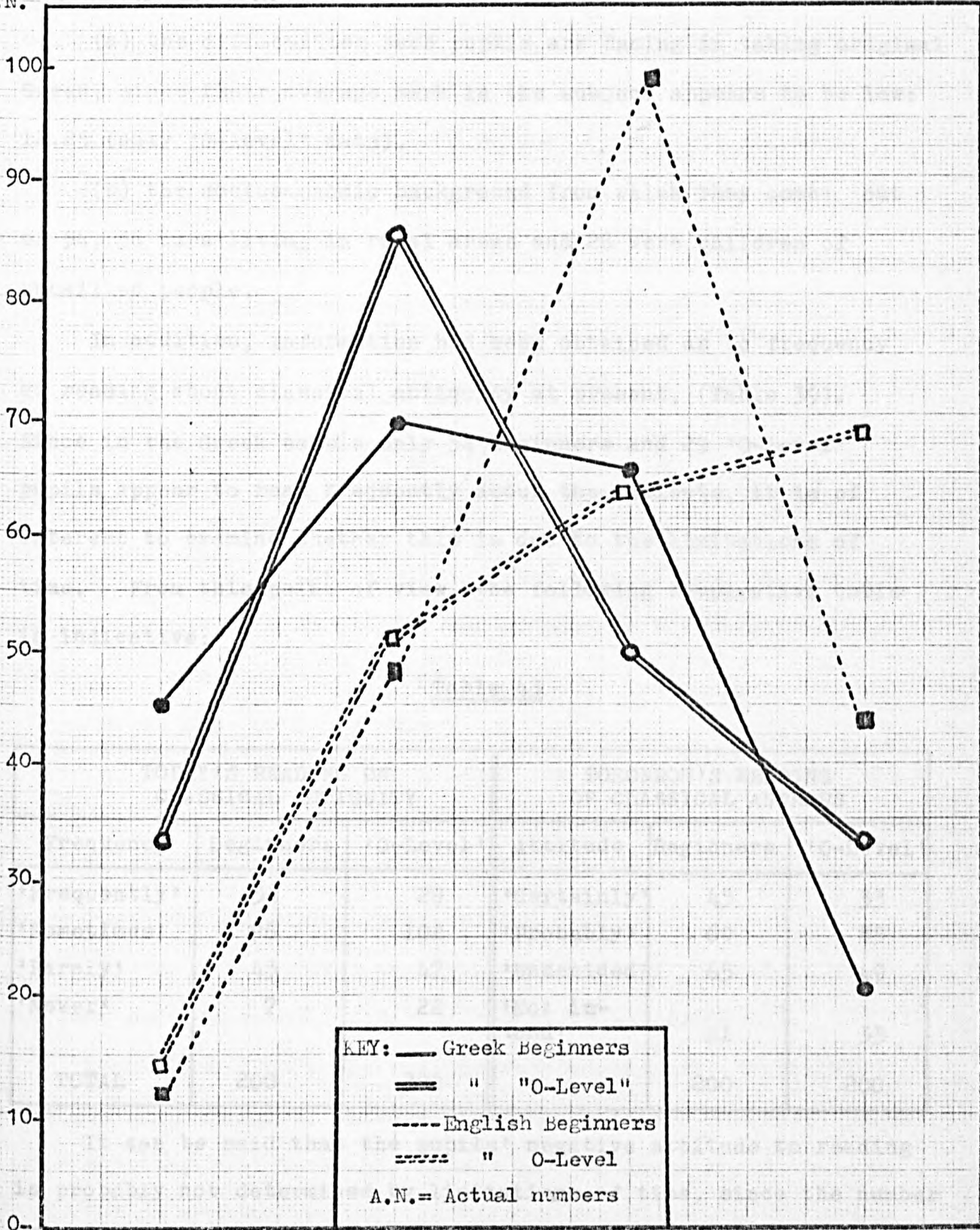
1. See also statistical graph No. 12.



### 12. RESPONDENTS' INTEREST IN A FURTHER READING OF CLASSICAL AUTHORS.

A comparative statistical graph.

A.N.



KEY: — Greek Beginners  
 == " O-Level"  
 --- English Beginners  
 ..... " O-Level  
 A.N. = Actual numbers

"I certainly intend to read."

"I shall probably do so."

"I am undecided"

"I do not intend to do so."

Let us now concentrate on the Greek sample. With regard to those 54 who do not intend to read classical authors, we may note the following factors:

(a) the difficulties such pupils are facing in taking original Greek, since their average mark in the subject appears to be low: 12.25 (only 'O-level' data).

(b) the socioeconomic background from which they come: out of 54, 36 were living in rural areas and 28 were children of unskilled people.

In addition, information had been obtained as to frequency of reading about classical antiquity at present, (Table 39). Since in the Greek sample only 54 beginners and 29 'O-level' pupils appear to read frequently about the Ancients, it is of interest to examine whether this is due to the limitations of time. From this point of view, the following comparative table is indicative:

Table 43

TODAY'S READING ON CLASSICAL ANTIQUITY			TOMORROW'S READING OF CLASSICAL AUTHORS		
Frequency	Beginners	'O-Level'	Attitude	Beginners	'O-Level'
'Frequently'	54	29	'Certainly'	45	33
'Sometimes'	96	102	'Probably'	69	85
'Rarely'	43	47	'Undecided'	65	49
'Never'	7	22	'Not in- tend'	21	33
TOTAL	200	200		200	200

It can be said that the pupils' negative attitude to reading is probably not determined by limitations of time, since the number of those who 'certainly' intend to include some classical literature among their reading at a later stage when probably they will have



more time at their disposal, is slightly lower than the number of those who are already seeking a wider acquaintance with the classical world through reading material in modern Greek, though the difference is not statistically significant (78 as opposed to 83).

Those, however, who 'do not intend' to read the Classics later on appear significantly more numerous than those who 'never do this' already:

	"Never"	May read	TOTAL
Today	29	371	400
Tomorrow	54	346	400
TOTAL	83	717	800

$$x^2 = 8.40 \quad \text{d.f.} = 1. \quad p < .005.$$

The conclusion that can be reached here is that the ancient authors do not seem to attract the youngsters any more than the modern writers who refer to them.

Now on the English sample:

(a) More beginners than O-level pupils appear undecided about future reading (98 against 63). But, in general:

no considerable difference in the way the two populations have responded is demonstrated, except that:

(b) far more O-level pupils than beginners "do not intend" to read some classical authors (73 against 43 beginners).

**Conclusion:** Very few English respondents will 'certainly' include some classical authors among their future reading. Some more say they will "probably do so" (47 beginners and 50 O-level).

Let us examine whether the new courses encourage enthusiasm for reading more than the traditional courses do.

Of O-level population, looking at the 50 who say they will

probably read and the 14 who say they will certainly read,

(a) those following traditional courses: 22

(b) those engaged in modern approaches: 42

TOTAL 64

ATTITUDE	Traditional	Modern	TOTAL
Certainly/ Probably	22	42	64
Other responses	66	70	136
TOTAL	88	112	200

$x^2 = 3.54$  d.f. = 1. Not significant: though the

trend seems to favour the modern courses.

To sum up the section, 'Interest in the classical past':

(a) The Greek sample appears to seek a far wider acquaintance with (Greek) classical antiquity than the English.

(b) Both populations show interest in approaching the Ancients through visiting the ruins of their world. But:

(c) Whereas very few on the English side declare interest in pursuing wider reading about the classical past, in the Greek case admiration of the ancient glory and actual interest in its study appear to differ. Moreover, fewer 'O-level' than beginners are detected to be fond of the Ancients.

6. On the sex of classics teachers. This section concerns particularly the reactions of the Greek sample since one of the factors to which the Federation of Greek Schoolmasters has attributed the misfortune of the Greek Gymnasium is that it has been flooded by female teachers, especially philologists.

To what extent are the two sexes approved by pupils? The question was stated as follows: "Do you prefer to be taught by male or by female classics teachers?"<sup>1</sup> (item 14)

1. In the Greek case, "by philologists".

And the resulting data:<sup>1</sup>

Table 44

ATTITUDE TO TEACHERS	GREEK SAMPLE					ENGLISH SAMPLE				
	Beginners		'O-Level'		To- tal	Beginners		O-Level		To- tal
	Boys	Girls	Boys	Girls		Boys	Girls	Boys	Girls	
a. Prefer male teachers	17	31	34	28	110	30	19	17	16	82
b. Prefer female teachers	51	49	25	37	162	30	15	21	23	89
c. Either	32	20	41	35	128	40	66	62	61	229
TOTAL	100	100	100	100	400	100	100	100	100	400

We see that far more English pupils say 'either' than Greeks (229 against 128). Presumably this difference is due to the different social conditions under which the two samples were studying. For instance, in the Greek case more people appear to be attached to female teachers than to males (162 against 110). Of these people the majority were beginners (100 against 62). Beginners who, in many cases, are studying far from their homes may feel more 'secure' in the care of female teachers.

Thus, pupils do not react unfavourably to female philologists; Greek beginners particularly prefer them.

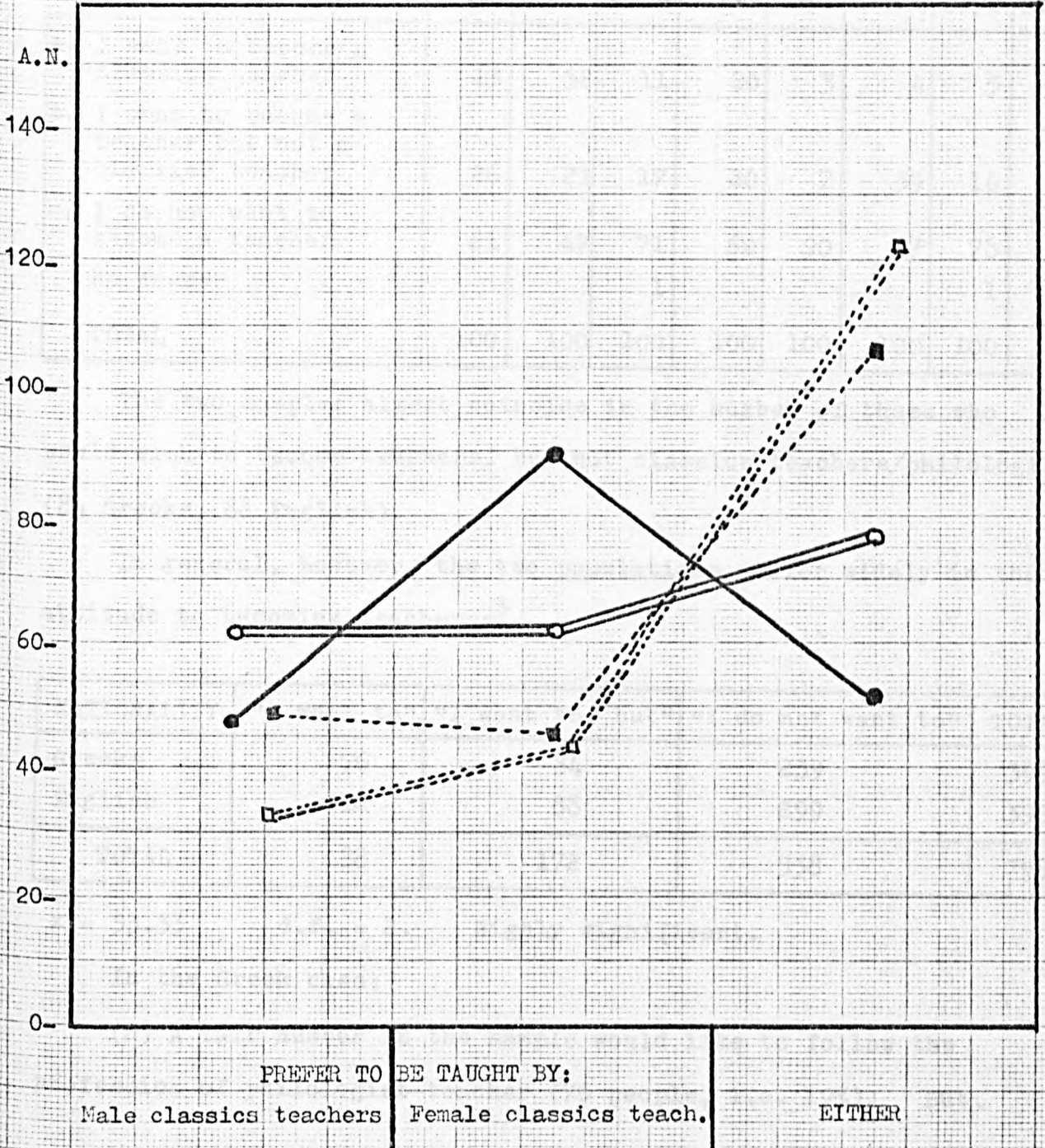
7. Attitude to the profession of classics teaching. This point is of particular interest for both sides: British classicists complain that the profession of classics teaching is going to vanish because of the shortage of teaching staff and lack of candidates for the profession. The Greek Federation of Schoolmasters has repeatedly asserted that the best graduates of the Gymnasium do not want to become philologists.

To the question, "What is your attitude to becoming a classics

1. See also statist. graph No. 13.

13. RESPONDENTS' ATTITUDE TO THE SEX OF THEIR CLASSICS TEACHERS

A comparative statistical graph.



KEY: ●—Greek beginners  
 ○— " " 'O-Level'  
 ■----- English Beginners  
 □----- " " O-Level  
 A.N.=Actual numbers

teacher?"<sup>1</sup> the two samples responded: (item 15)

Table 45. Attitude to becoming teachers<sup>2</sup>

REPLY	GREEK SAMPLE				ENGLISH SAMPLE			
	Beginners		'O-Level'		Beginners		O-Level	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
a. I want to become a classics teacher	13	32	11	20	3	4	5	0
b. I want to become a teacher but not a classics teacher	26	21	17	20	7	39	16	26
c. I do not want to become a teacher	61	47	71	60	90	57	78	74
No Answer			1				1	
TOTAL	100	100	100	100	100	100	100	100

The two samples almost coincide in the number of those who would wish to become teachers, but not classics teachers/philologists (84 Greeks, 88 English).

In general, however, the two populations differ widely in their attitude to becoming teachers:<sup>3</sup>

NATIONALITY	"I want to"	"I want to, but"	"I do not want to"	TOTAL
Greeks	76	84	239	399
English	12	88	299	399
TOTAL	88	172	538	798

$x^2 = 53.33$       d.f. = 2.      Highly significant.

In the Greek case:

(a) A fair number in the sample would like to follow the profession of philologist-teacher (76 people, i.e. 19%). But,

1. A philologist, in the Greek case.
2. It has been explained elsewhere that a Greek 'philologist' is a generalist rather than a specialist in Classics, in the British sense. So, to some extent, the two samples answer a different question here.
3. See statist. graph No. 14.

once again, it is not the Gymnasium that develops this interest since more beginners than 'O-level' pupils favour the profession of philologist (45 against 31).

(b) 84 people in the sample would wish to become teachers but not philologists (21%).

Hence, 160 respondents (40%) regard the profession of teaching as attractive to them. Certainly, no other occupation is favoured to such an extent by youngsters in Greece.

Probably, this favourable attitude should be attributed to the following factors:

(i) the high value of the classical/literary tradition which feeds the profession of philologist;

(ii) the limited number of occupations existing in a still agricultural country such as Greece;

(iii) the lack of vocational guidance;

(iv) the limited number of subjects taken in school.

Now, if the data is representative of the whole school population, and we accept the assertions of the Federation of Schoolmasters referred to above, we wonder why among so many candidates the faculties of the universities cannot select some highly qualified people. With reference to this, as far as one can judge according to the marks the 'O-level' population says it has gained in the main school subjects, the picture is not so encouraging as at first glance.

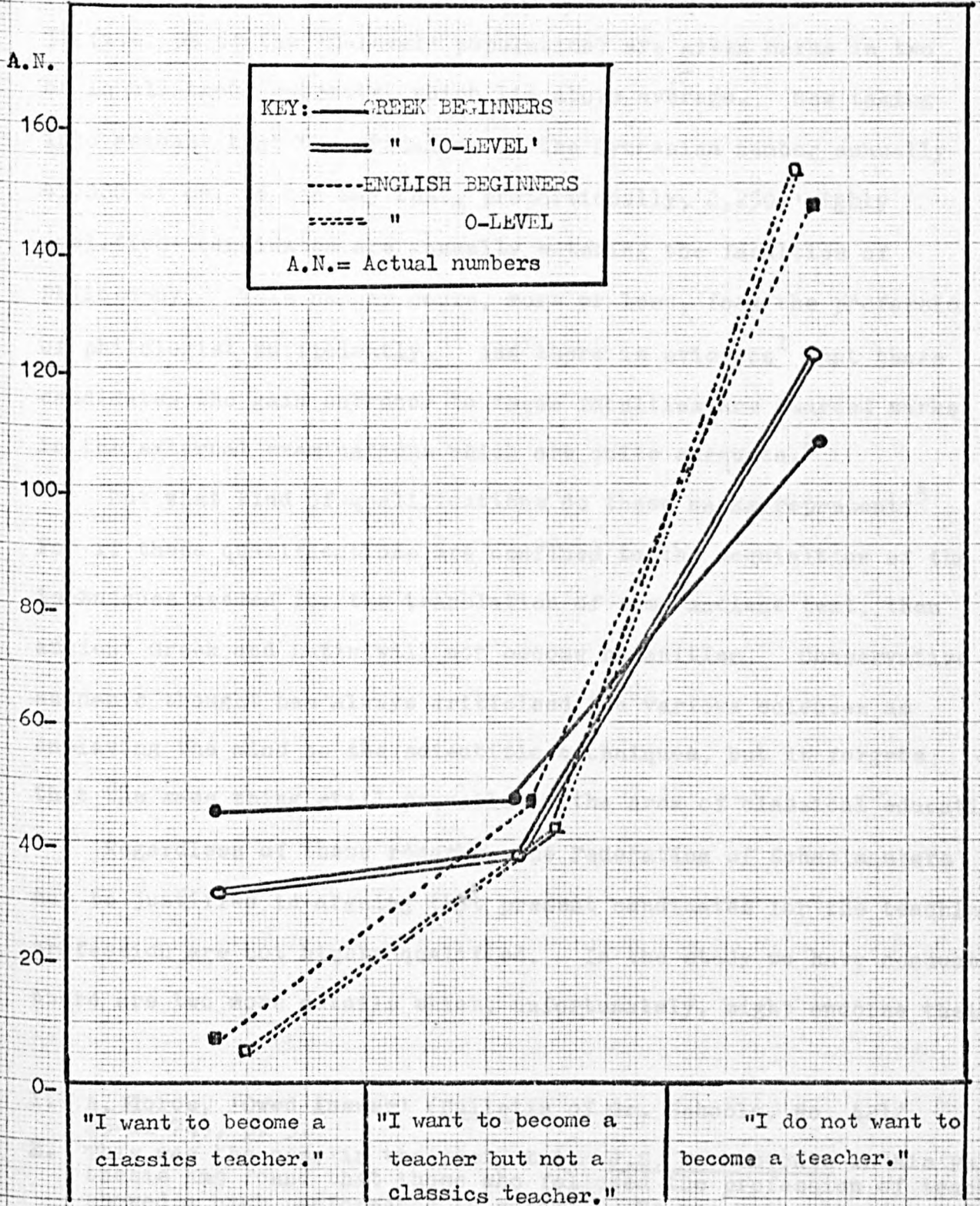
The average marks gained by those 'O-level' respondents who would wish to become philologists are as follows:

<u>SUBJECT</u>	<u>Boys</u>	<u>Girls</u>	<u>Average</u>
(a) Modern Greek	13.8	13.8	13.8
(b) Ancient Greek	14.27	14.75	14.51
(c) Latin	13.72	16.57	15.14



## 14. PUPILS' ATTITUDE TO BECOMING CLASSICS TEACHERS.

A comparative statistical graph.



According to the classification we have adopted in the study, these marks represent the average except "16.57" which lies above average. But a more detailed analysis of the marks in ancient Greek, Modern Greek and Latin shows that 10 people out of 31 (i.e. 5% of the 'O-level' population) are given marks in two or in all these subjects, which lie above average. Now taking into account that the graduates of the Gymnasium number annually 45,000 or so, we can say that, proportionally, 2,250 'highly qualified' candidates are annually entering the faculties of Philosophy. This number could, more or less, feed the profession of philologist sufficiently. And there is evidence<sup>1</sup> that those candidates who gain entrance to these faculties are awarded marks in the external examinations which are quite adequate.<sup>2</sup>

But what kind of qualifications do these marks represent?<sup>3</sup> For if these qualifications are confined to the acquisition of the techniques needed for the translation of some ancient text, then ancient Greek and Latin will not become humanities. Conservative academic thought has always criticised the various sciences as enslaving the mind to the scientific techniques, but it forgets that the same thing still prevails in the area of classical education.

Regardless of these remarks, the Federation of Schoolmasters may be justified in arguing that present candidates for the teaching profession are not highly qualified. In the study we have conducted there are two more details which, unfortunately, might endorse their

1. A. Floros, 'Owed Answer' (Bulletin of Gr. Schoolm. No. 421/25-11-74), p. 3.
2. This was the case in the past, too. J.S. Markantonis in his Ph.D. thesis has found that those who followed the profession of teaching showed a high performance in school. He was using the data of the years 1914-1930 (Athens, 1961), p. 100.
3. Complaints have not ceased to be made: more recently Professor P. Vatikiotis, of London University, repeated the known refrain by asserting that Greek society runs the danger of becoming decayed due to its old-fashioned education system: Pupils are not trained how to think, he argues. (Kathimerini, 18-1-76, p. 4).



assertions:

(a) Out of 31 respondents favouring the profession of philologist, 20 were children of semiskilled or unskilled manual workers.

(b) 25 came from rural areas (especially from Thermon, Levadea).<sup>1</sup>

These last two points do not, of course, necessarily imply that the population in urban areas is superior. Nevertheless, they constitute an indication that the cultural background of tomorrow's philologists is not very rich. Creativity, boldness, knowledge relate usually to urbanisation.

Now on the English sample:

(a) Very few are preparing themselves to become classics teachers: 12 people in all; only 5 O-level pupils (no girls) are likely to become teachers of Classics.

Now, if we try to extrapolate, taking into account that those O-level candidates who passed the examinations in Latin (Summer 1972)<sup>2</sup> were 26,944 in number, we can forecast that in the immediate future the number of A-level candidates proposing to take degrees in Classics will be a total of 336 people or so: i.e. 1.25% of those who pass the O-Level Latin examination. This is by no means a sufficient number, given that some of them will never attain a degree in Classics, or teach the subject. But the picture may not be so discouraging, since some youngsters are not unlikely to take an honours degree including, say, Latin and French, Latin or Greek and German, and so forth, although a number of them are not likely to enter the profession of teaching.

1. We tried to check these points further, but the Ministry of Education replied it has still not classified candidates according to their socioeconomic background (May, 1975).
2. Statistics of Education 1971-72, Vol. II, p. 69.

(b) Teaching as an occupation in general is favoured by more girls than boys in both populations: 39 girls in the section of beginners against 7 boys and 26 girls in the O-level section against 16 boys (this data does not include 'classicists'). Hence, the total of girls is 65 against 23.

(c) A fair proportion in the English O-level sample is favourably disposed towards the profession of teaching in general: 47 people (23.5%).

In conclusion, teaching as an occupation appears far more favoured by the Greek sample, particularly the profession of philologist. On the contrary, although a fair number of English are favourably disposed towards the profession of teaching, very few want to become classics teachers.

8. On the language issue. With respect to this crucial problem, which of course concerns only the Greek side, the following question was set: "Do you agree that katharevousa should remain the main language of the Gymnasium and not the demotic language?" (item 17)

Table 46. The Greek sample on the language issue (pupils)

Degree of Agreement with Katharevousa	BEGINNERS			'O-LEVEL'		
	Boys	Girls	Total	Boys	Girls	Total
a. I agree strongly	32	38	70	6	20	26
b. I agree	25	32	57	25	21	46
c. I am undecided	18	12	30	11	4	15
d. I disagree	13	8	21	24	29	53
e. I disagree strongly	12	10	22	34	26	60
TOTAL	100	100	200	100	100	200

Accordingly:

(a) Far more beginners appear in favour of katharevousa than 'O-level' pupils: 127 against 72.

(b) Far fewer beginners disagree with the view (43 against 113).

LEVEL	Strongly agree	Agree	Undecided	Disagree	Strong. dis.	TOTAL
Beginners	70	57	30	21	22	200
0-Level	26	46	15	53	60	200
TOTAL	96	103	45	74	82	400

$$x^2 = 57.78 \quad \text{d.f.} = 4. \quad p < .001.$$

Hence, a significantly different attitude of the two populations to the language issue is demonstrated. Attitude to this issue appears to change with the passing of school years in favour of the demotic language.

Now it is of interest to identify those '0-level' respondents who 'strongly agree' that katharevousa should continue to dominate the Gymnasium, and those who 'strongly disagree' with that view. Such an investigation should shed light on how the language issue is affected by the degree of linguistic skill of the pupils and also by the socioeconomic background from which they come.

The following comparative index is informative:

Table 47

	PUPILS 'STRONGLY' APPROVING K.	PUPILS 'STRONGLY' DISAPPROVING K.
1. Average mark gained in Modern Greek	14.23	14.57
2. Number living in urban areas	16	49
3. Number living in country districts	80	33
4. Children of semiskilled, unskilled	44	29
5. Children of clerical workers	20	29
6. Children of people of other categories	32	24

Therefore:

(a) The attitude to the language issue does not appear to be affected by linguistic skill.

(b) By applying the  $x^2$  test we find that among the opponents of katharevousa significantly more respondents were living in urban areas:

TYPE OF LANGUAGE	Urban	Rural	TOTAL
Katharevousa	16	80	96
Demotic	49	33	82
TOTAL	65	113	178

$$x^2 = 35.41 \quad \text{d.f.} = 1 \quad P < .005.$$

(c) Katharevousa appears to recruit its adherents mainly from those of 'lower' socioeconomic status but the difference is not statistically significant.

TYPE OF LANGUAGE	Prof.clerical	Semisk. Unskill.	TOTAL
Katharevousa	20	44	64
No katharev.	86	147	233
TOTAL	106	191	297

$$x^2 = 0.72 \quad \text{d.f.} = 1.$$

To sum up, in the total sample more respondents appear more favourably disposed to katharevousa than to demotic (199 against 156). But the latter is welcomed by significantly more '0-level' youngsters.

9. How the two sexes have responded to the questionnaire. Some difference appears in the attitude of each sex towards the questions asked:

(a) More boys claim their teachers regard them as good members of the class. Greeks: 60 against 43; English: 113 against 66.

SEX	'Good members'	Others	TOTAL
Boys	173	227	400
Girls	109	291	400
TOTAL	282	518	800

$$x^2 = 22.42 \quad \text{d.f.} = 1. \quad \text{Significant at } .005 \text{ level.}$$

(b) More boys 'strongly agree' that learning Classics is useful to them. Greeks: 82 against 61; English 25 against 18.

SEX	'Strongly agree'	Others	TOTAL
Boys	107	293	400
Girls	79	321	400
TOTAL	186	614	800

$$x^2 = 5.49 \quad \text{d.f.} = 1 \quad P < .05.$$

(c) More boys 'strongly agree' that ancient Greece is worthy of admiration. Greeks: 152 against 135; English: 42 against 38, (not statistically significant).

(d) More boys claim they 'frequently' read material related to ancient Greece. Greeks: 44 against 39; English 7 against 4 (not statistically significant).

(e) More boys appear greatly interested in visiting museums etc.; Greeks: 119 against 94; English: 56 against 53.

SEX	'Greatly'	Others	TOTAL
Boys	175	225	400
Girls	147	253	400
TOTAL	322	478	800

$x^2 = 4.08 \quad \text{d.f.} = 1. \quad P < .05$  (But in this case the difference seems to be on the Greek side only).

(f) More boys claim they pay visits to museums etc. 'frequently'. Greeks: 25 against 15; English: 11 against 5.

SEX	'Frequently'	Others	TOTAL
Boys	36	364	400
Girls	20	380	400
TOTAL	56	744	800

$x^2 = 4.92 \quad \text{d.f.} = 1. \quad \text{significant.}$

(g) More boys 'certainly' intend to read classical authors.

Greeks: 45 against 33; English: 15 against 11.

SEX	'Intend'	Others	TOTAL
Boys	60	340	400
Girls	44	356	400
TOTAL	104	696	800

$$x^2 = 2.82 \quad \text{d.f.} = 1. \quad \text{Not significant.}$$

(h) More boys would prefer to study the Classics in the original. Greeks: 42 against 36; English: 39 against 36 (not statist. significant).

(i) More boys than girls appear enthusiastic about the subject. English: 12 against 5; this occurs in the Greek case, too, but only in the '0-level' section (15 against 7).

SEX	Enthusiastic	Others	TOTAL
Boys	27	273	300
Girls	12	288	300
TOTAL	39	561	600

$$x^2 = 6.16 \quad \text{d.f.} = 1 \quad P < .05.$$

But:

(j) More girls would wish to get rid of Latin (29 against 12) in the English sample. The same attitude is shown by '0-level' Greek girls, as far as ancient Greek is concerned (11 against 4).

SEX	Wish to get rid of classical subject	Others	TOTAL
Boys	40	260	300
Girls	16	284	300
TOTAL	56	544	600

$$x^2 = 11.34 \quad \text{d.f.} = 1 \quad P < .01.$$

Therefore, in six cases out of ten, boys show a significantly more favourable attitude to the Ancients than girls do.

Finally, it may be of particular interest to note that the two sexes in both populations which come from two different cultures have shown similar attitudes in responses to the questionnaire.

#### 10. A comparative summary of findings

(a) Curriculum. (i) Greece: Ancient Greek though an attractive subject in the early school period soon loses ground; but traditional disciplines in general such as ancient Greek, Mathematics and History appear to attract more pupils than 'modern' subjects. (ii) England: A great variety distinguishes the preferences and dislikes shown by the pupils for school subjects. Latin rates 9th in the list of preferences and first among the subjects respondents would wish to get rid of. The proportion of pupils, however, who appear extremely hostile to Latin is low (10%).

In comparative terms (Greece-England): 1. A certain relationship is demonstrated between extremely tiring school subjects and subjects the pupils would wish to get rid of. But in the opinion of others, a tiring subject is not necessarily an unpopular one. 2. Mathematics and linguistic subjects rate first among extremely tiring subjects in both samples. 3. It is the English beginners and the Greek 'O-level' who complain of an overburdened school curriculum.

(b) Relevance of Classics. The great majority of Greek respondents (293 pupils, i.e. 73.25%) and the majority of English (227 pupils, i.e. 56.75%) think of ancient Greek and Latin, respectively, as useful subjects. But far more English than Greeks disagree with the view that learning Classics is useful

to them (75 against 31). Those English taking the view that they are privileged in learning Latin do not exceed 45.5% (182). Another 30.75% (123) appear critical of the subject and 15.5% (62) have shown a neutral attitude to its educational value. Reservations on the relevance of Latin and poor performance in the subject are related significantly.

As for Greeks, a minority (25%) still find Latin relevant.

(c) Teachers-teaching. The majority of Greek pupils appear unable to assess their classics teachers' attitude to them (68.25%). The corresponding English figure is 42.25%. Both samples, more or less, coincide in demanding as many pictorial, informal and easy approaches to the Classics as possible. The faithful adherents to studying the original texts constitute a minority in both samples (75 English, 78 Greeks).

Of those Greeks appearing critical of teaching method significantly more people come from urban areas. In the English case some favourable attitude to Latin teaching emanates from a cultured social environment; also a favourable attitude to Latin and high performance in the subject are related significantly. The opposite is true of the Greek sample, as far as Latin is concerned.

Recommendations made by the Greeks for an improvement of teaching method are as follows: introduction of translations to produce a deeper understanding of the texts and a more pleasant procedure in learning; or a new teaching method which would exclude the use of school translations, which would comprise less grammar, less syntax, no details, no parroting, no translating, and which would encourage discussion; a better school curriculum including optional subjects; better school text books of simpler content and with more comments.



The British sample, particularly the O-level population, suggests: more background knowledge, relief from the pressure of examinations, a more literary treatment of the texts, a closer involvement in ancient societies and a less boring procedure of learning. The critical attitude to teaching method is not significantly affected by kind of course followed (traditional or modern). But modern approaches to Latin appear to attract significantly more youngsters. Finally, a significantly higher proportion of girls show a hostile attitude to Latin teaching (especially O-level population) though this may have been due to special circumstances in a few schools.

(d) Attitude to the classical past. Classical antiquity appears to be valued by both samples but attitudes shown to Greece and Rome by the Greeks and English, respectively, differ significantly: Far more Greeks claim ancient Greece is worthy of admiration than English (95.5% against 63.25%). But also significantly fewer 'O-level' Greeks than beginners state great admiration for ancient Greece. On the other hand, significantly more British claim Rome is worthy of admiration than Greeks (74.5% against 62%).

(e) Interest in the classical past. Very few in both samples appear to involve themselves in frequent reading about Greece and Rome: 83 Greeks and 11 English claim to read about Greece; 22 Greeks and 33 English about Rome. But, in general, significantly far more Greeks claim they read 'frequently' or 'sometimes' about the former than their English counterparts do about the latter (281 against 168, i.e. 70.25% against 42%). It is also worth noting that more beginners among the Greeks and more O-level pupils among the English say they "frequently" read about the Ancients.

Very few respondents in both samples will 'certainly' include some classical authors among their future reading (78 Greeks,

26 English); that is to say, significantly more Greeks intend to read classical authors. But 'O-level' Greeks intending to do so are fewer than beginners (33 against 45). Also in both samples pupils not intending to read classical authors are (in the first case significantly) more numerous than those who already do not read such authors (Greeks: 54 against 29; English 116 against 96).

Finally, there is evidence that, in certain cases, modern approaches to Latin now operating in England may encourage a wider reading of classical authors.

Both samples expressed interest in visiting Greek and Roman sites and seeing exhibits in museums: 361 Greeks, 293 English. But a real gulf is demonstrated between 'great interest' and 'frequent' actual visits: 40 Greeks, 16 English claim they pay such visits frequently.

In the Greek case admiration of the ancient Glory and actual study of it do not seem to keep pace. Also of those claiming to value the Ancients 'O-level' respondents are fewer than beginners.

(f) On the sex of classics teachers/philologists. With the exception of Greek beginners who appear to prefer female teachers no greatly different attitudes of pupils towards male or female teachers are evidenced.

(g) On classics teaching as an occupation. Teaching as an occupation appears widely favoured by the Greek sample (160 people) and particularly the occupation of philologist (76, i.e. 19%). A fair number of English respondents are favourably disposed towards the profession of teaching (88, i.e. 22%); but very few are prepared to enter the occupation of classics teacher (7 beginners, 5 O-level in all).

In the English sample far more girls than boys appear more favourably disposed towards the profession of teaching (69 against 31) but none of the former<sup>1</sup> declares interest in becoming a classics teacher. On the contrary, far more Greek girls are prepared to enter the occupation of philologist than boys (52 against 24).

(h) How the two sexes have responded. In both samples boys have shown a more favourable attitude to the Ancients than girls. This difference is significant in the following cases: more boys say learning Classics is useful to them; more boys declare interest in visiting museums etc., more boys claim they pay such visits; more boys appear enthusiastic about the subject. But: significantly more girls wish to get rid of Latin /Greek.

(i) On the Greek language issue. A significantly different attitude of the two populations (beginners - 'O-level') to the language issue is demonstrated: (1) far more beginners appear supporters of katharevousa than 'O-level' pupils (127 against 72); (2) far fewer beginners disagree with the view that K is preferable (43 against 113). It was also found that of the supporters of demotic significantly more children were living in urban areas such as Athens and Salonica. But attitude to the language issue was apparently not significantly affected by social class in this sample.

#### 11. Cross-comparisons with the preliminary-pilot studies

A. Greece. By comparing the findings of the preliminary questionnaire with those of the study administered to the main sample, we establish the following major differences:

(a) In the former very few pupils appear to be reading about classical antiquity.

##### 1. O-level section.

(b) Ancient Greek teaching is criticised widely in the preliminary study. This may be due to the following factors:

(i) the sample consisted of a population taken from a limited (urban) school area; the strength of criticism may be coincidental, although the main sample, too, shows that pupils studying in urban areas such as Athens tend to be more critically disposed to the subject.

(ii) it is likely that the open sentence - "Comment, if you like, on classics teaching" - challenged the pupils of the preliminary venture to state their thoughts more fully.

(c) In the preliminary questionnaire far fewer respondents declared interest in entering the profession of philologist-teacher.

In any other respects, the findings of the two studies, more or less, coincide.

B. England. The data offered by the pilot study is, more or less, in agreement with the main findings produced by the final questionnaire study.

Some major differences established concern the following two points:

(a) English literature which comes bottom in popularity in the pilot study rates first in the preferences of the main sample.

(b) Chemistry which is favoured by the former does not appear a very popular subject in the data resulting from the questionnaire administered to the main sample.

## 12. Concluding comment

a. The Greek population has responded under the immediate influence of the Greek classical tradition, but any enthusiasm for study of the original ancient Greek or Latin is not demonstrated. Classics teaching is criticised widely and the 'O-level' population

still appearing favourably disposed towards the subject and the world it represents is always lower than beginners, despite the 'losses' that occur over the school years from one grade to the next (40% approximately up to the fifth form).

The English sample looks upon the Ancients in a more neutral-unprejudiced way and favour shown to the subject seems to be 'maintained' up to the O-level stage. With reference to the second point, however, it must be remembered that those continuing with Latin up to the O-level constitute a minority (35% or so) of those beginning it. It can therefore be argued that these people are likely to have found the subject relevant and even attractive from the very beginning of its study.

b. Classics teaching in the original is not welcomed by both samples which are, more and more, in favour of as easy approaches to the subject as possible. Classics teaching seems to have come to a crisis in both countries. The English response to losing the curriculum battle through the reform of the subject appears to have made some impact upon the pupils, but, at the moment, it seems unlikely to contribute to a real revival of classics teaching. The main reasons for this may be: (1) society's view that the Classics are not a relevant subject; (2) the fact that both Latin and Greek are extremely difficult subjects; (3) the limitation of time available; (4) the deficiencies of the new methods; (5) the different treatment of teaching methods by different teachers in connection with the demands of examinations.

Table 48. Statistically significant findings

	SUBJECT	$\chi^2$	d.f.	Probability level	Page
1.	Assoc. between criticism of ancient Greek and social background of pupils (Greek prelim. sample)	3.98	1	.05	407
2.	The two main samples on the usefulness of Classics	79.04	4	.005	457
3.	Reservation on the usefulness of Latin in relation to performance (English sample)	17.83	2	.005	458
4.	Social background and negative attitude to Latin (English sample)	19.94	2	.005	458
5.	Criticism of classics teaching and school area (Greek sample)	5.23	1	.05	463
6.	Assessment of teacher's attitude by the two samples	56.08	3	.005	474
7.	Social background and favourable attitude to Latin (English sample)	6.96	2	.05	478
8.	Assoc. between high performance and favourable attitude to Latin (English sample)	15.93	2	.005	478
9.	Assoc. between modern approaches to Latin and favourable attitude to it (English sample)	7.31	1	.01	479
10.	Critical attitude to the Classics by the two sexes (English sample)	9.00	1	.005	491
11.	Attitude of the English sample towards Greece and Rome	11.8	1	.005	493
12.	Difference between Greek Beginners and 'O-Level' in their admiration of ancient Greece	6.65	1	.01	494
13.	Admiration of Greece by the two samples	240.46	3	.005	497
14.	Admiration of Rome by the two samples	15.49	3	.005	497
15.	Frequency of reading about Greece by the two samples	164.30	3	.005	499
16.	Frequency of reading about Rome by the two samples	18.22	3	.005	499

Table 48 (cont'd)

	SUBJECT	$x^2$	d.f.	Probability level	Page
17.	Attitude to later reading of Classics by the two samples	69.59	3	.005	504
18.	Negative attitude to reading by the Greek sample (today/tomorrow)	8.40	1	.005	506
19.	Attitude of the two samples to becoming teachers	53.33	2	.005	509
20.	Attitude of the Greeks towards the language issue (beg. - '0-lev.')	57.78	4	.005	514
21.	Opposition to katharevousa and school area	35.41	1	.005	515
	<u>Differences between the two sexes:</u>				
	(IN BOTH SAMPLES)				
	(a) More boys:				
22.	"Good members of the class"	22.42	1	.005	515
23.	"Learning Classics is useful"	5.49	1	.05	516
24.	Interest in visiting museums etc.	4.08	1	.05	516
25.	Actual visits to museums etc.	4.92	1	.05	516
26.	Enthusiastic about the subject	6.16	1	.05	517
	(b) Girls:				
27.	More girls wish to get rid of Latin/Greek	11.34	1	.005	517

13. Some references to earlier studies.<sup>1</sup> In 1936, J.J. Shakespeare found<sup>2</sup> that subjects allowing bodily activity were more popular than the more abstract ones like literature, history. So he confirmed E.C. Lewis's (1913) findings.<sup>3</sup> By contrast, the

1. Mentioned in chapter II ('Review of relevant research').

2. His sample consisted of 9,127 children (4,577 boys and 4,550 girls).

3. " " " " 8,000 " (5,000 " " 3,000 " ).

sympathy of our sample lies with literary and academic subjects. But it must be remembered that the first two investigations were limited to children aged 7 to 14.

In 1919, J. Don and J. Grigor found<sup>1</sup> that English was easily first in popularity with girls and well placed with boys. Mooney's investigation<sup>2</sup> revealed similar attitudes (1970). Our survey shows that English is the most popular subject in the English section of the sample, but not modern Greek in the Greek section; in the latter case the pupils show their preference for ancient Greek.

In 1935, R.E. Prichard<sup>3</sup> pointed out that only a small number of pupils put Latin first in their preferences. In 1951, P.E. Winter found a large measure of hostility to Latin in all four schools where she carried out her study. In 1970, J. Mooney found that the great majority of pupils consider Latin a difficult and boring subject with little relevance to the present day.

The data resulting from the present study shows that Latin continues to be an unpopular subject, but ancient Greek in the Greek and Latin in the English sample are considered 'useful' by 73% and 56% of the respondents, respectively.

Mooney also found that girls tend to show a more favourable attitude to Latin than boys. The opposite is true of our English sample.

1. Their sample consisted of 3,620 children (1,858 boys and 1,762 girls).
2. His sample consisted of 578 children (boys and girls).
3. His sample consisted of 8,273 pupils (4,581 boys and 3,692 girls).



According to Mooney, those pupils were successful in Latin who had a favourable attitude towards the subject. This is confirmed by our English sample. But in the Greek case high performance in Latin is usually accompanied by hostility towards the subject. Apparently, the Greek pupils can achieve without liking, in certain cases, presumably because Latin continues to be an entrance requirement for several Faculties of the universities. On the other hand, the Greek hostility to the subject may be mainly due to the co-existence of Greek and Latin in the school curriculum as compulsory subjects.

Finally, in Prichard's (1935) and P. Winter's (1951) studies Latin appears to reach its highest popularity in the first year. This point is confirmed by the present investigation: in the Greek sample ancient Greek appears an extremely popular school subject in the first secondary school year; in the English case more beginners than O-level pupils appear fond of Latin.

CHAPTER XI

B. TEACHERS' ATTITUDE TO THE CLASSICS

Introduction. To what extent are Latin and Greek valued as school disciplines by today's British classics teachers and Greek secondary school teachers? To what extent do the attempted reforms in classics teaching meet the will of these people? How do classics teachers react to educational innovation? These are the main points on which the interest of the present inquiry will focus.

The sample available was too small to allow one to draw very reliable conclusions but the findings presented below are perhaps useful.

The reader is reminded that in conducting the present inquiry we followed the same techniques and procedure as in the administration of the questionnaire which was completed by pupils;<sup>1</sup> that is: a questionnaire was first completed as a pilot study by 50 Greek teachers and 12 British classics teachers; the main group which completed the questionnaire consisted of an equal number of respondents (80 Greeks and 80 British).

With reference to Greece, both forms - the preliminary and the final - were completed by secondary teachers, who teach various school subjects, for the following reasons:

(i) All Greek teachers have been taught ancient Greek, and most of them Latin as well, when they were studying in the Gymnasium.

(ii) All of them are in daily touch with the Classics in

1. 'Back translation' of the Greek form from Greek into English; approval by the Greek Ministry of Education. All forms of the questionnaire are reproduced in Appendices M and N.

their schools; for ancient Greek, and Latin to a great extent, still are (1975-76) compulsory subjects.

Hence, all Greek Gymnasium teachers are in a position to formulate an opinion on the situation prevailing in classics teaching, even though not all are actually teaching Latin and Greek.

(A) An analysis of the data resulting from the preliminary study.

The Greek questionnaire in its preliminary-final form was completed between October and December 1974, the English pilot study between January and February 1975; and the English final form between April and July 1975.

Of those 50 Greek secondary school teachers who completed the preliminary questionnaire, 26 were males; in the sample, 32 were philologists,<sup>1</sup> the majority being on friendly terms with the investigator and working in the Athens area. The copies of the questionnaire were sent to them and returned to him by mail. The returns were 90%.

Those 12 British classics teachers (2 female) who were included in the pilot study were working in the Yorkshire area. To 20 copies posted with a covering letter<sup>2</sup> to various schools there were 9 returns plus 3 copies completed by teachers after a personal contact with them.

In the British group, Latin and Greek were taught by 7 respondents, Latin by the total sample, and Classical Studies + ancient History by 6.

Finally, 19 Greeks and 3 British added some comment at the end of the questionnaire. Both questionnaires included only preconstructed answers<sup>3</sup> and one open sentence.

1. Of the remaining 18, six were theologians, five physicists, five mathematicians, one taught P.E. and one taught English.
2. Appendix N(a).
3. The Greek and the English form consisted of 16 questions each.

1. Value of the Classics. Question No. 1 was: "What do you think about the educational value of ancient Greek?". And question No. 2: "Please state your opinion on Latin".

The resulting data:

Table 49

PRECONSTRUCTED ANSWERS	Greek sample		English sample	
	Ancient Greek	Latin	Ancient Greek	Latin
a. Extremely valuable	34	6	1	5
b. Valuable	16	12	10	7
c. I am undecided		3		
d. Not valuable		16	1	
e. Its teaching is a waste of time		13		
TOTAL	50	50	12	12

Thus, in the Greek case there is one hundred per cent stress on the importance of ancient Greek; yet, only 6 people declare Latin as an extremely valuable subject and 12 find it valuable.

In the British section both Greek and Latin are considered valuable school disciplines but the preference understandably goes to Latin. The person who feels Greek is not a valuable subject taught German and Latin but not Greek. Of those 5 who regard Latin an extremely valuable subject 2 people did not teach Greek. as/

2. Teaching method. Question No. 3 was as follows: "If you teach Classics, what scheme of classics teaching do you use?" And question 4: "What scheme of classics teaching do you ideally favour?" It must be made clear that the former was omitted in the Greek preliminary and final form since teaching method is officially prescribed and consists mostly of thorough analysis and translation of original texts.

Let us quote the resulting data:

Table 50

METHOD BEING USED	British responses only	Method ideally favoured	
		Greeks	British
a. Thorough analysis of original texts	6	14	5
b. Reading original texts with emphasis on comprehension	4	28	7
c. Teaching through translations	2	8	1
d. Teaching through other approaches	3		3
TOTAL	15*	50	16*

From the British viewpoint, the scheme of classics teaching being used corresponds, more or less, to what teachers would ideally favour. The difference lies in the fact that more people appear to be in favour of comprehension than to use it. This may be due to the pressure exercised by the demands of examinations and, consequently, by the heads of Classics on their staff in the crucial area of teaching method.

It is also worth noting that whereas the British sample rejects the teaching of Classics through translations, the majority of Greeks appear to welcome 'comprehension' as an approach to the original texts.

Regardless of approaches favoured, to what extent are teachers satisfied with the teaching method they apply? To the question (item 6), "Do you think that teaching methods you are applying are satisfactory?" the two samples responded:

Table 51

Teachers' assessment of teaching methods they apply	Greeks	British
a. They are very satisfactory	6	4
b. They are satisfactory	23	7
c. I am undecided	3	1
d. They are unsatisfactory	18	-
TOTAL	50	12

\* Some respondents checked more than one answer here.

We see that a considerable number of Greeks appear not satisfied with the teaching method they are applying, while nobody among the British feels the same way.

As far as the two classical languages are concerned, the two populations say: "The study of the Latin/Greek language should be": (items 14,15)

Table 52

ATTITUDE	Greeks		British	
	Ancient Greek	Latin	Ancient Greek	Latin
a. Compulsory for all pupils	37	8		2
b. Optional for all pupils	5	29	6	10
c. Optional for pupils selected on the basis of ability	8	13	6	
TOTAL	50	50	12	12

This means that the majority of the Greeks welcome ancient Greek as a compulsory subject and Latin as an optional one, whilst the British section thinks of both classical languages in terms of options.

In the English questionnaire the following item was also included: "Classical Studies through English should be": (item 15)

Resulting data:

- |                              |                             |
|------------------------------|-----------------------------|
| a. Compulsory for all pupils | 2 statements of preference  |
| b. Optional for all pupils   | 10 statements of preference |

That is, Classical Studies are also welcome as an optional subject by the British. The same item was omitted in the Greek questionnaire since 'Classical Studies' of the kind known in Britain are not provided in the Greek Gymnasium.

3. Examinations. With respect to teachers' attitude to examinations, the following two questions were set: (items 5, 9) "Do the demands

of examinations limit your initiative in choosing a teaching method?" and: "Do you think that the present techniques of examining should be changed?". To these questions the two samples gave the following replies:

Table 53

Degree of limitation of initiative exercised by the examinations	G R E E K S	B R I T I S H	Degree to which the techniques of examining should be changed	G R E E K S	B R I T I S H
a. Excessive	8	2	- Greatly	18	1
b. To some extent	22	7	- Some modifications are needed	27	6
c. No influence on teaching method	20	1	- Remain undecided	2	4
d. Helpful in guiding the teacher	-	1	- The techniques are adequate	2	-
e. Extremely helpful	-	1	- The techniques are very satisfactory	1	1
TOTAL	50	12		50	12

Accordingly:

(a) With the exception of 8 Greeks and 2 British - who say 'excessively' - the demands of examinations appear to limit the respondents' initiative in choosing a teaching method only to some extent in both samples. A similar number declare the present techniques of examining need only some modifications. But a considerable number of Greeks say the techniques should be greatly changed.

(b) Examinations are not considered as guiding the teacher and the techniques of examining are not regarded as either adequate or satisfactory.

4. On the profession of teaching. To the question, "Are you satisfied with the profession of teaching? (item 13) the two

samples replied:

Table 54

Teachers' satisfaction from their occupation	Greeks	British
a. I am well satisfied	9	4
b. I am quite satisfied	23	6
c. I cannot say	10	-
d. I am not satisfied	8	2
TOTAL	50	12

Hence: The majority on both sides declare satisfaction with the profession of teaching. It may be worth pointing out that those 8 Greeks who are not satisfied had an average length of teaching service of 13.75 years against 10.78 which is the average length in the total sample; those 2 British who feel the same way had a length of teaching service 10 and 4 years respectively, against the general average which is 16.63 years.

5. On the educational system. The following two questions were set: (items 10, 12) "Would you favour a radical reform of the educational system in this country?". And: "Are you optimistic with regard to the future of secondary education in this country?".

The resulting data from these two items is as follows:

Table 55. Attitudes to Secondary Education

Need for a radical reform	Attitudes to Secondary Education		Degree of Optimism	Attitudes to Secondary Education	
	Greeks	Britons		Greeks	Britons
a. Urgently necessary	29	1	Strongly optimistic	5	0
			Optimistic	18	4
b. Desirable	16	3	Undecided	4	2
			Neither opt. nor pessim.	23	2
c. I am undecided	0	0	Rather pessimistic		4
				d. Not necessary	4
e. Strong opposition to a radical reform	1				
TOTAL	50	12	TOTAL	50	12



We see that:

(a) the Greek sample appears in favour of a radical reform of Greek education (45 out of 50); the opposite is true of the British section: 8 out of 12 say a radical reform is not necessary.

(b) a considerable number of Greeks (23) state some scepticism on the future of Greek secondary education and this is also true of the British sample (6 out of 12).

Summary. On the Greek side there is one hundred per cent stress on the importance of ancient Greek but not of Latin. The British sample appears to value both subjects, particularly Latin, provided they are taken as options.

Whereas comprehension as an approach to the original texts is approved by both samples, Britons and Greeks in general declare satisfaction with the teaching method they are applying and with the profession of teaching.

The techniques of examining appear to limit the teacher's initiative to some extent; a similar number declare the present day techniques of examining need only some modifications.

The Greeks appear to favour radical reform of the secondary education system of their country; the majority on the British side reject this idea, as far as their country is concerned.

\* \*

In analysing the data resulting from the Greek preliminary questionnaire and in trying to establish possible weak points of the questionnaire, the investigator realised that in certain cases one could become more specific (for instance, in the item concerning the education system). But due to the conditions under which the study was to be conducted he preferred not to classify the

preconstructed answers further.<sup>1</sup>

On the other hand, in the preliminary venture no criticism was made of the questions by the respondents, who were limited to checking the preconstructed answers 'faithfully' and some of them to adding just some comment at the end of the questionnaire.

Moreover, the final form was to pass through a bureaucratic procedure in Greece in order to gain approval and so it had to be submitted to the Ministry of Education as soon as possible, since this procedure requires 2 months or so. As a consequence, the experience which was offered later by the English pilot study could not be used to modify questions.

For all these reasons, the Greek preliminary questionnaire remained virtually unchanged. But even as it stands it does not differ greatly from the corresponding English form since most of the changes introduced into the latter concern aspects of classics teaching existing only in this country. Things are simpler in the area of the Greek educational system.

With respect to the English part of the study, the analysis of the preliminary version detected some deficiencies in the questionnaire:

(a) It seemed useful to seek information also concerning:

(i) type of school in which the respondents were working; through this channel one would trace whether any relationship exists between response to the questions set and type of school in which teachers work.

(ii) kind of courses operating in schools and number of pupils attending each course; through this item one would get an idea of the present status of the Classics in these schools and some worthwhile correlations.

1. In the analysis of the final study the reader will see how questions which would cause resentment were avoided in the Greek form.

(b) Items No. 3 and 4 which cope, respectively, with teaching methods in use and teaching methods ideally favoured revealed respondents' difficulty in answering them properly: two teachers felt it <sup>i</sup>reasonable to check more than one answer - e/ although they were requested by the instructions preceding the items to give only one answer to each question - to indicate that they use and/or are in favour of a combination of teaching methods. Also another teacher, though among the partisans of 'thorough analysis', explains that, with regard to teaching methods, "it is important not to be rigid. I use a compromise based on experience, both in Greek and Latin, in schools and colleges".

All these led to modifying instruction No. 4 as follows: to the sentence, "For each question please give one answer only", it was added: "except possibly when answering questions 3 and 4". There was also added a fifth possible answer to both these items: "A combination of teaching methods". But as soon as the first replies were received and it was realised that some respondents now checked only the new answer; later copies of the questionnaire were altered to avoid encouraging vague response to both these crucial questions.

(c) A third modification was made as an addition to question 10. In the beginning, question 10 was stated as follows: "Would you favour a radical reform of the educational system in this country?"

Although the majority in the preliminary study answered "No", we felt it would be helpful to the inquiry if we were to add the following item for the sake of those who would regard a radical reform as necessary: "If you consider radical reform desirable indicate briefly the type of reform you have in mind". And some space was left for an open answer.

In any other respects, the content of the questionnaire remained unchanged.

In addition to these modifications, several questions were commented on or received some criticism by a few respondents:

(a) Greek is considered "a valuable subject for some" (2 replies).

(b) The demands of examinations are helpful in guiding the choice of method and at the same time limit the teacher's initiative to some extent (2 replies).

(c) A differentiation should be made between teaching methods applied in linguistic material and others related to para-linguistic material (2 replies in reference to questions No. 3 and 4).

(d) One teacher attacked question 8 by pointing out that even inside the same course you can discover pupils who are interested and others who are not interested in taking Latin.

(e) Classical Studies should be compulsory for pupils "but for how long?" another respondent asks.

Whereas these remarks have some point, it may be left to respondents to give supplementary comments should they feel their answers do not cover what they want to say. This has been done by a considerable number of teachers.

(B) On the data of the final questionnaire study

Introduction. As has been explained, the final Greek form was completed by 80 respondents, males and females in equal proportion, through official channels; the questionnaire was distributed to the schools which were required by the Ministry to offer their pupils and teachers to the present study.

Of the teachers who constitute the total sample 36 were philologists, 14 mathematicians, 13 physicists, 6 theologians, and 11 of other specialisms. The average length of their teaching

experience was 9.75 years.

More precisely, the data is as follows:

Table 56. Greek secondary school teachers in the main sample.

SPECIALISM	Number of respondents	Average Length of Teaching Service in Years						
		Number of Teachers	From 1 to 10 years	Number of Teachers	From 11 to 20 years	Number of Teachers	From 21 to 35 years	Teachers giving No answer
Philologists	36	18	5.61	16	13.56	1	25	1
Mathematicians	14	8	5.87	2	17.5	2	24.5	2
Physicists	13	11	4.09	1	13	-	-	1
Theologians	6	1	8	4	13.25	1	24	-
Others	11	4	4.5	3	15	3	21.66	1
TOTAL (or average)	80	42	5.61	26	14.46	7	23.79	5

All the copies sent were completed and returned by the schools directly to the investigator (Leeds). Of the respondents 15 made some comment at the end of the questionnaire; certain items, however, were not answered by all the population. These items were:

<u>Question</u>	<u>Number not answering</u>
4	2
5	4
6	1
7	1
10	2
11	4
13	1
16	1
17	1

It is worth noting that all items of the preliminary form had been answered and more people gave comments at the end of that

questionnaire than at the end of the final form: to the preliminary form 19 out of 50: to the final 15 out of 80. A comparative study of the data also shows that, proportionally, more respondents in the final form are favourably disposed to the existing 'status quo' than was the case in the preliminary venture.

All these - minor - differences can be explained by bearing in mind that the preliminary questionnaire was treated in a more informal way whilst the final form was completed in schools under the responsibility of headmasters and this may have affected slightly the attitudes to the questions set.

With respect to the British sample, the final questionnaire was distributed by mail, between April-May 1975, to 180 classics teachers of whom 120 were working in the Yorkshire area and 60 in the West of Scotland. Within this total sample there were 26 people who allowed me to administer questionnaire No. 1 to their pupils. The returns of the latter category were 100% while all the other replies represent about 40% of those to whom the questionnaire was distributed. Certainly, a personal contact always is preferable. The final sample consists of 53 'English' and 27 'Scottish' teachers.

A number of respondents added comments on:

- the education system of this country	English	15	Scottish	8	Total	23
- classics teaching, in general	"	23	"	8	"	31
	TOTAL	38	"	16	"	54

Of this population, 10 commented on both points, 6 people being among those with whom we came into personal contact. On the other hand, some tried to give a more complete answer by commenting briefly on the individual questions.

Generally speaking, the British sample appears more energetic in completing the questionnaire than the Greek, but it is also true that the Greek returns were 100%. One should remark that teaching matters tend to be discussed much more in Britain than in Greece and that the British are more familiar with educational research techniques such as questionnaires than their Greek counterparts.

Below are cited more details which, it is hoped, will help the reader to form an idea of the socio-educational environment from which the British sample was drawn:

a. <u>Latin was taught by</u>	53	English	and	27	Scottish	teachers.
Of these people	22	"	"	18	"	"
taught ancient Greek						
also, while	22	"	"	15	"	"
taught Classical						
Studies, too.						

This means that 50% were not teaching ancient Greek and that the majority (43) were not involved in the new approach, the so-called Classical Studies.

b. The sample had an average length of teaching service of 14.62 years: the English 13.47 and the Scottish 15.77. More analytically:

- 28 had teaching service between 1-10 years
- 26 " " " " 11-20 "
- 24 " " " " 21-40 "

No answer: 2 people.

That is, the majority (50) had a length of teaching experience that exceeds 10 years and, consequently, had been brought up in an environment where the traditional academic type of education was still more valued than is the case today.

c. <u>Sex of respondents</u>	English	Scottish	Total
Male	28	20	48
Female	25	7	32
TOTAL	53	27	80

(The English and the Scottish populations differ significantly from the point of view of respondents' sex:  $\chi^2 = 4.12$  d.f. = 1.

$P < .05$ ).

d. <u>Type of school in which these classicists taught</u>	English	Scottish	Total
Comprehensive	27	24	51
Grammar/Senior secondary etc.	26	3	29
TOTAL	53	27	80

Hence: The English population comes from both types of schools, academic and comprehensive, almost in equal proportion while the Scottish had been mostly involved in comprehensive schools.

As far as the sex of the pupils attending these schools is concerned, the data is as follows:

Boys' schools	English	7	Scottish	1
Girls' "	"	10	"	1
Co-educational Schools	"	36	"	25
TOTAL	"	53	"	27

e. Approximate numbers of pupils entering annually:

- for C.S.E. Latin: 189 pupils in 14 schools, of these 10 being comprehensive.
- for C.S.E. Classical Studies: 476 in 16 schools, of these 13 being comprehensive.

These figures concern the English sample. In Scotland these 'C.S.E.' examinations had not come into operation by June 1975.

- for O-level Latin: 731 || O-grade Latin: 643.

Of these, 435 pupils attended Grammar or similar schools in



England; the corresponding Scottish figure is only 78. The remaining 296 and 565, respectively, belonged to comprehensive schools.

- for O-level Greek: 65 || O-grade Greek: 52.

Of these, 59 pupils were attending Grammar or similar schools in England and only 7 in Scotland.

- for A-Level Latin: 128 || Higher Grade Latin: 269.

Of the A-Level population 71 were attending Grammar and similar schools, while the Scottish figure is 24.

- for A-Level Greek: 28 || Higher Grade Greek: 22.

Of these, 20 people attended Grammar or similar schools; the corresponding Scottish figure is 5.

The above figures suggest that, proportionally, more pupils in Scotland (West) are involved in Latin and Greek than in England.

We now present the data resulting from the questions set.

\*

1. The value of Classics. It is of particular interest to try to find out how Latin and Greek are evaluated as school subjects by two populations belonging to two different cultures. Let us start from this point with the first two questions and compare the answers of the Greek and British teachers.

Question 1: "What do you think about the educational value of ancient Greek?"

Question 2: "Please state your opinion on Latin".

Question	Country	Number of Pupils	Percentage
1. What do you think about the educational value of ancient Greek?	England	65	100%
	Scotland	52	78%
2. Please state your opinion on Latin.	England	128	100%
	Scotland	269	210%

Table 57. Resulting data:

ATTITUDE	ANCIENT GREEK				LATIN			
	Eng-lish	Scot-tish	Total	Greeks	Eng-lish	Scot-tish	Total	Greeks
a. Extremely valuable	13	9	22	52	18	13	31	4
b. Valuable	34	17	51	28	35	14	49	29
c. "I am undecided"	6		6					3
d. Not valuable								21
e. "Waste of time"								23
No answer		1	1					
TOTAL	53	27	80	80	53	27	80	80

These figures lead to the following remarks:

(a) Both subjects are valued by the British side but the preference goes to Latin which is considered extremely valuable by 31 respondents whereas only 22 feel the same way about ancient Greek. This difference, however, does not reach a statistically significant level.

But in the Greek sample, whilst 52 respondents regard ancient Greek as an extremely valuable subject, only 4 feel the same way about Latin.

In addition, more Greeks appear to show extreme favour to ancient Greek than Britons to Latin: 52 against 31.

ATTITUDE TO GREEK-LATIN	Greeks	Britons	TOTAL
Extr. Favourable	52	31	83
Others	28	49	77
TOTAL	80	80	160

$\chi^2 = 11.04$       d.f. = 1       $P < .005$ : the difference is significant.

(b) The majority of Greeks reject Latin (44 people) but nobody among the British 'attacks' Greek. This different attitude can be explained by bearing in mind that the British look upon Latin and Greek as optional school subjects whereas the Greeks completed the questionnaire in a school environment in which Latin and Greek were both compulsory subjects.

From the Greek viewpoint, the important thing about ancient Greek is that among those 28 considering it to be merely 'valuable' philologists number only 5. This evidence suggests that the subject has begun to lose some ground among teachers of various other specialisms who may regard their subjects as extremely valuable. As for Latin, in a total of 21 who do not think of it as a valuable subject and of 23 who consider its teaching a waste of time, the philologists number 8 and 9, respectively (out of 36).

Latin is still valued by 33 respondents (41.25%) who apart from philologists number 13 people in the sample (16.25%).

As far as the British population is concerned, a certain relationship between extreme approval of ancient Greek and length of teaching service is demonstrated: of those 22 who appear particularly to favour the subject only 5 had a length of teaching service of less than 10 years. The average length of service of the remaining 17 was 22.1 years. This favourable attitude does not seem to be affected by type of school since 13 respondents belonged to comprehensive schools and 9 to schools of other kinds. Finally, 6 British appear undecided about the value of ancient Greek; it is characteristic that only 1 of them taught the subject and the remainder were involved in Latin-French, or Latin, or Latin and Classical Studies.

Let us test how widely the attitudes of the two samples differ towards Greek and Latin:

(a)

ANCIENT GREEK	Extr. val.	Valuable	TOTAL
Greeks	52	28	80
Britons	22	51	73
TOTAL	74	79	153

$$x^2 = 18.58 \quad \text{d.f.} = 1. \quad P < .005.$$

(b)

LATIN	Ext. val. & valuable	Not Valuable	TOTAL
Greeks	33	44	77
Britons	80	0	80
TOTAL	113	44	157

$$x^2 = 63.51 \quad \text{d.f.} = 1. \quad P < .005.$$

Therefore: the attitudes of the two populations towards Greek and Latin differ significantly, particularly towards the latter.

2. Teaching method. With reference to the British sample, questions No. 3 and 4 cited were based on the hypothesis that the Heads of Classics impose their method on their staff. Another goal of these items was to find out to what extent the new approaches to the Classics are welcomed by classics teachers. From the Greek point of view, whereas question 3 was omitted as being unnecessary, question 4 aimed to investigate what the attitude of teachers is towards innovation in the teaching of Classics. Let us repeat these questions:

No. 3: "If you teach Classics, what scheme of classics teaching do you use?"

No. 4: "What scheme of classics teaching do you ideally favour?"

Table 58

METHOD BEING USED				METHOD IDEALLY FAVOURED			
	Eng-lish	Scot-tish	Total*	Eng-lish	Scot-tish	Total*	Greeks
a. "Thorough analysis"	15	19	34	14	20	34	23
b. "Emphasis on comprehension"	20	14	34	21	13	34	35
c. Teaching through translations	6	5	11	4	3	7	20
d. Teaching through other approaches	11	6	17	7	6	13	
e. A combination of teaching methods	31	2	33	34	2	36	
No answer							2
TOTAL	83	46	129	80	44	124	80

We will start the analysis of the data from the British section:

The hypothesis that the Heads impose their method on their staff is not confirmed. The sample appears to use the method it favours and to favour the method it is using. One should take into account, however, that the majority must be Heads of Classics since the letters were addressed to them<sup>1</sup> and in many cases only one reply was received.

As far as favour shown to teaching methods is concerned:

(a) The Scottish appear more attached to thorough analysis and translation of the original texts than the English (20 against 14).

	"Thorough"	Other	TOTAL
English	14	39	53
Scottish	20	7	27
TOTAL	34	46	80

$$x^2 = 16.62$$

$$d.f. = 1.$$

$$P < .005.$$

\* The figures are higher here than the total sample because some respondents checked more than one answer.

1. With the exception of Scotland, where Mr. Orr, the adviser in Classics (Strathclyde Region) distributed the questionnaire.

Nevertheless, it must be made clear that only 11 people vote only for 'thorough' analysis, the majority being again Scottish (6 people): so this table may give a distorted impression.

(b) The sample as a whole shows its preference for a combination of teaching methods rather than for purely traditional patterns or modern approaches to the subject. Comprehension, for example, is regarded as the ideal method by only 6 people, four of them working in comprehensive schools and two being Scottish. In the total sample, (53 'English' and 27 'Scottish') 41 English and 16 Scottish declare they use more than one method. Of all teaching methods 'thorough analysis' and 'comprehension' appear to be the most favoured by the sample and, paradoxically, in equal proportion (34 against 34).

It would seem that the reformers have persuaded a considerable number of teachers that comprehension is also a useful tool in classics teaching.

(c) Translations are rejected by the vast majority in the sample as a possible principal source of learning the Classics since only 7 respondents (2 being Scottish) advocate their extensive use. The view favourable to translations stems from comprehensive schools and belongs to young teachers.

Let us now concentrate on the Greek side;

The data indicates that respondents' attitude to teaching method includes both conservatism and progressivism. The great majority (58) seem sufficiently conservative to insist on ancient Greek being taught in the original but also a similar number (55) appear progressive in so far as they reject the slow analysis of the texts. A few (5) in their comments suggest a combination

of teaching methods or approaching ancient Greek civilisation through translations, during the first 3 years and then original Greek afterwards.

GREEK TEACHERS' ATTITUDE	'Thorough' analysis	'Comprehension'	TOTAL
Favourable	23	35	58
Not favourable	57	45	102
TOTAL	80	80	160

$\chi^2 = 3.90$       d.f. = 1.       $P < .05$  = Significantly more Greek teachers appear in favour of 'comprehension' than 'thorough analysis'.

However, the favour shown to comprehension should be taken rather as a reaction to the predominance of traditional classics teaching than as a conscious conviction of the value of the new method that has still not been applied in Greek Gymnasia.

A relationship may exist between length of teaching service and preference for teaching methods. The 23 appearing in favour of 'thorough analysis' tend to have more years of teaching service; only 9 having less than 10 years (out of 42 in this category).<sup>1</sup> But the difference is not statistically significant.

Finally, it is worth stressing that of those 58 Greeks favouring teaching ancient Greek in the original, 27 do so without any (direct) professional interest since they were not philologists.

The conclusion that can be reached so far is that both samples welcome the new approach (comprehension), particularly the Greeks. But traditional habits in classics teaching are still valued, especially by the Scottish teachers.

\*

The study of classical authors in the original is favoured by the majority of all three populations - English, Scottish, Greeks.

1. The majority of the supporters of translations (13 out of 20) were young people.

But with regard to the problem of who should be involved in the study of classical languages opinions differ widely.

In the view of the two samples, "The study of the ancient Greek/Latin language should be:" (items 14 and 15)

Table 59

Status of Latin/Greek	LATIN				GREEK			
	Eng-lish	Scot-tish	To-tal	Greeks	Eng-lish	Scot-tish	To-tal	Greeks
a. Compulsory for all pupils	2	2	4	14	0	0	0	64
b. Optional for all pupils	16	10	26	51	19	9	28	0
c. Optional on the basis of ability	33	15	48	14	32	17	49	10
No answer or various answers	2		2	1	2	1	3	6
TOTAL	53	27	80	80	53	27	80	80

We see that: With the exception of 4 people, the British would prefer the two classical languages to be taken only on an optional basis. But even as an option Latin and/or Greek are considered by the majority (48) that they should be taken by pupils selected on the basis of ability. Obviously, these specialists do not regard the British as descendants of the Romans so that they would impose Virgil's language on everyone. On the other hand, as Latinists they may know that "non omnes omnia possumus". The pressure the subject has been undergoing and the consequent temptation to recruit as many 'customers' as possible for their courses do not seem to 'motivate' the respondents towards lowering their linguistic standards.

The above figures speak of the degree of adaptation British classics teachers have reached to the new educational demands for a liberal training of pupils. As far as their Greek colleagues



are concerned, they find it almost impossible to think in such terms about ancient Greek, but 65 definitely reject Latin as a compulsory subject. (The corresponding figure in the preliminary Greek sample is 42 out of 50). In spite of this, still far more Greeks than British think of Latin as a compulsory subject (14 against 4), and this difference is statistically significant.

In the English form of the questionnaire one more related item was included: "Classical Studies through English should be": (item 16)

Table 60

STATUS OF CLASSICAL STUDIES	English	Scottish	TOTAL
a. Compulsory for all pupils	21	14	35
b. Optional for all pupils	28	12	40
Various comments	4	1	5
TOTAL	53	27	80

Hence: (a) A slightly higher number thinks of C.S. also as an optional subject (40 against 35) rather than as a compulsory subject.

(b) The data indicates that of those 21 English advocating the obligatory study of the subject more people belonged to schools other than comprehensive: 12 against 9. It is worth mentioning that almost all respondents working in the same school show the same attitude to the subject.

One more detail would be of interest here: of those 35 looking upon Classical Studies as a compulsory subject only 9 people had a length of teaching service that exceeded 15 years: and this difference is statistically significant:

YEARS OF SERVICE	Class. Studies Compulsory	Class. Studies Optional	TOTAL
1-15	26	52	78
16-40	9	69	78
TOTAL	35	121	156

$$\chi^2 = 10.64$$

$$d.f. = 1.$$

$$P < .005.$$

Finally, somebody instead of answering the question points out that C.S. "has little value", while 3 others would see the subject as compulsory at the ages of 11-13 and one as an optional study between 13-18.

The matter of Classical Studies will be reconsidered at the end of this chapter since the population stated some interesting thoughts on the new scheme.

\*

In face of the comments of pupils on classics teaching reviewed in previous chapters it is worth examining to what extent the teachers are satisfied with teaching method(s) they are applying. To the question, "Do you think that teaching methods you are applying are satisfactory?" (item 6), the two samples responded:

Table 61

Teachers' assessment of their own teaching methods	English	Scottish	Total	Greeks	(Prelim. Greek)
a. They are very satisfactory	8	4	12	20	6
b. They are satisfactory	33	19	52	41	23
c. Remain undecided	10	2	12	4	3
d. They are unsatisfactory	2	1	3	14	18
Comment or no answer	0	1	1	1	0
TOTAL	53	27	80	80	50

It can be seen that:

(a) a greater number of Greeks appear enthusiastic about their methods (20 against 12) but also far more Greeks than British (14 against 3) are not satisfied with teaching methods they are applying.

(b) both samples seem to be, on the average, confident that their teaching methods are satisfactory.

Now by concentrating on the Greek side we find that the respondents of the main sample appear, proportionally, less critical of the teaching methods they are applying than their counterparts who completed the preliminary form. Is this difference significant?

Questionnaire Study	Satisfactory	Unsatisfactory - undecided	TOTAL
Preliminary form	29	21	50
Final "	61	18	79
TOTAL	90	39	129

$x^2 = 5.36$                       d.f. = 1.     $P < .05$ . The difference is significant.

As for the British side: One respondent finds it reasonable to point out that teaching methods need improvement by continual reassessment while someone else declares quite frankly: "Only pupils, parents, examiners, headmasters etc. can answer this for me".

Anyway, of those 12 claiming their methods are 'very satisfactory' 7 were female; these people had been veterans in the profession of classics teaching with an average length of teaching service 26.54 years (among them only one person with less than 13 years).

\*

People who believe in their teaching methods are likely to claim that their pupils are interested in taking the subject taught by these methods. To the question, "Do you think that pupils who are taught ancient Greek/Latin are, in general, interested in the subject?" (items 7,8), the two populations replied:

Table 62

ASSESSMENT OF PUPILS' INTEREST IN THE CLASSICS	GREEK				LATIN			Final	Prelim.
	Eng- lish	Scot- tish	To- tal	Gre- eks	Eng- lish	Scot- tish	To- tal	Greeks	Greeks
a. They are greatly interested	22	15	37	8	4	3	7		1
b. They are fairly interested	20	11	31	43	44	20	64	4	3
c. I do not know	6		6	5	1	1	2	4	3
d. They are not much interested				23	4	2	6	52	21
e. Pupils are bored by the subject						1	1	20	22
No answer	5	1	6	1					
TOTAL	53	27	80	80	53	27	80	80	50

First, it must be made clear that answer five which would be unacceptable to the Greek education authorities was omitted, in the Greek form of the questionnaire, from the item concerning ancient Greek.

In comparative terms, the figures show how differently the same subject is approached by different people in different countries, especially when in the one country it is compulsory and in the other optional: (a) many more British pupils are said to be greatly interested in ancient Greek than Greeks (37 against 8); (b) whilst only 43 Greek teachers claim the pupils are fairly interested in ancient Greek, the corresponding British figure that concerns Latin is 64.

On the other hand, the Greek figures on both questionnaires show that, with regard to Latin, almost no respondent claims that pupils are greatly interested in the subject and only 7 out of 130 say pupils are 'fairly interested'. Despite this pessimistic picture it has been seen that the highest marks the pupils claim they gain refer to Latin.

To sum up, both samples welcome comprehension as another approach to the original, are in general satisfied with teaching methods they are applying and, with the exception of Greeks referring to Latin, claim that pupils are fairly interested in the Classics. A fundamental difference is that the British think of the two classical languages in terms of their optional study whereas the Greeks, generally, consider ancient Greek should be taken as a compulsory subject by all secondary school pupils. But the majority of Greek teachers reject Latin as a compulsory subject.

3. Views on examinations. We recall that in British professional journals it has been stated persistently that examinations dictate school curricula instead of being dictated by them. Two items included in the questionnaire are related to this point:

Question 5: "Do the demands of examinations limit your initiative in choosing a teaching method?"

Question 9: "Do you think that the present techniques of examining should be changed?"

The replies were as follows:

Table 63

1. Degree of limitation of initiative exercised by the examinations	ENGLISH	SCOTTISH	TOTAL	GREEKS	2. Degree to which the techniques should be changed	ENGLISH	SCOTTISH	TOTAL	GREEKS
a. Excessive limitation	4	2	6	8	They should be greatly changed	1	2	3	20
b. Limitation to some extent	30	15	45	34	They need some modifications	36	15	51	45
c. No influence on teaching method	5	2	7	23	Remain undecided	3	4	7	2
d. Helpful in guiding the teacher	12	8	20	6	The techniques are adequate	7	6	13	13
e. Extremely helpful	2	0	2	5	The techniques are very satis.	5		5	
No answer				4	No answer	1		1	
TOTAL	53	27	80	80	TOTAL	53	27	80	80

Thus:

(a) Very few in either sample appear to feel that the demands of examinations limit their initiative excessively in choosing a teaching method (6 British, 8 Greeks); also very few British say the techniques of examining should be greatly changed (3), but a considerable number of Greeks appear favourably disposed to a radical change (20).

(b) The majority among the British (45) declare that examinations limit their initiative to some extent, whereas those Greeks who feel the same way are fewer (34). On the other hand, more Greeks than British claim the demands of exams have no influence on teaching method (23 against 7).

(c) At any rate, only a minority in both samples feel that examinations are helpful in guiding the teacher (22 British, 11 Greeks), or the present techniques of examining are adequate or very satisfactory (18 British, 13 Greeks).

From the Greek point of view, the important thing is that only a few people (8) appear to feel that teaching method is, virtually, determined by the demands of examinations.

It would be of interest, anyway, to identify those 8 who 'protest' against the prevailing system. Of them, 5 were philologists and the length of their teaching service ranges from 1 to 10 years. Also of the 20 saying the present techniques of examining should be "greatly changed", 8 were philologists, 4 mathematicians, 4 physicists and the remaining 4, of other specialisms.

Therefore, a few philologists feel the pressure of examinations as do a few of their counterparts in other specialisms. Attitude to innovation does not seem to be determined by age.

But the majority (45) would favour 'some modifications', not radical changes, in the Greek exam. system. Are those who completed the preliminary form more 'revolutionary', with respect to this crucial point?

SAMPLE	Great change	Modificat.	Undecid.	Tech. adequate-satisfact.	TOTAL
Preliminary	18	27	2	3	50
Final	20	45	2	13	80
TOTAL	38	72	4	16	130

$\chi^2 = 4.15$       d.f. = 3.      ~~P =~~ The difference is not statistically significant.

Now on the British side: On the whole the data indicates that the present examinations should be modified so as to become more helpful in guiding the teacher and, possibly, the candidate. Should the modifications be of 'traditional' or of 'modern' type? Perhaps an answer is given below:

English and Scottish teachers responded, more or less, in the same proportions to the above questions. In answering the first item six people said examinations limit their initiative excessively in choosing a teaching method. Who are they? Three taught in comprehensive and three in other schools; three appear in favour of traditional and three of modern approaches to the subject<sup>1</sup>; three had an average length of teaching service of 22 years and three, 12 years.

Thus, each teacher seems to comprehend the 'tyranny' of examinations in his or her own way!

Of those 45 complaining of pressures exercised 'to some extent' by the demands of examinations:

- (i) 31 advocate modern approaches,
- (ii) 14 advocate traditional approaches (of these 10 being Scottish).

On the other hand, of those 51 who feel the present techniques of exams need some modifications:

(i) 34 were in favour of modern approaches, 4 of traditional (all being Scottish) and 13 of a mixed scheme (7 Scottish). This classification is made on the basis of their replies to question 4 which concerns teaching method ideally favoured.

(ii) The average length of their teaching service is 15 years and as such corresponds to the average of the sample as a whole.

Therefore, the majority of those advocating modifications in the techniques of examining appear to be in favour of modern teaching methods and are people with a longer teaching experience.

Finally, it may be of interest to point out that of those 45 saying the demands of examinations limit their initiative "to some extent" and of those 51 recommending some modifications, 32 people are in both groups (23 English, 9 Scottish).

To sum up, the majority in both samples feel that the demands of examinations limit their initiative, in choosing a teaching method, only to some extent: also a similar number declares the techniques of examining need only some modifications. But a higher proportion of Greeks feel these techniques should be greatly changed (20 against 3).

4. Professional claims. On the grounds that much in the welfare of a school subject depends on how comfortable the teacher feels professionally, the following question was put to the sample:

"Are you satisfied with the profession of teaching?" (item 13):

The resulting data is as follows:



Table 64

Attitude to the profession of teaching	English	Scottish	Total	Greeks	Preliminary Greek
a. I am well satisfied	21	4	25	26	9
b. I am quite satisfied	25	13	38	33	23
c. I cannot say	2		2	4	10
d. I am not satisfied	5	7	12	17	8
Reservation or no answer		3	3		
TOTAL	53	27	80	80	50

We see that all populations are, more or less, satisfied with the profession of teaching, or of classics teaching, despite the pressure the latter has been undergoing during recent years: and this, despite the relatively low income which at least the Greeks have from their occupation when it is compared with other professions requiring equal qualifications.<sup>1</sup> This positive attitude towards their work undoubtedly constitutes an encouraging sign for the improvement of Greek secondary education provided it is properly exploited by the state.

As far as the British side is concerned, far fewer Scottish appear 'well satisfied' than English (4 against 21).

Some comments stated on this item are as follows:

(a) By the English sample:

- "As a teacher I am well satisfied but not satisfied with administration".
- "Too many teachers are driven to seek promotion which means that they no longer teach".
- "I enjoy teaching as a profession, although there are obviously modifications to this view in teaching in a particular

1. See, for example, Table of salaries in the Bulletin of Greek Schoolmasters, No. 404/1-1-74, p. 4, and No. 422-23/10-20 Decemb. 1974. Some improvement in salaries of Greek teachers has now occurred (in 1976).

school, where all may not be ideal".

(b) By the Scottish population:

- I am quite satisfied "but less satisfied than before, as the climate becomes more permissive and even anti-intellectual".

- "A silly question".

- "Conditions - no, status - no, salary - moderately".

- "Vague question".

Anyway, it would now be worth identifying those appearing 'well satisfied'. Indeed, what does make them feel so? The type of school in which they work, the changes in classics teaching, both these, or something else beyond these?

Of those 25 (21 English, 4 Scottish) appearing well satisfied with the profession of teaching:

(a) 16 taught in Grammar or similar schools and only 9 in comprehensive:

SCHOOL	Well satisfied	Others	TOTAL
Grammar	16	13	29
Comprehensive	9	42	51
	25	55	80

$x^2 = 12.13$  d.f. = 1.  $P < .005$ . The difference is significant.

(b) On the basis of their replies to question No. 4, 15 were in favour of modern approaches to the subject, 7 of a mixed type of teaching method, and only 3 of traditional classics teaching.

Hence, greater satisfaction with the profession of classics teaching seems to be found in the more academic type of school.

On the other hand, it may not be accidental that of those 12 who state no satisfaction:

9 taught in comprehensive schools,

only 3 were in favour of modern approaches to the subject.

5. On the education system. What and how the two samples feel about the prevailing situation in schools can be demonstrated, to some extent, by their replies to the question: "Would you favour a radical reform of the educational system in this country?" (item 10)

Table 65

Attitude to reform	Eng-lish	Scot-tish	Total	Greeks	Greek prelim.
a. It is urgently necessary	4	4	8	50	29
b. It is desirable	12	7	19	22	16
c. I am undecided	6	5	11	1	0
d. It is not necessary	24	10	34	2	4
e. I strongly oppose a radical change	6	0	6	3	1
No answer	1	1	2	2	0
TOTAL	53	27	80	80	50

Clearly, both Greek populations urge a radical educational change, while only a minority among the British feel the same way. But as far as one can judge according to the replies of the former already analysed, this reform should not affect the teaching of ancient Greek language, should not introduce radical changes into the examination system, should not revise radically the teaching methods. It will be also seen below that a considerable simplification in the orthography of the modern Greek language is not favoured by the majority and almost 50 per cent do not welcome the demotic language in the school. Therefore, with the exception of Latin, which the great majority of respondents reject as a compulsory subject, the suggested radical change seems to lie rather beyond curriculum innovation.

As for the British side, since 27 people appear favourably disposed to a radical change, it is imperative to trace the content

these respondents give to the word 'radical'. To the item, "If you consider radical reform desirable indicate briefly the type of reform you have in mind" (item 11), this category reacted in the following ways:

A. <u>ENGLISH</u>	<u>NUMBER OF REPLIES</u>
- In an undisciplined atmosphere Classics suffers.	2
- "Back to small streamed schools before comprehensivisation hit Leeds".	1
- "Smaller schools if they must be comprehensive"	1
- Drastically reduced class sizes.	2
- "One of the strengths of the English 'system' has been its range of variety and lack of rigidity".	1
- "I disagree with the present reform which limits secondary education to virtually one type of school: COMPREHENSIVE. If a comprehensive school is opened there should be much more expert knowledge put into organising the syllabus and to help teachers to cope with the changed situation".	1
- "The educational system should be controlled by experienced educationists rather than by doctrinaire politicians".	1
- "Put educational considerations before economic & ideological principles".	1
- "A return in part to the basic training in the 3 R's".	1
- "More emphasis on basic skills in the Junior schools; e.g. number, spelling, grammar etc."	1
- "Lower school leaving age".	1
- "I feel the reforms needed are in the teaching of less able children and will be concerned not with the languages of Latin and Greek but other less academic subjects".	<u>1</u>
TOTAL	14

B. SCOTTISH

- "I am reactionary - A return to streaming as early as possible and leave specialisation as late as possible".	1
- "A return as far as possible to selection for academic courses, grading by ability and achievement, and emphasis at all stages on formal grammar".	1
- Abolition of comprehensive type - back to basic skills.	2
- "Abolish large comprehensives, bring back selection, set exam at 7 or 8 to make sure pupils can read and write".	1
- "Smaller schools, a return to the emphasis of teaching <u>skills</u> and <u>values</u> . School administration to be in hands of intelligent academically trained people".	1
- "More emphasis on culture and humanities, philosophy and ethics".	1
- "Carefully and humanely designed comprehensive schools throughout the country. Abolition of compulsion to attend school beyond 14 with the right to free further education for a time equal to that between leaving and age 16 or later if desired".	1
	<hr/>
TOTAL	8

Thus, of those 27 considering a radical reform desirable, 22 (+1 below) have outlined the type of reform they had in mind.

Clearly, when these respondents say a 'radical' reform is urgently necessary or desirable they imply mostly a return to the roots, that is, to the traditional, academic type of school. What depresses both the English and the Scottish would be summarised

as follows:

- the comprehensive school as a whole and more specifically: the large numbers attending the comprehensives, the abolition of streaming and the establishment of large classes, the raising of the school leaving age, the lack of humanistic training of pupils, generally speaking, the educational policy now applied by the moderns.

Both English and Scottish in this sub-group are in agreement that only a return to the 'basic skills' and to the academic type of school would save the education of British pupils. As a Scottish respondent puts it, "any reform should promise the restoration of academic methods and standards".<sup>1</sup>

Only one person definitely approves the comprehensive system by arguing: "What is now needed is a time of consolidation and more gradual development following recent changes".

In conclusion, the sample as a whole appears reactionary to the introduced changes and seems to believe that great dangers threaten the education of pupils. Despite the efforts undertaken by the classical reformers for adaptation, the majority of classics teachers remain nostalgic for the olden golden days. Preoccupied by this feeling they state their scepticism or even pessimism on the future of British education as will be seen below. On the other side, both Greek populations (preliminary-final) appear in favour of a radical change in education.

\*

To the question, "Are you optimistic with regard to the future of secondary education in this country?" the two samples replied: (item 12)

1. A reply taken from outside the sample.

Table 66

Attitude to the future of secondary education	English	Scottish	Total	Greeks	(Greek prelim.)
a. I am strongly optimistic	0	0	0	11	5
b. I am optimistic	14	3	17	25	18
c. I am not either optimistic or pessimistic	16	9	25	37	27
d. I am rather pessimistic	20	10	30	3	-
e. I am strongly pessimistic	2	4	6	0	-
No answer	1	1	2	4	0
TOTAL	53	27	80	80	50

Before an analysis of the data is undertaken it must be pointed out that answers No. 4 and 5 were omitted in the Greek forms of the questionnaire since the investigator thought that these answers would probably be unacceptable to the education authorities. In spite of this, 3 respondents completed the lines left, by the phrase: "I am pessimistic".

Now one can see that:

(a) very few in all four populations appear strongly optimistic as far as the future of secondary education in their country is concerned.

(b) simple optimism is stated by the minority of respondents.

Perhaps the Greek data as a whole indicates the scepticism with which teachers continue to face the abundance of promises given by the various governments since olden times; for despite all these promises Greek education continues to be financed insufficiently. Since the end of the Second World War no more than 2.1 per cent of the National Budget has been spent on education.<sup>1</sup>

1. The figures concerning some other countries, today, are: Sweden 7.9, Denmark 7.6, West Germany 4.5, France 3.5, Holland 7.9, Finland 6.3, ~~England~~ <sup>Britain</sup> 5.9, Turkey 4.0. (Source: Statistical Yearbook Unesco, 1973).

Let us now consider the British data:

(a) In the total sample (80 people) only 17 state some optimism on the future of British secondary education. Of these:

(i) only 2 taught in schools other than comprehensive;

(ii) no one favoured a purely traditional approach to the subject.

Therefore: Optimism on the future of British secondary education and faith in the introduced changes are associated.

(b) The Scottish seem to be less optimistic than the English: whilst 14 English declare optimism, the corresponding Scottish figure is only 3; while only 2 English appear "strongly pessimistic" the Scottish figure is 4, out of a total of 53 and 27 respondents, respectively.

To sum up, only a minority in both samples (21.25% British, 45% Greeks) state optimism on the future of secondary education in their countries.

6. An account of some further comments by the two populations. The open sentence, "If you have further comments on classics teaching, please add them here" (item 17), was completed by 34 Greeks out of 130 (prelim. sample 50, final 80) and by 28 British out of 80.

To begin with, the Greek suggestions are as follows:

	<u>Frequency of statement</u>
(a) A proper revision of school text books would contribute to a better, more substantial approach to the ancient authors.	5
(b) The moral values of the texts should be exploited for the sake of the development of character in the pupils.	4
(c) More enthusiasm and more preparation on the part of the teacher are needed.	4



Frequency of  
statement

(d) No less than 50 lines of original Greek should be taught per hour.	1
(e) Teaching ancient Greek in the original and through translations in equal proportion is in the interest of an integrated conception of the literary works studied.	3
(f) Teaching Latin authors through translations should be a compulsory subject in the upper classes of the Gymnasium.	2
(g) Some reform would be welcome; the many experiments to date, however, have caused nothing but confusion.	3
(h) Instead of a reform an improvement in the conditions under which the school is working should be undertaken by the state.	3
(i) The study of the classical languages must become optional and be carried out with the help of audio-visual aids.	3
(j) The study of the original must penetrate the spirit and the thought of ancient authors.	6
TOTAL	<u>34</u>

It can be seen that the comments concern teaching method, mostly: the need for 'faster reading', combination of original texts with texts translated, optional study of the classical languages, exploitation of the moral values of the texts and penetration into the spirit of the Ancients, better school text books. Ancient Greek civilisation is seen from the angle of the study of classical literature. A few comments tackle the

whole education system which, in their view, should remain virtually unchanged.

\*

The comments stated by British respondents focus on:

Classical Studies, classics teaching in the original, the need to undertake a social crusade on behalf of the subject.

#### A. CLASSICAL STUDIES

##### 1. The English view:

- "A compulsory foundation course is desirable if valid options are to be made!" (M\*).

- "Compulsory at some stage, but not throughout the whole school career". (MT).

- "Classical Studies through English should be compulsory for pupils who are not able to do Latin or Greek". (T).

- "I regard some contact with Greece and Rome as an essential part of the general education of children of all abilities". (M).

- "Classics teachers must be prepared to experiment with various forms of C.S. to suit all abilities, if they are to survive in a comprehensive-biased education system, in which really clever pupils are few and far between!" (M).

- "Perhaps there is a case for extending the teaching of Classical Studies to enable less able children to have some understanding of the heritage we have from Greece and Rome". (M).

##### 2. Scottish comment:

- "Comprehensive schooling combines threat and challenge, more of the latter. Implies need for non language foundation courses side by side with language". (MT).

\* KEY: M = Population favouring modern approaches to the subject.  
 T = " " " traditional approaches to the subject.  
 MT = " " " a mixed type of approaches.

(The classification is made according to the data offered by item 4).

- "If taught with imagination, C.S. can catch the interest of any kind of pupil, and broaden their outlooks". (M).

- "Classics can make a big impact on pupils (including C.S. for mixed ability classes), but the enthusiasm, efficiency and personality of teacher is even more important than with other subjects". (MT).

- "Classics should be compulsory for all pupils: choice + ability + personal preference etc. should then decide what kind of Classics, e.g. Latin, Classical Studies, Classics integrated into Humanities scheme etc." (M).

- "I do not see C.S. being a totally separate discipline. It should have close links with both English and history and may profitably be used as the core element of a 1st-2nd year secondary course. There is, however, a danger that we shall not find specialist classicists to teach this form of C.S." (M).

Accordingly, the subject is intended to meet the educational needs of less able pupils, to provide background material for language courses and - professionally, most important - to contribute towards "valid options".

Of the above respondents, one was in favour of traditional approaches to the subject, three advocated a combination of teaching methods, and the remaining seven were supporters of the changes introduced in teaching method (comprehension etc., item 4). That is, Classical Studies appear to be approved by the moderns rather than by traditionalists.

## B. COMMENT ON CLASSICS TEACHING

### 1. The English view:

- "In secondary schools I should like to see Latin taught in Form one for a year at least as first foreign language. This

could be the basis of all other language studies". (MT).

- "Both in method and exams needs to shed a lot of its stuffy ancestry". (Partisan of C.S.C.P.).

- "Disillusioned with universities understanding of situation and teaching conditions in state grammar schools". (MT).

- "I disagree with teaching the languages to large classes of mixed ability, uninterested pupils who cannot cope. This kills the interest of those pupils who could get or quickly could enjoy the subject". (M).

- "We must adapt our curricula in order to survive". (MT).

- "We must accept that Classics has now to compete with a range of other subjects, and therefore must be prepared for changes where and when necessary". (M).

- "Background material should be used extensively. Slides stimulate interest as does archaeology, architecture etc. (M).

The 'English' section will be closed with the thoughts quoted from a covering letter which extended to four pages:

"After teaching for ten years, I am of the opinion that only more able pupils are capable of studying Latin and Greek and able to benefit from such studies. Perhaps methods such as the Cambridge Schools Classics Project would be successful in creating and sustaining the interest of such able pupils. My views on the subject have been changed by experience of teaching. As a student of University I felt all people would benefit from studying the two classical languages". The respondent goes on to explain that the time allowed for Latin teaching has diminished so that there is rarely enough time to impart all the essential points of the language. "Cramming" is not a satisfactory educational method, she stresses. (M).

## 2. The Scottish opinion:

- "If Classics is taught with enthusiasm + authority, given fair access in curriculum there will never be a shortage of pupils". (MT).
- "Classics are in danger of being crowded out by pressures on the curriculum. It is essential for teachers to make their subject attractive". (M).
- "Modern course books are fraudulent. Grammar must be learned to construe adequately". (T).
- "It cannot be simplified. There is the point where simplicity becomes nonsense". (T).
- "A measure of my dissatisfaction with the present position of, and future prospects for, classics teaching is given by my recent resignation (June 1975), twelve years early, from the post of Principal Teacher of Classics". (T).
- "My experience does not suggest that Classics can be taught to everybody, but certainly ought to be taught to more pupils who are able to appreciate it". (M).
- "A diluted language course is of little value. The weaker pupil gets a tremendous fund for his imagination from studying ancient myths outside language. The able pupil gains in controlled thinking from a rigorous language course. The middle way is a sad compromise". (T).

### Remarks:

(a) It is particularly interesting to note that whereas pure traditionalists are absent from the 'English' section, the 'Scottish' comments include a fair representation of traditionalists. This is further evidence of the different attitude of the two categories towards modernisation of classics teaching.

(b) Opinions appear deeply divided with regard to the value of the reforms introduced. It is, however, clear that those sponsoring the new approaches do this under the pressures exercised on the subject rather than in terms of the possible quality of the new methods.

(c) These specialists have been persuaded, and show this clearly, that Latin and Greek are not destined to be taken by everyone.

### C. COMMENT ON THE SOCIAL FACTOR

1. Scottish: "There is regrettably much ill-informed hostility towards the subject, partly because it appears 'irrelevant' and 'elitist', and the teaching methods used to be pedantic". (MT).

2. English: "Many members of the teaching profession see no point in the teaching of Classics. To many "a classics teacher is a relic of a bygone age". (M).

- The subject "needs a vast publicity campaign". (MT).

Final point: The above comments were mostly stated by classics teachers who appear in favour of changes in classics teaching. The 'conservative' side, with the exception of some protest on the part of some Scottish respondents against the modernisation of the subject, keeps silent in face of the 'dangers' that have been threatening the subject and the profession of classics teaching.

The replies of the sample as a whole indicate that classics teachers' adaptation to the new trends in education change does not go far beyond the favour shown to modern approaches to the Classics such as 'Classical Studies', emphasis on comprehension, new examinations. In any other respect, the sample remains faithful to the traditional academic type of education and many give the impression that they have made up their mind to 'perish'

rather than to yield to a "sad compromise".

The Greek respondents, in spite of their favour for a 'radical' reform, are also attached to the classical curriculum in the sense that the great majority consider the ancient Greek language as a necessary subject for all pupils, but not Latin anymore as such.<sup>1</sup>

7. Attitude to the Greek language issue. As far as the two types of modern Greek language are concerned, it was only in 1903 that the 'Oresteia' of Aeschylus translated into modern Greek (demotic) by G. Sotiriadis was performed in the Athens National Theatre. Then, it is argued, Professor G. Mistriotis, the most irreconcilable opponent to the demotic language, excited his students against this 'atrocitv'. As a consequence, in their clashes with the soldiers 3 people were killed and seven were injured.<sup>2</sup>

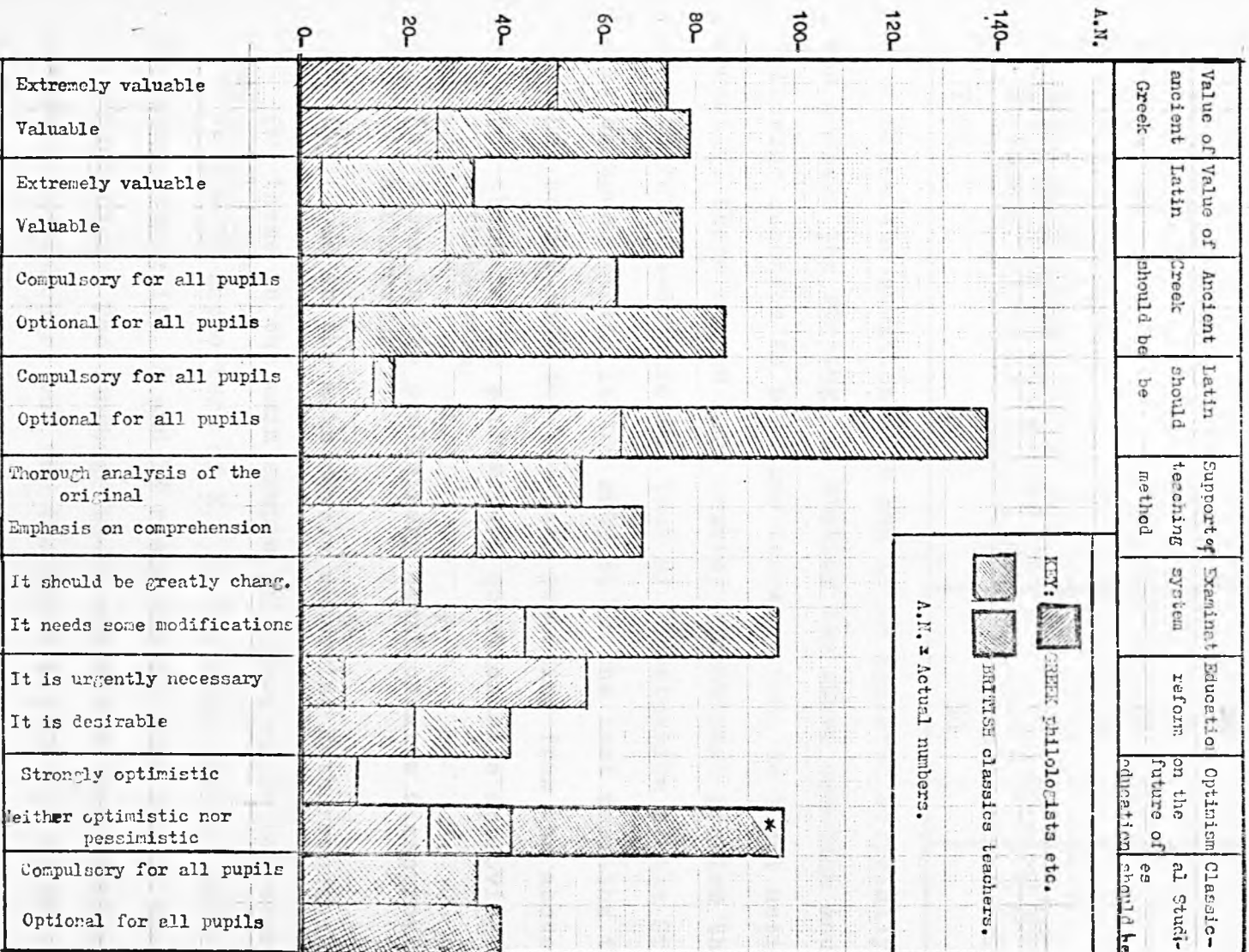
As has been already explained, today the situation is far different since in January 1976 it was announced by a conservative Prime Minister that the demotic language becomes the language of education, an announcement that has been celebrated by the general Greek press, and, presumably, by the Greek people.<sup>3</sup>

But until November 1974, when the questionnaire was administered, many among the teachers had not made up their mind that katharevousa should give way to demotic. To the question, "Do you agree that katharevousa should continue to be the main language of the Gymnasium and not the demotic language?" (item 17, of the Greek form), the

1. How the two samples responded, in general, to the questionnaire is shown in Stat. graph, No. 15.
2. G. Lampsidis (1973b), Open the Windows, pp. 25-26.
3. See, for instance, 'All Said Yes' to demotic, Vradyni, 30-1-76, p. 7; Kathimerini, 30-1-76; Vima, 1-2-76. However, Professor D. Zakythinos of Athens, a member of the Committee for the discussion of the education problem under the presidency of C. Karamanlis, Prime Minister, reacted to the introduction of demotic strongly, (Kathimerini, 8-2-76, p. 7).

15. BRITISH AND GREEK TEACHERS' RESPONSE TO THE QUESTIONNAIRE.

A comparative statistical graph.



\*Plus British pessimists.



two Greek populations replied:

Table 67

Attitude to Katharevousa	Prel. sample	Main sample
a. Strongly agree	9	19
b. Agree	15	17
c. Undecided	1	3
d. Disagree	17	24
e. Strongly disagree	8	15
Equal proportion	-	1
No answer	-	1
TOTAL	50	80

Since the questionnaire had to be approved officially, there was adopted the strategy of stating the above question and the following question in positive terms. For, at least until quite recently, there was no more crucial educational problem than that of katharevousa-demotic and that of accentuation of the Greek written speech which is the subject of the last question in this study.

Let us now consider the data resulting from the above item:

- (a) those in the preliminary questionnaire approving katharevousa: 24
- (b) those in the preliminary questionnaire disapproving katharevousa: 25
- (a') those in the main sample approving katharevousa: 36
- (b') those in the main sample disapproving katharevousa: 39

Of the 36 supporters of K., in the main sample, and of those 39 disapproving it, 18 and 19 respectively were female teachers.

Therefore: The language issue appears to have deeply divided not just the teachers but the two sexes within the profession of teaching.

Let us also identify the eager supporters of K and those opposing it strongly, in the main sample:

Table 68

Population in extreme favour of K			Population opposing K strongly	
Specialism	Number of respondents	Average of teaching service in years	Number of respondents	Average of teaching service in years
Philology	12	12.9	9	6.6
Maths	1	4	3	9
Physics	1	1	2	1
Cookery	3	13.2	1	8
Theology	1	13		
P.E.	1	13		
TOTAL	19		15	

Since the figures are too small to allow any reliable conclusions, only so much will be said here, that:

(a) the main specialisms are present in both sides, notably, philologists;

(b) there is perhaps a tendency for the 'conservatives' to have longer teaching service.

\*

Related to the language issue is the problem of the accentuation of modern Greek written speech and its simplification, in general. Since the time of J. Vilaras (1771-1823), a doctor from Ioannina who invented a very simple and revolutionary system of orthography, a number of people have not ceased to press for this simplification. Equally, the conservative side has reacted fiercely, as it is pointed out in the early chapters of this study. Before and after the fall of the military regime, in July 1974, the crusade for the simplification or the abolition of the tonic system was reanimated but at the moment the problem is still under consideration.

What do the teachers think of this matter? To the question, "Do you agree that a substantial simplification of the modern Greek language (e.g. abolition of the tonic system) should be avoided?" (item 16, in the Greek form), the two samples responded:

Table 69

Attitude to accentuation	Prelim. sample	Main sample
a. Strongly agree	17	27
b. Agree	14	22
c. Undecided	2	0
d. Disagree	9	20
e. Strongly disagree	8	10
No answer	0	1
TOTAL	50	80

Hence, 31 out of 50 and 49 out of 80, i.e. a clear majority, are not favourably disposed to the abolition of the tonic system, of those magic symbols - the accents, the smooth breathing and the aspirate breathing - which, nevertheless, constitute the permanent headache of printers and the nightmare of many pupils and adults alike.<sup>1</sup>

Now if we consider the 30 respondents who are in favour of the abolition of the accents, to see which are their special subjects, we have the following data: (it will be recalled that one respondent gave no answer).

1. According to the calculations of G. Lampsidis (1973b), these "little devils" cost the national economy some millions of drachmas per year (13,500,000 drachmas; i.e. \$192,000 or so). See also opinions of various personalities in Epikaera, No. 360/26-6-75, p. 37. The tonic system has already been simplified in the newspaper Macedonia, the magazine Tachydromos etc.

Table 70

Special Subject area	Number in the sample	Average of teaching service	Total in favour of abolition
Philologists	36	9.6	15
Mathematicians	14	8.2	4
Physicists	13	5.25	8
Theologians	6	13	2
Others	11	12.7	1
TOTAL	80		30

The table shows that physicists who range third in the figures constituting the sample appear proportionately most eager for the abolition of the tonic system. Philologists are well represented. A relatively low number of mathematicians approve the change.

\*\*

Before the present survey is closed, a brief discussion of Greek respondents' comments presented on pages 567 and 568 may be useful.

The Greek teachers do not seem to consider the present status of the Classics in its administrative, curricular and social context. It is, for instance, obvious that under an extremely centralised system the teacher's initiative in the classroom cannot be developed sufficiently, while, on the other hand, the economic and cultural needs of Greek society cannot be met through an endless linguistic training of all pupils.

Anyway, those suggesting the revision of the texts are partly justified by the proposal which comes just second in the summary given earlier. For by overstressing the moral values of the texts one serves partisan approaches to literature and runs the danger of changing a lesson into a sermon, and this may be the

weakest point of classics teaching in Greece.<sup>1</sup> The school text books being used encourage such partisan orientations in certain cases. (For example, [Isocrates] 'To Demonicus', Lysias 'Defence of the Cripple', Plato 'Crito' etc.). But it seems that the danger springs rather from the teacher than from the text. Much of the ancient Greek and Latin literature that is being taught to Greek youth is also taken by British pupils, as is shown in the chapter 'Examination Papers'. But as far as it was possible to investigate, no complaint has been heard in Britain about indoctrination in the classroom. In addition, in suggesting the revision of the texts, one may do so on the grounds that literary works should be of various and interesting content in order to attract the pupils. Such a variety can hardly be found in the classical syllabuses or rather in the material actually taught to the Greek pupils.

On the other hand, to read as much as 50 lines or so of an ancient text per hour, would be particularly worthwhile; but obviously such an innovation presupposes changes in the structure of the school curriculum (e.g. optional study of classical languages by pupils selected on the basis of ability), changes in educational legislation and also some additional training of teachers. 'Comprehension' may not simply mean 'gathering' the general meaning of a text.

The fifth suggestion which concerns the introduction of translations appears to be applicable and reasonable provided that teacher and pupil are working on the translated text seriously and they do not look upon it as an inferior source of learning.

1. See, A.J. Hoskin's criticism (1956), p. 103.

As for suggestion number 6, that the reforms of secondary education attempted so far caused nothing but confusion, it is, indeed, a pity that some of the teachers identify the confusion which has prevailed in secondary education with these reforms. Notably, for the successful application of an educational policy time is needed, and this time was, in fact, never offered the reformers: the changes they tried to introduce into education were expelled from the school as soon as more conservative political schemes came into power. Therefore, since the reforms attempted did not collapse from inside, one cannot argue reasonably that they caused confusion. This, of course, does not necessarily mean that these experiments promised much for a successful innovation of Greek education.

Generally speaking, the thoughts of Greek teachers have been stated, more or less, in the same conservative tone with which the reader has already become familiar in previous chapters. Awareness of comprehensive education, in the wider application of the term, has still not reached the Greek teachers who also are unfamiliar with streaming, projects and other modern techniques in school work.

Professor J. Xirotyris,<sup>1</sup> in trying to explain why a large proportion of present day graduates of the Gymnasium fail to gain entrance to universities and institutions of higher education, attacks the teachers fiercely by accusing them of indifference, lack of qualifications and of other deficiencies that make the whole complicated educational problem more complicated. He is not either the first or the last to argue this. One may agree or disagree with this view. From the point of view of this

1. See magazine Epikaera (December 1974).

study, the fact that the copies of the questionnaire were all completed and returned may imply that today's teachers are not so indifferent to the education of Greek pupils as may seem at first glance.

Table 71. List of statistically significant findings

Subject	$\chi^2$	d.f.	Probab. level	Page
The two samples on the value of 'Classics'	11.04	1	005	545
The two samples on the value of ancient Greek.	18.58	1	005	547
The two samples on the value of Latin	63.51	1	005	547
Favour of 'thorough' analysis (English/Scottish).	16.62	1	005	548
Favour of 'comprehension' (Greeks)	3.90	1	05	550
Favour of Class. Studies by age (British)	10.64	1	005	552
Critical attitude to teaching method (Greeks).	5.36	1	05	554
Relationship between satisfaction with the profession of teaching and type of school (British).	12.13	1	005	561

#### 8. Summary of findings

a. Value of the Classics. Whereas in the Greek section there is almost one hundred per cent stress on the importance of ancient Greek and 41.25% approval of Latin, both subjects are also valued by the majority of the British respondents whose preference goes to Latin. But significantly more Greeks show a particularly favourable attitude to ancient Greek than British teachers to Latin. Generally, the attitudes of the two samples towards the two subjects differ significantly, particularly towards Latin. One should remember, however, that the Greeks think of the Classics as compulsory subjects, while the British consider both as options.

b. Teaching method. The British sample appears to use the method it favours. Significantly more Scottish teachers are in support of 'thorough analysis' of the original texts than are English teachers.

'Comprehension' as an approach to the original texts is favoured by a considerable number of respondents, while translations are rejected by the vast majority as a principal source of learning the Classics. The sample as a whole shows its preference for a combination of teaching methods rather than for a single approach to the subject.

The Greek data indicates that respondents' attitude to teaching method includes both conservatism and modernism: the majority (58 out of 80) insist on ancient Greek being taught in the original but also a similar number (55) appear 'progressive' in so far as they reject the slow analysis of the texts. Significantly more Greek teachers are more favourably disposed to 'comprehension' than to 'thorough analysis'.

In conclusion, both samples are favourably disposed to newer methods, particularly the Greeks, but traditional habits in classics teaching are still highly valued, especially by the Scottish population.

Who should study the Classics in the original. The study of classical authors in the original is favoured by the majority of all three populations - English, Scottish, Greeks. But the British consider the two classical languages should be taken only by those who are qualified and who would opt for these subjects. The Greeks in their vast majority advocate the compulsory study of ancient Greek by all pupils, but a number of 65 out of 80 reject Latin as a compulsory subject. In spite of this, significantly more Greek teachers think of Latin as a compulsory subject than British classics teachers.

In the British sample a slight majority advocate the optional



study of Classical non-linguistic Studies (40 against 35 out of 80). Of those 35 taking the opposite view significantly more teachers were young people.

Evaluation of teaching method. In general, both samples seem to be confident that teaching method(s) they apply are fruitful. A greater number of Greeks appear greatly satisfied with their teaching methods than British (20 against 12) but also far more Greeks are not satisfied (14 against 3).

Assessment of pupils' interest in the Classics. Many more British classics teachers than Greek teachers say the pupils are, in general, 'greatly' interested in ancient Greek (37 against 8); also whilst only 43 Greek teachers claim the pupils are 'fairly interested' in ancient Greek, the corresponding British figure concerning Latin is 64. (The difference is perhaps mainly due to the fact that the same subject is mostly optional in the one country and compulsory in the other). Very few Greek pupils are considered by their teachers as being interested in Latin.

c. Examinations. Very few in both samples appear to feel that the demands of examinations limit their initiative excessively in choosing a teaching method; also only a minority think the techniques of examining should be greatly changed: 3 British, 20 Greeks. The majority among the British (45 people) declare that exams limit their initiative to some extent, whereas those Greeks taking this view are fewer (34). On the contrary, more Greeks than British claim the demands of examinations have no influence on teaching method (23 against 7). On the other hand, however, only a minority in both samples feel examinations are helpful in guiding the teacher (22 British, 11 Greeks), or the present techniques of examining are adequate or very satisfactory (18 British, 13 Greeks).

On the whole, the Greek sample does not seem to adopt the argument that examinations dictate the curriculum. As for the British, the majority of those advocating modifications in the techniques of examining appear to be in favour of modern approaches to the subject (comprehension etc.).

d. Professional claims. All three populations appear, in general, satisfied with the profession of teaching. In the British section fewer Scottish teachers than English say they are 'well satisfied'; satisfaction with the profession of classics teaching seems to be found in the academic type of school and in schools where changes in classics teaching method have been adopted.

e. Education system. The Greek sample urges a radical educational change, while only a minority among the British feel the same way. (But according to the former, this reform should not harm the teaching of the ancient Greek language, should not introduce radical changes into the examination system, should not revise radically teaching method, should not make concessions to demotic language; the last view is partly taken). As for the British, most of those advocating a 'radical' reform imply a return to the academic type of school.

Very few in both samples appear strongly optimistic with regard to the future of secondary education in their countries; optimism is stated by the minority of respondents. In the British case optimism on the future of secondary education and faith in the reforms introduced are related.

f. Comment. In both samples only a minority added comments at the end of the questionnaire.

The Greek comments focus on teaching method and stress the following points: need for 'faster reading' of the original texts, combined teaching of the original ancient texts with texts translated,

optional study of the classical languages, exploitation of the moral values of the texts, penetration into the spirit of the Ancients, better school text books. Of the British nobody touches on the above points.

The comments of British respondents concentrate on:

(i) Classical Studies: The subject is destined to meet the educational needs of less able pupils, to provide background material for language courses and to contribute towards 'valid options'. C.S. appear to be welcomed by the moderns rather than by traditionalists.

(ii) Classics teaching: those sponsoring the new approaches seem to do this under the pressures exercised on the subject rather than in terms of the possible quality of the new methods.

(iii) It is the opinion of several respondents that there is regrettably much ill-informed hostility towards the subject and that the subject "needs a vast publicity campaign".

g. On the Greek language issue. This issue seems to have deeply divided not just the teachers but the two sexes, too, within the profession of teaching. On the other hand, a clear majority are not favourably disposed to the abolition of the tonic system.

#### 9. Cross-comparison with the pilot studies

(a) The data offered by the preliminary Greek sample are, more or less, similar to the data supplied by the questionnaire administered to the main sample. But the main sample appears more optimistic about the future of Greek education and less critical of the teaching method it uses, than is the case in the preliminary version.

(b) In the British pilot study more people appear to be in favour of 'comprehension' as a teaching method than use it; also the great majority value Classical Studies as an optional school subject.

In any other respects the two samples, the preliminary and the main, coincide.

10. Some major comparisons with the data resulting from the questionnaires administered to the pupils

The pupils in all samples demand less rigid and more informative, pictorial and 'deeper' approaches to the subject and the world it represents than is the case today.

The teachers also feel that some concessions should be made in this direction since the approval shown to 'comprehension' and to classical non-linguistic studies can be taken to have this implication.

The pupils' demands in Britain are now met by classics projects such as the Cambridge Latin Course, the Scottish 'Ecce Romani' etc. The situation is not disappointing. In the replies - particularly in the comments added by British pupils, there is evidence that the subject is highly valued by a minority of respondents. Therefore, it is the teacher's task to persuade as many pupils as possible that the 'Classics' include considerable educational benefits.

As far as Greece is concerned; on the one hand, the teachers claim their teaching methods are satisfactory; on the other hand, the pupils appear rather critical of the teaching of Classics. On the one hand, the teachers show a preference for the ancient Greek language; on the other hand, their pupils advocate, in their vast majority, the substitution of translations for the original texts.

CHAPTER XIIConclusions and Recommendations

Great Britain and Greece, among the nations considered the common heirs of the Helleno-Roman tradition, have offered the Classics an honourable place in the curriculum for centuries. Nevertheless, the crisis came inevitably as the result of factors lying outside and inside the school in both countries. In Britain, it was particularly the development of industry-science-technology with all its socioeconomic consequences which brought the hegemony of the classical curriculum to an end as early as the beginning of the 20th century. Pressures from similar directions are now exerted on the classical curriculum in Greece, a country in which various unfavourable sociopolitical conditions have not allowed so far either the Classics or the whole curriculum to flourish. But also in both countries the pedantic treatment of Latin and Greek in the classroom seems to have done much to harm these subjects.

With reference to our questionnaire study, the findings indicate that neither the feeling of nationalism of the Greeks nor the new approaches to the Classics in Britain (England) seem to arouse a wider interest of pupils in the study of the original Classics. Both samples, however, appear to be in favour of a Classical Studies scheme released from pure linguistic training. But the Greek teachers cannot think of a classics teaching which would not comprise the study of the ancient Greek language; also the Greek pupils consider the study of the ancient Greek authors (translated) a necessary subject. On the other hand, the British pupils and classics teachers always appear to regard the Classics as an optional school discipline.

We would state our final conclusions more analytically as follows:

A. ENGLAND-SCOTLAND

1. The roots of the crisis in the Classics, a rather complicated phenomenon, should be sought in the 17th century.
2. Despite warnings stated repeatedly since the 18th century, the British classical response to losing the curriculum battle was, more or less, to maintain the defensive for a long time; but during the last 10 years or so classicists have reacted to the challenge more actively.
3. The reformers are today trying to overcome the crisis by redefining the subject and its values, by devising more interesting and less laborious approaches to it, i.e. by keeping away from pure linguistic training (that is, by changing their standards), by adapting the methods of teaching and the techniques of examining to the new aspects of learning, by enlightening each other, and, to some extent, the public through their various social activities.
4. Old claims about 'magic' possibilities of the two classical languages to 'train the mind' etc., have been abandoned by the reformers and the subject is propounded as an inexhaustible source of educational values. Within the new scheme, translations are no longer rejected as a possible approach to the Classics and Classical Studies through English are highly respected by the moderns. The classical languages and literatures, it has been argued, are of educational importance because they are parts of, and keys to, ancient Greek and Roman civilisation.
5. Classics teachers have responded to the reduction in numbers of pupils taking the subject in the original through the establishment of as many foundation courses as possible; they hope in this way

to stimulate some pupils to study the classical languages. At University level, interdisciplinary learning is now encouraged and non-language courses on classical civilisation are gaining ground steadily in British universities.

6. The efforts of the moderns have focused on the reform of Latin, on the grounds that it is on the survival of Latin that the future of Greek depends; but the reform movement has recently extended to Greek.

7. Reformers' optimism about the future of the subject derives mainly from the enthusiasm, as they claim, with which pupils have welcomed the new methods and courses, and from the interest of the general public in approaching the Classics through paper-back translations and other sources.

However, the attempted reforms have already created some serious problems which concern the quality of work carried out by pupils and the future of classics teaching as an occupation:

(a) Whereas there is no sufficient evidence that the pupils feel more comfortable under the new schemes of classics teaching in the original, according to some indications (professors' comments, examiners' reports) the standards of classical scholarship have been 'dangerously' lowered since the introduction of the new methods. On the other hand, a considerable number of classics teachers, particularly Scottish, appear critical of the new language courses, while those following the reformers do so in terms rather of a co-existence of traditional with modern approaches than of an abandonment of the former. As far as the new scheme of Classical, non-linguistic, Studies is concerned, one could argue that sociologists and historians can cope equally successfully, if not better, with the new discipline than classics

teachers, at least at school level. In other words, the question is, how far the attempted reforms can go without betraying the standards of classical scholarship and the profession of classics teaching.

(b) The difficulty of classics teachers to give the subject an impetus seems to stem from the following major factors: The study of 'Latin' and 'Greek' which represent not merely extremely difficult languages but whole rich cultures does not seem likely to flourish easily within a school curriculum that appears so parsimonious in time and so sensitive towards the public demand for as much 'relevance' as possible. On the other hand, the continuing requirement set by the majority of Examinations Boards for accurate translating and linguistic work on the texts perhaps forces the teacher to leave aside the literary values of the texts and to concentrate on as much linguistic training of all pupils as possible. "Reading with appreciation" and the so-called cultural approach, in many cases, seems to remain a vain aspiration at the O-level stage, given that the time is limited and the marks allotted to accurate translating etc., are always much higher. But a dynamic treatment of the subject is demonstrated at A-level, which, however, creates some more problems that are discussed below.

To the anxieties stated above one could comment as follows:

1. First, the question is: In trying to revive the subject and to bring more pupils into their courses, have classicists lowered their standards or, in fact, have they raised them? At first glance, candidates may feel that comprehension is always preferable to composition and that questions requiring factual knowledge can be handled with more interest and greater success than questions set on formal grammar. But much depends on the weight



all these questions carry. For there are simple or simplified original texts which can be translated more easily than original passages set for comprehension. Similarly, simple grammar can be tackled with greater success than essay questions that presuppose something more than reproduction of material memorised.

In the investigator's opinion, A-level examination papers, especially those set by London or Oxford and Cambridge, may not make youngsters feel happier under the requirements of the new syllabuses: candidates' success depends greatly on rather hard unseens while questions either on appreciation of set books or on topics of philosophical and historical content require high qualifications not just on the part of candidate but on the part of the teacher, as well. It may not be accidental that in the case of London candidates preferred to involve themselves in Greek composition rather than in appreciation and a philosophical topic.

Those able to carry out this multiple approach to the Classics always were few and still are, particularly nowadays when other, more promising, occupations may attract the most promising intellects. As far as the past is concerned, it can be argued that people unqualified to attempt a deeper approach to the subject - teachers and pupils alike - saw the solution of grammar and syntax as lifeboats. It is perhaps worth noting that, initially, Latin was regarded as a utilitarian subject, as useful in the life of mediaeval Britain, "as the subjects taught in a technical college are for everyday life of Britain today".<sup>1</sup> Only at the time of the Renaissance were Latin and Greek seen as having a primarily cultural significance. Classicists, however, began

1. R. Bell, N. Grant (1974), A Mythology of British Education, pp. 110-11.

to realise that only a tiny minority ever got beyond the elementary stages of declension and conjugation. Then learning Classics painfully came to be regarded <sup>as</sup> a morally worthwhile activity, or a means of 'training the mind' to think clearly.

Today, classicists, being conscious of the harm this distortion has caused the subject, are trying to give classics teaching an impetus. But whereas the time available, at least up to the O-level stage, is now limited, the problems which an enthusiasm in reforming the subject can cause are apparent. We recall complaints (published in 'Didaskalos'), e.g. that some of the questions on literary criticism are extremely difficult and can be faced only through 'made-up' answers.

Irrespective of such reservations, the reformers appear to exert considerable influence on the classical syllabuses and examination papers. The static approach to the original texts has given way to a more flexible treatment of the subject. But also traditional habits concerning accuracy in the translation of the original texts are still highly valued. Thus, Examination Boards appear to favour a compromise between tradition and change in the examinations they set on the Classics, presumably because they hope that this policy will allow what was good in the old and the best of the new to create a new reality in the area of classical training.

2. How far can the attempted reforms go? Perhaps this depends on the courses one devises: A common O-level course, for instance, is not bound to follow the standards of accuracy, faithfully. Given sufficient traditional linguistic training to those aiming to specialise in the classical languages, accuracy does not run the danger of being betrayed. For this purpose, probably special

lessons should be arranged to ensure a more systematic linguistic approach to the subject by O-level candidates who would wish to have this. Experience shows clearly that traditional classics teaching must be preserved for the sake of tomorrow's classicists. The reformers' claims that their reading courses are highly motivating etc., can be taken seriously insofar as these people mainly refer to common courses. In terms of specialisation, speed may not be as important as accuracy. Comprehension, slides and para-linguistic material are useful supplementary tools for everyone but they cannot substitute for the accurate study of the original texts.

Nonetheless, since the majority of O-level youngsters are not much likely to have attained the ability to read original classical literature for pleasure, it seems that a more empirical and, probably, more active study of the subject by non-'classicists' following a common course should be encouraged. Our sample gives the impression that translating in the classroom absorbs much of pupils' energy and kills their interest in the subject.

Therefore, instead of one type it would probably be better if there were introduced two kinds of "Latin" O-level examination papers to correspond to the above two categories of candidates.

3. In the field of classical scholarship there is, of course, a tendency towards a movement away from the languages and it can be argued that this exposes the profession of classics teaching, as a specialism, to dangers. The classical languages always were the indisputable property of the profession of classics teaching. Today, classics teachers, sociologists, historians, teachers of art, toy with classical civilisation courses and it can be said that the knowledge of the languages, at least at school level, does not constitute a 'sine qua non' for the study of classical antiquity.

However, one should remember that by putting forward their various non-linguistic courses the reformers have set as one of their major goals to recruit volunteers who would tackle the languages. On the other hand, it is not unlikely that from the new scheme of Classical Studies - a property at the moment belonging only to classicists - a new specialism will emerge to which only classics teachers will have access. The new scheme seems to have transcended the terms of amateurism and presupposes knowledge and special skills in order to be carried out successfully. But even if classics teachers from specialists were bound to become generalists, this may also be a way of 'survival'.

In conclusion, the attempted reforms seem to be justified educationally, socially and even professionally despite their possible deficiencies and disadvantages.

4. But, probably, the classical response should not stop here. Since the major factors for the decline of the subject seem to lie outside the classroom and given that pupils' attitude to the Classics is seriously affected by parents,<sup>1</sup> classicists should also direct their attention towards 'educating' the latter, as is already done by J.E. Hunt. The subject "needs a vast publicity campaign", and the Scottish classicists seem to have been becoming aware of this need. The 'rescue operation' should not be restricted either to the schools or to the universities or to the writings in professional journals. It would be ideal if the classical propaganda were conveyed through the mass media. The matter, of course, has tremendous difficulties, but it seems unlikely that by advertising the merits of a school discipline in professional journals, which are read by a few specialists, you attract the favour of public opinion.

1. See, for instance, P. Winter's findings (1951).

5. The development of further links between schools and universities would contribute to the improvement of classical learning and to the recruitment of 'classicists' among pupils and students.

Further to this, universities will have perhaps "to shoulder the responsibility for Latin teaching if the decline in schools continues", as Professor G.P. Goold, of University College London, has put it.<sup>1</sup>

Finally, a good idea would be to combine excursions to Roman sites, museums etc., with course work carried out individually or by groups of pupils, as already occurs in several schools. Course work would be accepted by Examination Boards conducting O-level/Grade, A-level/Higher Grade examinations, on the grounds that projects challenge personal response and promote active learning. Classics teachers should not hesitate to attempt as full an exploitation of the advantages of technology as possible since today's pupils appear to take the value of the machine for granted.

## B. GREECE

1. The study of ancient Greek - not of Latin as well- has been always highly valued in Greece and is considered to have contributed to national survival. In spite of this, teaching method was criticised as early as the 19th century, whereas during the last 30 years or so the controversy over the classical curriculum has

1. In a recent conference at Leeds University, organised by Professor O.A. Dilke and Mr. T.E. Flintoff, of Leeds University. This conference was attended by 40 delegates from 22 universities and colleges and its aim was to enable those teaching Latin "to find out what approaches were being used in other colleges". Dr. A.S. Gratwick, of St. Andrew's University, had devised a complete course on Republican Latin for beginners. The methods of Mr. C.W. Peckett, of Birmingham University, were cited as being of great use. Finally, Mr. S.J. Tester, of Bristol University, recommended the use of more educational technology. (The Times Higher Ed. Suppl., 18 June 1976).

taken on an apparently political character.

2. The war between tradition and change - the Greek "Battle of the Books" - has taken, long ago, the form of the famous 'language issue'. The conservative side has not merely been in support of katharevousa; it insists on the merits of the classical school curriculum and does not sympathise with educational change. On the other side, the moderns have been fighting to impose the demotic language as the instrument of expression of the school and of the state, and at the same time to establish, as they claim, a more 'relevant' school curriculum. Both these goals are now on their way to be implemented by a conservative government.

3. In the antagonism between tradition and change the place of the Classics has been central. The 'ancients' have taken even Latin under their protection while the 'moderns' do not hesitate to change the school curriculum even at considerable expense to ancient Greek.

4. The traditional ranks of philologists have been promoting and propounding one teaching method (the traditional) to cater for all abilities and for all pupils attending the Gymnasium. The 'moderns' advocate the extensive use of translations and the restriction of ancient Greek to the three upper classes of this school. Both have still not proceeded to other possible approaches to the subject.

5. Both sides seem to be embarrassed or even disappointed because they believe Classics are not taken seriously by the pupils. Yet our sample indicates that pupils regard 'ancient Greek' as useful and an educationally valuable subject. But many of the respondents complain of a pedantic classics teaching and suggest as a remedy the

substitution of translations for the original texts. Although these may be reasonable complaints, in fact the classical curriculum in Greece is now passing from the same stage from which it passed in Britain, approximately, a century ago.

In addition, something may be wrong not simply with the teaching of Classics but with the secondary school curriculum as a whole: modern Greek does not appear more popular than ancient Greek; modern languages are not favoured by pupils. Respondents' interest focuses rather on traditional school subjects, while a considerable number among them wish to get rid of such utilitarian subjects as Mathematics and Physics. Meanwhile, of their teachers more appear to regard Latin as a useful-compulsory discipline than do British classics teachers.

This is what has been going on over and within the classical Gymnasium in Greece. For an improvement of the situation, a new education Law was passed recently<sup>1</sup> and the Ministry of Education is now prepared to expel ancient Greek from the lower cycle of Gymnasium studies (3 first years) and to introduce a more 'relevant' school curriculum in the upper cycle (3 years). Since change has still not occurred and also one cannot be quite sure that the traditional Gymnasium will never be restored, below are stated some thoughts which may be useful. In these statements the following factors have been taken into account:

1. The "Law On the Organisation and Administration of General Education", No. 309/30 April 1976, published in the Newspaper of the Government, Issue A, No. 100. The new law introduces the changes mentioned sporadically in this thesis: adoption of the demotic language (article 2), partition of the Gymnasium into two independent schools, i.e. Gymnasium and Lyceum (articles 25, 26, 27, 28, 29, 30, 31). The law consists of 84 articles and deals also with: supervision of general education, teachers' qualifications - promotion - change of school area, salary scales, experimental schools, school text books etc.

- that the Gymnasium has been proved the most favoured type of secondary school by Greek society;
- that 'ancients' and 'moderns', adults and pupils, irrespective of their different views, cannot approve a secondary school curriculum which would not include a considerable amount of Greek classical literature;
- that the study of Classics should not impede the school curriculum from becoming more functional to the daily needs of the developing industrialised Greek society.
- that all children should have access to the same kind of basic knowledge.

(1). The 'Classics' in a modern school curriculum. Now when the school leaving age is raised<sup>1</sup> to 15, the lower cycle of the Gymnasium becomes definitely a comprehensive school. Obviously, the study of Classics can no longer take a rigid and inflexible form at secondary level. Given that not everyone is qualified to be involved in the systematic study of the original Classics and that powerful claims on behalf of an accurate study of the classical languages as a training in thought or memory have been devalued by the exponents of linguistics and of experimental Psychology, not all pupils should be subjected to an exhausting linguistic training in these languages. All Greek pupils, however, have the right to get some idea of the ancient Greek language. There is evidence that modern Greeks can become easily familiar with simple or simplified texts written in ancient Greek. The narrative parts of the New Testament, for example, are comprehended even by people who have not received education beyond the primary school. Elementary ancient Greek would help the pupils to understand the language they are speaking and the ceremonies held in the churches.

1. Constitution of 1975, article 16, § 3.



The subject is relevant even from this point of view. Our questionnaire indicates that at the age of 12-13 pupils show an extremely favourable attitude to the subject. The school should exploit this properly.

The suggested common foundation course (which in its linguistic section would embrace simplified texts representative of the whole national linguistic tradition) would comprise the study of classical authors in translation, mythology, elements of archaeology, art, history. The first 3 years would be sufficient to show the pupils what Greece (and Rome) was all about and at the same time would detect the most promising among them, who would continue with the study of the original (Greek) texts in a more systematic way.

This second category should not be treated as if they were all to become philologists. For those who would aspire to study the ancient Greek language in depth probably special classes would be arranged from the beginning of the second year (first cycle).

In the upper cycle the common course would comprise the study of classical authors in translation framed by para-linguistic material concerning politics, philosophy, religion, art, all being presumably more attractive areas to the youngsters than pure grammar and syntax.

What has been happening in the area of classics teaching does not seem to be a reasonable education policy. Today half a million pupils are taking the subject in such linguistic detail as if they were all to become classics teachers. But in a population of 8,500,000 half a million 'classicists' are certainly too many.

To the argument that by reducing the time devoted to the teaching of ancient Greek or by introducing translations and

para-linguistic material we falsify the procedure of the interpretation of the texts or we cut the links with the national tradition, the answer is: Let us, first, remember that Plato, whom we all admire, felt it impossible to teach everyone and limited his efforts to highly trained, "carefully chosen listeners".<sup>1</sup> What is suggested here is not so much the reduction of time but the reduction of numbers of pupils taking Classics through the traditional approach; and is another thing. If, accidentally, some philologists connect their professional status with the accurate study of the classical languages they must not be worried about such a change: they still have to carry out hard work under the new schemes and, particularly, in teaching modern Greek, a task that no other specialist could undertake. On the other hand, an objective consideration of the history of Greek and foreign classical scholarship would show that the subject always was taken by a minority of people. During the Turkish domination of Greece, very few but well trained classical scholars were enough to preserve the light of ancient Greece and spread it to the whole community. Thanks to them the Greeks despite their tremendous daily problems preserved their national identity quite well. Today when such a wide range of approaches to the Ancients is available quite easily, it may be unwise to lead the great majority of youngsters to the classical past through the laborious and awkward procedure of grammar and syntax.

The problem may not be to teach as many pupils ancient Greek as possible, and for a long time. Perhaps the problem is:

(a) how to teach well those who are qualified and, for this reason, likely to love the subject. (British classics teachers

1. G. Hignett (1951), The Art of Teaching, pp. 159-60.

cannot afford a classics teaching in the original that would apply to everyone. All these specialists destine the subject to be taken by a few as an option).

(b) how to persuade these youngsters to take the study of the subject seriously by showing them it is a relevant and worthwhile study.

(c) how to give all pupils a fair and objective idea of what classical antiquity was all about instead of limiting this study to formal linguistic training.

(d) how to save time for the majority of pupils in the interest of their preparation in other fields of knowledge including more 'relevance'.

No doubt, the study of the ancient Greek language should be taken seriously, but only by pupils selected on the basis of ability, on the grounds that:

(i) Apart from reasons of national expediency, modern Greek literature still cannot substitute either for the style or the content of ancient Greek literature.

(ii) The modern Greek speech has still not reached self-sufficiency and needs the crutches of the ancient Greek language. An emancipation of the modern Greek language from katharevousa presupposes the continual study of ancient Greek.

(iii) Even from the utilitarian point of view, the needs of tourism - this peculiar kind of industry - that is, the performances of ancient drama, the need for well kept museums, excavations, preservation of monuments, require a serious involvement of a number of people in the subject. In Greece, even the air preserves something of the flavour of the Ancients, and it must not be forgotten that such a flavour is well paid for by people who would

wish to escape for a while from the daily routine.

Therefore: Classics for all, but a differentiated classical training according to inclination and ability.

The above suggested Classical Studies scheme would be outlined as follows:

GYMNASIUM/LYCEUM

AGE	A COMMON MIXED ABILITY CLASSICAL COURSE INCLUDING:	A LINGUISTIC COURSE TAKEN ONLY BY PUPILS SELECTED ON THE BASIS OF ABILITY (Modern approaches to the original).	SPECIAL CLASSES FOR PUPILS SPECIALISING IN CLASSICS (through the traditional approach).	OPTIONAL STUDY OF LATIN ON THE BASIS OF ABILITY
17	1. Literature in translation combined with outstanding works of scholarship.			
16	2. Framing the course with material taken from the area of philosophy, Art, Religion, Social Life.			
15	PROJECTS			
		← These categories would be enrolled in the common course, as well.		
14	A COMMON FOUNDATION MIXED ABILITY COURSE INCLUDING:			
13	1. Elementary 'ancient Greek'.			
	2. Classics through translations.			
	3. Mythology, History, Archaeology, Social life.			
12	PROJECTS			
			SECOND AND THIRD YEAR: Special classes in ancient Greek for the most promising pupils (through the traditional approach).	

The suggested differentiation in classics teaching of course presupposes the revision of the structure of the school curriculum and the uniformity of Gymnasium studies. It can be adapted, however, to any new scheme which would divide the upper cycle into separate schools-Lycea.<sup>1</sup>

Regardless of content of classical courses, the aims set by the syllabuses, the course book, teaching method, the function of

1. According to the new plans of the Greek government, this division will take the following scheme: Lycea of general education, Technical-vocational Lycea, Pilot classical Lycea (Vima, 21-1-76, p. 2).

examinations and the evaluation of pupils' performance should be so co-ordinated as to contribute to a more active, fruitful, and creative learning. In the process of learning not everything may depend on teaching method, as many philologists seem to believe.

In addition:

(a) Possibly, new techniques would be brought into the questions set (multiple choice, true-false) and into the structure of examination papers (alternatives, differentiation of marks allotted to each question, presentation of printed<sup>1</sup> passages on which candidates would carry out work on translation, comprehension, appreciation, display of context knowledge, meaningful examination of grammar and syntax (style).

(b) Whilst methods for a more objective marking are needed, Examiners' Reports (on the external exams) would guide the teacher to improve teaching method.

(c) Such social activities as co-operation between schools and the Classics Departments of the universities, through Recitation Competitions, for instance - exhibition of classical work carried out by pupils' hands, excursions and visits to museums and sites combined with course-work, even performances of ancient drama<sup>2</sup> would contribute to the creation of a more favourable attitude to the subject.

Finally, it would be perhaps better - as has already been decided by the government<sup>3</sup> - if Public Examinations were arranged on the pattern of the O-level/grade; this innovation among its

1. This change has already occurred (See Presidential Decree No. 264/29-4-76, article 6) but it still serves limited purposes.
2. Original drama is performed annually by the Arsakion Gymnasium, in Athens.
3. See Vima, 29-1-76, p. 2.

other advantages would put an end to the endless quarrels between teachers-pupils-parents, which follow the announcement of the results of school examinations.

The reform of classics teaching, however, is not an easy task. The above stated recommendations are just indicating the problem. But obviously what is first needed is this:

(a) abandonment of isolation. If British classicists in England, Wales, Scotland (and Ireland) find it reasonable to look around the world, then why should we Greeks hesitate to do so?

(b) careful and pertinent experimentation with the new approaches to linguistic and para-linguistic material: perhaps a good deal of philological research should be devoted to teaching, to the problems of the curriculum, and to the factors of learning.

Therefore, what is first needed may be: awareness of the new skills, assimilation, not clumsy imitation. University teachers and professors would assist the teachers in producing valuable courses which would fit all abilities and ambitions. Professors would also be involved in the teaching of 'Classics' through comprehension, translations and other methods. Professors of Greek universities who are in communication with the Classics Departments of European universities would be of great assistance to the teachers. It is an encouraging sign that several professors of Athens University seem now to have become conscious of the need for a change and have already declared publicly that the time is now ripe for a reform of the subject.<sup>1</sup>

On the other hand, teachers should be allowed by the law to exercise more initiative in their school work. Under the existing, highly centralised, system any individual or even collective project

1. B. Charalampopoulos, 'A Meeting of Members of the Association of Greek Philologists' (Bulletin of Greek Schoolmasters, No. 430/10-4-75, p. 14).

cannot be put forward. Obviously, the improvement in the teaching of Classics is connected with the innovation of the educational structure as a whole.

Let us suppose for a while that the ideal courses have been devised in the interest of an entirely motivating and creative learning. Is it enough to make the upper grades of the Gymnasium take the subject (particularly if taught in the original) more seriously? Presumably this is not enough in these days of utility and 'relevance'. Now when the Greek state is seriously prepared to create a more relevant curriculum, one should remember that in Britain, as perhaps in any other country, it is increasingly recognised that early specialisation prevents young people from pursuing an integrated training in the main achievements of the human spirit. Therefore, if early specialisation has been condemned by people who have seen it in action, general education should be protected in Greece. Within this scheme, 'Classics' as a school discipline can be credited with some 'relevance' either as an entrance requirement, or, at least, as a qualification, according to school performance, for entrance to higher educational institutions.

Do we need to add to all these that a better training of philologists is indispensable?<sup>1</sup> To take an example, if classical education has still not flourished in Greece, this can be partly attributed to the lack of real specialisation among philologists. It is beyond doubt, however, that in Greece, apart from the adherence to 'culture générale', specialisation in higher education is still hindered by financial difficulties the state faces. But irrespective of this, candidates who gain entrance to the Faculties of Philosophy

1. A new Committee on Education in its recent Report finds that the quality of teachers has been on the decline during recent years (Vima, 31 Aug. 1975, p. 1).

through 15 lines of unseen and several questions on formal grammar and syntax presumably are able to display skills in translating, but one cannot be sure that they promise much for an "active and creative" treatment of the texts and of the civilisation to which these texts belong.

(2). The problem of translations. While 'ancients' and a number of 'moderns' are in agreement that translations have serious disadvantages, the use of translations is gradually advocated by more and more people, and, may be, rightly. But, first of all, one who has been taught the subject in the original will perhaps find it difficult to teach it through translations. "The classicist after years of study emerges from his graduate school with diploma in hand and pride in his heart about his command of the ancient languages and his ability to read a Greek tragedy .... But when he faces a class of under-graduates, especially a class that knows the work only through a translation, he may feel that he has not developed to an equally high level the critical and interpretative skills which lead to a comprehensive and integrated view of the work. He may find it difficult to do more than talk about the problems of the text, advance a few obiter dicta, and complain about the impossibility of rendering the exquisite niceties of Greek into a barbarous tongue".<sup>1</sup> Philologists who taught under the 1964 reform may well know how reasonable these thoughts of Professor Connor sound. For, as we have said, care for the reform of the teacher was not taken.

But apart from this, it seems that translations offered outside a Classical Studies scheme, especially in the early years of

1. W.R. Connor (1973), 'Some Recent Changes in the State of the Classics in the U.S.A.', p. 356.



secondary education, are of little value. Pupils should form an integrated idea of classical civilisation, not just read Homer or Xenophon. The teaching of classical authors instead of being merely "chalk and talk" should take the form of active and creative learning. Pupils should be led to use their hands even when engaged in the study of Classics. If the value of classics teaching in the original lies in a process rather than in a result, then the reconstruction of the monuments of the ancient world and the dramatisation of the monuments of the speech would be also regarded as an educationally valuable process. W.B. Thompson puts it as follows: "Recreative experience of classical myth, story and event increases the motivation to choose the study of language",<sup>1</sup> and increases pupils' interest in what they are learning, one would add. Above all, literary works cannot be studied in the absence of the society in which their creators lived.

Therefore, if a wide use of translations is desirable in the interest of the great majority of pupils, this does not mean that translations should be the only channel for an approach to classical civilisation. By isolating the classroom within the pages of a school text book one may soon produce boredom in the soul of pupils and their indifference to the subject even if one has adopted the less laborious solution of translations. Easy solutions have the drawbacks of hasty work.

(3). On the language issue. The demotic language has already been approved by the state as the language of education. But the controversy between 'ancients' and 'moderns' has been going on. This fact forced the Minister of Education to declare

1. W.B. Thompson (1970), 'Classical Studies, a Foundation Course without the Languages', p. 57.

publicly<sup>1</sup> that there is no reason either for celebration or for lamentation for what has happened: it was a sensible decision, he argues. Beyond this, in his article he focuses on the need for the systematic teaching of the grammar of demotic.

Obviously, the generalisation of education, the innovation of education, on the one hand, and the perpetuation of the language issue, on the other, cannot keep pace. It is worth underlining, however, that the new Greek constitution (published 9 June 1975) has been written in katharevousa. This means that the language issue has still not been solved. But, probably, the introduction of the demotic language into all levels of education was a reasonable decision.

It is true that dimotiki suffers from the lack of discipline as it uses innumerable types and expressions, sometimes for one and the same thing. Also, it has not been cultivated sufficiently as a written language and faces difficulties when used in scientific speech. Because of all these, sensible people tend to believe it has to be enriched with material taken from the whole linguistic tradition of the nation. Intellectuals possessing a strong linguistic feeling can assimilate a good deal of all this property and contribute to the creation of a modern Greek literary language based on the living speech. Consequently, the school may have been basically right in insisting on a wide linguistic training of pupils.

But it may be that what is needed for the great majority of pupils is neither memorisation of isolated grammatical types of the attic dialect nor the conquest of katharevousa, but the training of youngsters on a simple instrument of expression. To the argument that katharevousa is distinguished for uniformity

1. G. Rallis (25-4-76), 'The Adoption of Demotic Language', Kathimerini, p. 3.

and purity the answer is: The value of a language does not lie so much either in the extrinsic uniformity of its vocabulary and structure or in its 'puritas' but rather in its intrinsic vigour and reason. It may be preferable for one to state his thoughts in a living style and write down his ideas correctly even at some expense to the stability of the form rather than to sacrifice his energy to the extrinsic uniformity of an artificial language.

Finally, if it is true that thinking grows with language and is itself helped by the language in so far as it is an easy, flexible, natural and not imposed 'made up' medium, then the demotic language has become rightly the language of education, provided that this language will be taught and examined properly, far from formal schemes.

Therefore, pupils have the right of being educated through the living language of the people. If some of them - those who reach the upper grades - are capable of embracing the whole linguistic tradition of the nation so much the better.

Related to the demand for the cultivation of the demotic language is the need for some simplification of the orthography of modern Greek language. The passing of centuries accumulated features in its orthography that were unknown to the Greeks of the classical period. The abolition of all these little 'devils' - the aspirate breathing, the smooth breathing, the tonic system - or, at least, the preservation of one tone would save time and money for the nation at no expense to the classical tradition. Obviously, it would be better if the school, instead of playing around with the rules of accentuation, led the pupils to state their thoughts as correctly as possible. Most important is to fight verbalism, this permanent feature of many modern Greek writings.

In arguing about the necessity for a simplification of the tonic system of modern Greek language, the investigator does not appeal so much to works such as "Open the Windows" that would be criticised as the product of superficial journalists; he refers particularly to a highly valued name in modern Greek education, C. Georgoulis, who suggests that this simplification is now indispensable.<sup>1</sup> Does his voice not say anything to his colleagues who belong, as he did, to the conservative camp?

(4). Some thoughts on Greek education as a whole. The kind of knowledge offered to date by the Greek school has been disputed not only by various scholars living in Greece but also by all Greek educators who have carried out educational research in British and, particularly, American universities. According to all these people, the permanent features of the Greek school curriculum have been: overvaluation of acquisition of general knowledge and parroting rather than creative assimilation of the material taught; with respect to the school subjects of humanistic content, predominance of doctrine rather than sober consideration of traditional values and of historical events.

It may be that this is in general the case. An account of questions set in the examinations would persuade us, at least, about the first point. M. Carter (1966) in a study of school leavers in Britain has suggested that repetitive and monotonous work in schools acts as a preparation for similar work in life. According to Lawton, the purpose of introducing pupils to knowledge is to enable them to participate in the process of knowledge rather than to commit knowledge to memory. In the words of Bruner, whom Lawton

1. Special Methods of Teaching (1972), p. 154.

2. J. Raynor, N. Grant (1972), Patterns of Curriculum, p. 60.

follows, "knowledge is a process, not a product".<sup>1</sup>

Related to indoctrination is the cultivation of emotions at the expense of reason. The uncritical acceptance of traditional values may have led Greek people to show similar attitudes towards current issues on which the future of the nation depends. On the other hand, we Greeks have too little need to stimulate passion. "Strong emotion may lead people towards the Heavens but when it gets control over reason may lead towards Hell. Greek history reflects both trends. It is at times when the Greek loses the control of reason that he appears selfish, disloyal and strangely senseless".<sup>2</sup> Unfortunately, the recent national adventure in Cyprus leaves little doubt about this.

Therefore, what is needed may be a more rational school curriculum released from the persistent stimulation of passion: the pursuit of unanimity of heart and mind rather than the partial excitement of the former. In a time when progressive education systems pay particular attention to learning by motivation, to the need for creative work and judgment, complaints are continually stated in the Greek general press and elsewhere, such as "We have produced 100,000 Parrots" - with block capitals,<sup>3</sup> or that the Gymnasium is a school of illiteracy,<sup>4</sup> or that Greece is "the country where the seed of talent falls on the rocks and rots".<sup>5</sup>

1. D. Lawton (1973), Social Change, Educational Theory and Curriculum Planning, p. 57.
2. C.P. Charis (1955), A Critical Description of Modern Greek Education and its Major Problems, in Epilogue.
3. See magazine Epikaera, No. 360/26-6-75, p. 31.
4. P. Palaeologos, 'Travelling by Tortoise', (1961), p. 1.
5. C. Dedopoulos, Life and the Spirit (1961), p. 209.

Obviously, the content of the school curriculum is as important as its administration.

The classical past can, of course, be valued but in a sober way and in so far as it does not impede the school from keeping pace with the present realities. It may not be an optimistic message that more Greek teachers appear to be fond of Latin than are British classics teachers. Particularly during the first 3 years of their compulsory secondary education pupils should be so trained as to envisage the idea of pursuing professional careers which would not necessarily lead to academic institutions. Pupils should be trained to use not only their minds but also their hands (through metalwork, woodwork for instance) if the expansion of compulsory education is to become functional to pupils' vocational guidance and not to increase the intellectual proletariat which has already created a critical situation.<sup>1</sup> On the other hand, "in a free society the individual cannot be coerced to adjust his choice of studies to the planner's wishes".<sup>2</sup> The optional study of some school subjects should be provided at some stage.

Under conditions of continuing demand, pressure for educational services in a climate of a more general process of economic, social

1. Appendix C: Structure of Greek education and figures involved in each branch. Annually, a number of 60-70,000 candidates seek entrance to universities and other high academic institutions. Of them are absorbed by these Schools only 10-12000 per year (16-20%). Meanwhile, to take an example, the unemployed primary school teachers have reached the figure of 6,000. These people are to be in the waiting list for 5-6 years in a time when technical schools attract the minority of youngsters. (Vradyni, April 1975, p. 2). As mentioned earlier, in its effort to face the problem the Greek Ministry of Education has already worked out a more rational structure of the education system, and enrolments (Appendix I).
2. O.E.C.D. (1974), Education in O.E.C.D. Developing Countries, p. 66.

and technological change, Greece is now faced with the need to renew her efforts for educational development and undertake drastic reforms of her education system.<sup>1</sup> Hence, in the upper secondary forms some diversification of the curriculum is unavoidable.

To sum up, if any educational change is to occur, it would take into account: the need for a compromise of the classical tradition with the present socioeconomic realities; the need for more pleasant and informal learning on the part of pupils within the limits of their capacities; the pursuit of balance between heart, hand and mind; the establishment of a more flexible curriculum; the development of the teacher's initiative under a less centralised administrative mechanism. For such a difficult reorientation of the Greek school perhaps more awareness in the area of comparative education is needed. But this awareness should take the form of assimilation and adaptation of the foreign trends to the Greek realities through careful experimentation, not slavish imitation. In the pursuit of any substantial educational change much may depend on the way the Classics will be treated by teachers and the teachers by the state.

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In a time when knowledge has been expanded enormously and life is dominated by science and technology there is little hope for the Classics to revive in their traditional form. This has brought the profession of classics teaching into a crisis. Even in Greece very few students are now specialising in the classical languages. Many among British classicists have become aware of the need for the creation of a new type of classicist and have already promoted some interesting projects in this direction.

1. Ibid.

Their Greek colleagues still appear inactive in a time when the subject is facing as acute a crisis as never before. Meanwhile, there are those who have warned that "our decline is sure". But it may not be so if classicists, in general, abandon the policy "either all or nothing" and compromise with the idea that "Greek is like a lace; every wise man gets as much of it as he can". There is evidence that adolescents are as eager now as they ever were to learn something more than science and technology. Therefore, as we have possibly "a gold mine before us, all we lack are the techniques for extracting and then passing on its treasures".<sup>1</sup>

1. R.R. Bolgar (1962), 'The Grand Old Fortifier', p. 323.



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APPENDICES

	1954	1955	1956
1. Total population	1,000	1,000	1,000
2. Total population	1,000	1,000	1,000
3. Total population	1,000	1,000	1,000
4. Total population	1,000	1,000	1,000
5. Total population	1,000	1,000	1,000
6. Total population	1,000	1,000	1,000
7. Total population	1,000	1,000	1,000
8. Total population	1,000	1,000	1,000
9. Total population	1,000	1,000	1,000
10. Total population	1,000	1,000	1,000

The following table shows the population of the United States in 1954, 1955, and 1956. The population of the United States in 1954 was 1,000,000, in 1955 it was 1,000,000, and in 1956 it was 1,000,000.

1. The population of the United States in 1954 was 1,000,000. This figure is based on the 1954 Census of the United States. The population of the United States in 1955 was 1,000,000. This figure is based on the 1955 Census of the United States. The population of the United States in 1956 was 1,000,000. This figure is based on the 1956 Census of the United States.



## APPENDIX A

A Note On Modern Greek Education

1. The Country and its population. Greece as a state comprises the southern peninsular projection of the Balkans, the northern foreshore of the Aegean as far east as the Evros river, and, except for Imbros and Tenedos, all the main islands of the Aegean, including Crete and the Dodecanese,<sup>1</sup> (total 130,918 square kilometres). Greece is a mountainous country with less than 40% of land below 200 metres in altitude.

From 1821 onwards, the year of the Greek Revolution against the Turks, the population of Greece has been as follows:

<u>Year</u>	1821	1838	1861	1928	1961	1971
	938,765	752,077	1,096,810	6,204,684	8,388,553	8,702,000

Between 1861 and 1971 the distribution of occupations per cent was:<sup>2</sup>

<u>Occupation area</u>	<u>Year</u>		
	1861	1928	1971 <sup>3</sup>
- agriculture, forestry, fishery	74.0	68.3	41.29
- industry and handicrafts	10.0	14.7	26.09 (including constructions)
- trade, finance, transport	6.1	10.7	19.92
- professions	1.6	2.9	) 12.70 : ) services
- personal services	3.9	1.9	
- Public service	4.4	1.5	

Except for a small Turkish minority settled in Thrace and on certain islands of the Dodecanese, the population is Greek and the only language written (and spoken) is Greek.<sup>4</sup>

1. Encyclopedia Britannica, vol. 10, p. 785.

2. D. Dakin, (1972), The Unification of Greece, 1770-1923, p. 314.

3. Source: National Stat. Service (ESYE), Decemb. 1975.

4. G. Caracostas, Greece (1970), p. 224.

2. Greek education from 1821 to 1975. "After centuries under the Turks, a conqueror of overwhelming power, the Greeks had been reduced to an almost entirely peasant people, who were saved from complete reduction to illiterate peasantry only by the Church, the Greek Colonies in European capitals, and the abiding passion for education which preserved some schools in Greece even in the darkest days".<sup>1</sup>

Presumably it was this passion which soon after the Greek Revolution was declared in 1821, led the National Assembly of Astros (1822) to vote in favour of the organisation of education and of the introduction of the monitorial system. In 1824, the Committee on Education under the presidency of A. Gazis recommended the establishment of primary and secondary schools in the market-towns of the country, plus one higher educational institution and one University. But due to the conditions the war created only some monitorial schools were established, that of Argos being the most worth mentioning.

Immediately after Greece attained nationhood, her first governor John Kapodistrias (1828) invited G. Cleoboulos to organise and promote the monitorial system and founded in Aegina the Orphans' Home<sup>2</sup> including a school that soon became the first nucleus of training teachers. Kapodistrias also provided for the establishment of primary schools over all the country.

The Ministry of National Education was founded by the constitution of 1833, under prince Otho of Bavaria, the first King of Greece. "Under his influence, the highly centralised German educational system was introduced", B. Massialas points out.<sup>3</sup>

J. Mavrogordato, a historian of Greece, argues that it might have

1. A.R. Burn (1944), The Modern Greeks, p. 8.
2. For the children of people who died in the war.
3. B. Massialas (1971), 'Greece', p. 191.

been better, "if the Greeks had worked for another generation under Turkish neglect instead of under Bavarian tutelage, to prepare themselves for complete self-sufficiency".<sup>1</sup>

At any rate, the established (under the auspices of Bavarians) primary schools were in practice of 4 years' duration or even less, whereas at secondary level there were established the so-called Hellenic schools and the Gymnasia, of 3 and 4 years' duration respectively. (Thus secondary education lasted for 7 years).

The absorption of Greek territories in 1912 and 1913, the consequences of the first World War and the influx of 1,500,000 refugees which followed the disaster in Asia Minor greatly altered the structure of society and the economy of the country, and created the need for education reforms suitable to the new way of life. But due to the various military and political disturbances in the country, the reform of education was postponed until the 4397/1929 law increased the length of compulsory schooling to 6 years and changed the Hellenic School and the Gymnasium into 6 year Gymnasia.<sup>2</sup>

In 1937, the Gymnasium became of 8 years' duration, selecting its pupils from the leavers of the 4th grade of the Primary School but the system was abolished later,<sup>3</sup> until through the 1823/1951 law the Gymnasium regained its previous 6 year form.

In 1959, followed the education reform undertaken by the conservative government of C. Karamanlis, and in 1964, another reform was attempted by the liberal government of G. Papandreou; about both these information is given in chapter 3 and chapter 4

1. J. Mavrogordato (1931), Modern Greece, a Chronicle and a Survey, 1800-1931, p. 9.
2. G. Caracostas (1970), Greece, p. 225.
3. During the years of the Italo-German occupation of the country.

of the thesis. It has been also explained already that the military regime of 1967 restored the traditional type of Gymnasium.<sup>1</sup>

Meanwhile, some of the technological needs of the country were met by the first technical school established as early as 1834<sup>2</sup> and by the first practical Lyceum and the first vocational school founded in 1886 and 1895, respectively. Between 1925 and 1959, various private technical schools came into being, under the supervision of various ministries, but they failed because of the lack of organisation and co-ordination. New types of secondary schools (practical lycea, agricultural gymnasia, trade schools etc.) also failed since they did not offer either occupational qualifications or a sufficient preparation for higher schools of an academic type.<sup>3</sup>

At the higher level, the University of Athens was founded in 1837, the University of Salonica in 1925, the Higher School of Economic and Trade Sciences in 1920, the Higher Agricultural School of Athens in 1920, the Higher School of Political Sciences (Panteios) in 1924, the Higher School of Industrial Studies of Peiraeus in 1947, and of Salonica in 1961.<sup>4</sup> Between 1964 and 1974, some more universities were established, which are mentioned below.

3. Education today. According to the Constitution of 1975 (article 16,§2), education being one of the major cares of the state "aims at the moral, intellectual, professional and physical training of the Greeks, at the cultivation of national and religious consciousness and the creation of free and responsible citizens". The new Constitution states that compulsory education lasts 9 years

1. Th. Foteinopoulos (1967), 'Greece: Education in Greece', p. 460.

2. This school developed to Athens Metsovion Polytechnic, in 1914.

3. Encyclop. Papyros (1965), I, pp. 3027-29.

4. Ibid.

and all Greeks have the right of pursuing education free of charge at all levels of study offered by state schools (article 16, §3,4).

The leading lines of educational policy are set by the government and are conveyed to the Ministry of Education for implementation through its minister appointed by the government. Subordinate to the Minister is (data of 1975) the Supreme Educational Council (A.E.S.) charged with the responsibility of assisting the minister in the administration and supervision of general education and its staff. The minister consults the Council on matters of education.<sup>1</sup>

Greek Education comprises: Higher, General and Professional education. The term 'general education' covers: (a) nursery schools, (b) primary schools, (c) secondary schools, (d) special schools and the centres for adult education.

The country is organised into inspectorates general which through a network of inspectors "enforce all the directives of the ministry".<sup>2</sup> To the post of inspector are promoted teachers (particularly head-teachers, headmasters) considered by the Ministry to be highly qualified and well experienced.

School planning and building is carried out by the Organisation for School Building with which the Ministry is in close co-operation.

All text books are published by the official Ministry of Education Publishing Corporation and are distributed to all state schools, free of charge.

The official curriculum issued by the Ministry prescribes in detail the distribution of courses, content, the text books to

1. Ministere De l'Education Nationale (1975), L'Education En Grèce, p. 7. The Supr. Educ. Council has now been partly replaced by the newly established Centre for Educ. Research (K.E.M.E.): Law No. 186, articles 1,2,3. The Centre is not involved in matters of administration of education (article 1c)
2. B. Massialas (1971), 'Greece', pp. 191-92.

be used at each level, weekly hours of instruction, "and the like".<sup>1</sup>

(a) The nursery school. It aims at the cultivation of good manners and the gradual adaptation of small children to social life.<sup>2</sup> The nursery school takes pupils of the pre-school age, from 3½ to 5½. The religious, moral, aesthetic and social education of the children, their training in the correct use of the Greek language, and the concept of numbers are the major goals of the nursery school.<sup>3</sup>

The more recent figures concerning this school are as follows:<sup>4</sup>

School year, 1974-75:

state schools	2,880	pupils	89,077	teachers	3,053	(1 teach. for 29 pupils)
private	" 395	"	16,007	"	595	(1 teach. for 27 pupils)
TOTAL	3,275	"	105,084	"	3,648	

(b) The primary school. This school aims at the "harmonic development of physical, moral and intellectual faculties" of children, from the age of 5½ to the age of 11½. In particular, the primary school aims to: (i) inspire the love of the motherland, of orthodox christian religion and of moral values;<sup>5</sup> (ii) make children capable of acquiring knowledge related to the environment in which they are living; (iii) help them to adapt themselves to the school and the wider social life; (iv) train them to state their thoughts correctly; and (v) equip them with the knowledge necessary for life and further studies.<sup>6</sup>

1. Ibid.

2. Similar aims are stated by the New Educ. Law, No. 309/30-4-76, article 4.

3. Ministère de l'Education, *ibid.* p. 5.

4. *Ibid.* p. 29.

5. *Ibid.* p. 9. (The first goal is mentioned last in the new Education Law, No. 309/30-4-76, article 11).

6. *Ibid.*

According to law, a primary school should not have fewer than 15 pupils and no teacher more than 40 pupils. The school year lasts from 10th of September to 21-27th of June. Christmas and Easter holidays last for two weeks each (and this is valid for all schools in Greece). The primary school is supervised by general and local inspectors previously having served as teachers in state primary schools.

The school curriculum includes the following subjects: (1) Greek orthodox religion (Bible reading, catechism, church hymns, history); (2) reading and writing of the modern Greek language; (3) arithmetic and elementary geometry; (4) history of Greece and World history; (5) geography; (6) elements of natural history and chemistry, with emphasis laid upon hygiene, agriculture, and daily living; (7) arts and crafts; (8) physical education. This is a common, unstreamed, compulsory curriculum followed by all primary schools, state and private.

The enrolments in primary schools were, in 1974-75, as follows:<sup>1</sup>

state primary schools	9,009	pupils	854,975	teachers	27,359	(1 teach for 31 pup.)
private " "	696	" "	71,653	" "	2,445	(1 teach for 29 pup.)
TOTAL	9,705	" "	926,628	" "	29,804	

(c) Secondary education. The main aims of Greek education at this level are:<sup>2</sup> (i) the harmonious development of physical, moral and intellectual 'faculties' of the young, with emphasis laid on the humanistic, moral and religious values; (ii) the transmission to the pupils of useful knowledge further to that acquired in primary school; (iii) their orientation "towards the current problems"

1. Ibid. p. 29.

2. According to the new law (No. 309/30-4-76, article 26), "the Gymnasium aims at completing and consolidating the general education of adolescents .... and inspiring in them a feeling compatible with the principles of the democratic state of the Country".

and their preparation for pursuing higher studies leading to specialisation and career perspectives.<sup>1</sup>

The Gymnasium is the main and the most popular type of school at secondary level. The great majority of Gymnasias are state schools among them being a small number of experimental or 'pilot' schools. The latter, which are highly selective of pupils and teaching staff, are:

- the Experimental School of the University of Athens,
- the Experimental School of the University of Salonica,
- 5 other 'pilot' schools (Athens),
- the Anavryta School of Excellence (Athens).

On the other hand, about 10,000 pupils are attending various foreign schools<sup>2</sup> such as the American Athens College, the German School, the Italian School, the Ionios School (French) etc. Most of these are in Athens.

It is worth noting that a 'sixth-former' of a private Gymnasium must pass the state-supervised examinations (taken in June-July, September and February) in order to achieve certificate of completed secondary education. People attending state Gymnasias are examined only by their teachers.

The Ministry of Education controls the curriculum, the examination system, the selection of text-books and materials, and the finances of state schools. Private schools must follow the general ministerial guidelines, regarding organisation and curriculum, criteria for admission and promotion of pupils.

B. Massialas stresses the fact that in all Greek Gymnasias there are virtually no extracurricular activities; there is no

1. Ministere de l'Education (1975), p. 11.
2. The system is criticised in Vima (6 July 1975, p. 11) where J. Fatsis argues: "The inadequacy of Greek Education maintains the foreign schools".



opportunity for a student "to work with peer groups to accomplish a task which is outside the official programme of studies".

Sports and gymnastics do not have much place in the secondary school programme, he remarks.<sup>1</sup>

In the opinion of the new administration of the Federation of Greek Schoolmasters, which through the elections held in July 1975 succeeded the conservatives who had been appointed during the years of military regime, the secondary school curriculum has undergone little change over the last century. Thus a recent article (entitled 'The Quality of Our Work'<sup>2</sup>), published in the Bulletin of the Federation, made the following comparison:

Course: 4th Form of the Gymnasium

Subject	Time allocated in hours	
	Year	
	1886	1975
- Ancient Greek	10	7
- Essays in ancient and modern Greek	2	4
- Religious education	2	3
- History	3	3
- Physics	2	2
- French	3	3
- Latin	4	3
- Physical education	3	3

1. B. Massialas (1971), 'Greece', pp. 191-93.
2. Bulletin, No. 440/1 Nov. 1975, p. 5.

In 1974-75, the figures for secondary Gymnasia were as follows:<sup>1</sup>

state Gymnasia:	828	pupils:	454,206	Teachers:	15,980 (1 teach. for 28 pup.)
private "	277	"	66,935	"	3,299 (1 teach. for 20 pup.)
TOTAL	1,105		521,141	"	19,279

(d) Technical education comprises:

(i) Lower vocational schools; no entrance examinations are required. These are three year schools and recruit their pupils from the leavers of the primary school.

(ii) Middle technical schools; to these schools (3-4 years' duration) are admitted the leavers of the 3rd form of the Gymnasium.

(iii) Higher technical schools; these admit by examination graduates of the Gymnasium or of the middle technical schools.

In 1970, in addition to the existing four, the Ministry of Education created 5 centres of higher technical Colleges (K.A.T.F.) to train technologists of various specialisms. These schools, assisted by U.N.E.S.C.O. and the United Nations Programme of Development, came into operation in 1973-74.<sup>2</sup>

Enrolments in technical education are as follows:<sup>3</sup>

Year 1974-75

(1) <u>Lower schools</u>	state:	82	Pupils:	21,339
	private:	117	"	29,355
	TOTAL	199	"	50,694
(2) <u>Middle schools</u>	state:	68	pupils:	26,940
	private:	201	"	42,932
	TOTAL	269	"	69,872

1. Ministère de l'Education Nationale (1975), p. 29.

2. Ibid. pp. 21-22.

3. Ibid. p. 32.

Total of technical schools at secondary level:	468	Pupils: 120,566
(3) <u>Higher schools</u> state:	9	students: 7,720
private:	12	" 2,651
TOTAL	21	" 10,371

(e) Other Schools. Illiteracy has now been reduced to 14% (in 1920 it was 53%) thanks to the establishment of 184 state Evening Schools attended by 3,238 students and 61 private Evening schools attended by 1,350 adults.

The Church controls a few schools which at higher level trained 457 students and at secondary level 1,210 pupils, in 1974-75.

Finally, a number of special schools provide education for physically and/or mentally handicapped children.<sup>1</sup>

(f) Higher education (academic). Higher education ranges from one year of training for kindergarten teachers to 6 years of study for those aspiring to engineering and medical diplomas.

In 1968, the Supreme Educational Council (A.E.S.) classified the various higher schools into groups, so that candidates for higher education are now to sit external examinations in the following areas of specialism: Philosophy, Law, Engineering, Natural Sciences and Mathematics, Agriculture, Medicine, Pharmacy, Economics, Pedagogy, Technical subjects, Theology, Physical Education, and Nursery Education.

A graduate of the Gymnasium, as a candidate for higher education, is required to take an entrance examination in one of these areas - 'cycles'. A candidate may indicate his preference for a particular school within the 'cycle'.<sup>2</sup>

1. Ibid. p. 15.

2. B. Massialas (1971), 'Greece', pp. 190 and 193.

In 1974-75, enrolments in higher educational institutions were as follows:

(i) Teacher Training Colleges

NUMBER OF COLLEGES	TITLE OF COLLEGE	NUMBER OF STUDENTS
10	Pedagogical Academy <sup>1</sup>	2,406
4	Nursery Teachers' College	1,320 (one year)
2	Domestic Science College	280
1	In-service Training College for primary school teachers	314 (2 years)
1	In-service Training College for secondary school teachers	153 (2 years)
1	In-service Nursery teachers' College	46
1	Special Education College	34

(ii) In 1974-75, the distribution of students attending Greek universities, at undergraduate level, was as follows:

		Per cent
- University of Athens	37,682	47.57
- University of Salonica	31,197	39.38
- Metsovion Polytechnic <sup>2</sup>	4,544	5.74
- University of Patras	2,888	3.65
- University of Ioannina	2,585	3.25
- University of Thrace	321	0.41
	TOTAL	79,217
Other higher educ. Institutions	27,781	
	GENERAL TOTAL <sup>3</sup>	106,998

Finally, it may be worth mentioning that the State Scholarships' Foundation (established in 1951) offers grants to those students who excel in the external examinations<sup>4</sup> conducted annually by the

1. These Academies are training primary school teachers at undergraduate level and are of 2 years' duration.
2. This is considered one of the highest academic institutions in Greece.
3. Ministère De l'Education Nationale (1975), pp. 30-31.
4. For higher education institutions.

Ministry of Education and to those graduates of higher educational institutions who sit examinations set by the Foundation itself and are considered qualified to pursue higher degrees in Greece or abroad. In 1962, those who studied in foreign countries under such a grant totalled 177,<sup>1</sup> whereas in 1974 this category numbered 345 students.<sup>2</sup>

1. Encyclop. Papyros (1965), I., p. 3976.

2. Source: Greek Scholarships' Foundation, 24 April 1975.

## APPENDIX B

## THE CURRICULUM OF THE GREEK GYMNASIUM TODAY (1974-75)

(Royal Decree No. 753/1969)

School		Lower Cycle			Theoretical Upper Cycle			TOTAL hours
	Subject	A	B	C	D	E	F	
1.	Religious education	2	2	2	3	2	2	13
2.	Modern Greek language-literature.	4	4	4	4	4	4	24
3.	Ancient Greek language-literature.	5	6	6	7	7	8	39
4.	History	3	3	3	3	3	3	18
5.	Elements of Philosophy-Psychology,					2	2	4
6.	Vocational Guidance					1		1
7.	Mathematics	4	4	4	4	4	4	24
8.	Cosmography						1	1
9.	Geography	2	1	2	1	1	-	7
10.	Physics	2	3	3	3	3	3	17
11.	Biology			1			1	2
12.	Anthropology		1			1		2
13.	Foreign languages	3	3	3	2	2	2	15
14.	Latin language-literature				3	3	2	8
15.	Hygiene		1			1		2
16.	Physical Education	3	3	3	3	3	3	18
17.	Arts (painting-drawing)	1	1	1	1			4
18.	Music	1	1	1	1			4
19.	Domestic Science (for girls).	2	1	1	1	1		6
	Total time in hours for Boys.	30	33	33	35	37	35	203
	Total time in hours for Girls.	32	34	34	36	38	35	209

## APPENDIX C

		STRUCTURE OF GREEK EDUCATION AND ENROLMENTS IN 1974-1975							
18	1	HIGHER EDUCATION	<u>HIGHER EDUCATION Total: 121,922</u> - Academic Institutions: 106,998 - Teachers' Training Colleges: 4,553 TOTAL: 111,551 (91.50%)				TECHNICAL: 10,371 - State: 7,720 - Private: 2,651		
21	4		Through external exams				TOTAL: 641,707		
22	2		SECONDARY EDUCATION	<u>A. GYMNASIUM: 521,141*</u> SECOND CYCLE				<u>B. TECHNICAL SCHOOLS</u> <u>120,566**</u>	
17	6			Theoretical courses:	Scientific courses:	Navigal courses:	Economics courses:	Middle schools:	
16	5	157,000 (74.76%)		45,000 (21.42%)	1,500 (0.72%)	6,500 (3.10%)	69,872 (58%)		
15	4	TOTAL: 210,000							
14	3	<u>FIRST CYCLE: 311,141 (59.70%)</u>				Lower schools:			
12	1	Through exams				50,694 (42%)			
13	2					No exams			
6	1	PRIMARY EDUCATION	<u>TOTAL: 926,628</u> State: 854,975 (92.26%)				Private: 71,653 (7.74%)		
11	6								
10	5								
9	4								
8	3								
7	2								
3½ - 5½	GRADE	NURSERY	<u>TOTAL: 105,084</u> State: 89,077 (84.77%)				Private: 16,007 (15.23%)		
		* State: 454,206 (87.15%)		* Private: 66,935 (12.85%)		** State: 48,279 (40.05%)			
						Private: 72,287 (59.95%)			

APPENDIX D

STRUCTURE OF O-LEVEL EXAMINATION PAPERS (1973) PLUS  
O-GRADE

EXAMINATION BOARD	ANCIENT GREEK						LATIN						ALTERNATIVES	
	PAPER I		PAPER II		STRUCTURE		PAPER I		PAPER II		STRUCTURE		PAPER I	PAPER II
	Number of Pages	Time allowed in hours	Number of pages	Time allowed in hours	PAPER I	PAPER II	Number of pages	Time allowed in hours	Number of pages	Time allowed in hours	PAPER I	PAPER II	'Answer':	'Answer':
1. University of London (UESEC)	4	2	11	2½	Tu, R-G	R-T, T, Sm, Tu	5	2½	2	2	T, Sm, Tu	G, C-Tu	2 out of 4	¼
2. Oxford Local	4	2	6	2	G, C-R, Tu	Sm, T, R	4	2	10	2	T, T, R, C	R, R, Tu, R, R	3 " " 4	2 sections out of 5
3. Joint Matriculation Board	5	1½	8	1½	Tu, C-Tu, R	Tu, T, R	3	1½	5	1½	T, R, C	Tu, T, R+	-	1 section out of 2
4. The Associated Examining Board	-	-	-	-	-	-	2	2	5	2	T, C, De, G	T, R, Tu	-	2 sections out of 4
5. Welsh Joint Education Commit.	4	2½	12	2½	R, Tu, C-Tu	T, R, Sm, Tu, To	4	2½	10	2½	R, Tu, C-Tu	T, R, Sm, Tu, To	⅓	2 sections out of 4
6. Southern Universities Joint Board	3	2½	7	2	Tu, C-R	T, Sm, Tu	3	2½	8	2½	Tu, C-R	T, Sm, Tu	⅓	2 sections out of 3
7. S.U.J.B. School Classics Project	-	-	-	-	-	-	6	2½	6	2¼	R+T, R+, T, Tuc	R+T, T, R+, R+, T, R+, Hc	⅓	⅓
8. Univ. of Cambridge Local Ex. Syndic.	1	2	4	1	Tu, Tu, C	T, H, G	1	2	4	1	Tu, Tu, C	G, Cq, T	Paper IV alternative to Paper II	
9. Scottish Certificate of Educat. Ex. Bo.	8	2½	-	-	T, R or Tu, R, Hc	-	10	2½	-	-	T, R-Tu, R, Tu, Hc	-	¼	

- = Alternative  
C = Composition  
Cq = Context questions  
De = Derivations

G = Grammar  
H(c) = History (and civilisation)  
R = Reading original texts with emphasis on comprehension  
R+ = Reading with emphasis on appreciation

Sm = Questions on the subject matter  
T = Translating from Prose or Verse Set Books  
To = Topic questions  
Tu = Unseen translation  
Tuc = Unseen translation and comprehension



APPENDIX E

STRUCTURE OF A-LEVEL EXAMINATION PAPERS (1973) PLUS HIGHER GRADE

EXAMINATION BOARD	ANCIENT GREEK									LATIN									ALTERNATIVES  'OFFER':						
	PAPER I			PAPER II			PAPER III			STRUCTURE			PAPER I			PAPER II				PAPER III			STRUCTURE		
	Number of pages	Time allowed in hrs.	Number of pages	Time allowed in hrs.	Number of pages	Time allowed in hrs.	PAPER I	PAPER II	PAPER III	Number of pages	Time allowed in hrs.	Number of pages	Time allowed in hrs.	Number of pages	Time allowed in hrs.	PAPER I	PAPER II	PAPER III		PAPER I	PAPER II	PAPER III			
1. University of London (UESEC)	3	2½	1	2½	13	3	Tux3	C	T,R+, T,R+	2	2½	1	2½	10	3	Tux3	C	T,G,Sm, A	3 papers out of 4						
2. The Associated Exam. Board	-	-	-	-	-	-	-	-	-	11	3	3	2½	3	2½	T,R+	Tu,C-R	Tu,BkA	Altern. between sections						
3. Joint Matriculation Board	7	2	7	2	16	3	R+,R+, R+	Tu,Tu	R+,R+, D	7	2	3	2	18	3	C-T- R+	Tu,Tu	R+,R+,D	Altern. between sections						
4. Oxford and Cambridge S.E.B.	9	3	6	2½	5	2½	R+,D	Tu,R+	Tu,C-R	11	3	7	2¼	7	2¼	R+,D	Tu,R+, T,R+	Tu,C-G	3 papers out of 4						
5. Welsh Joint Education Committee	11	2½	3	2½	5	2½	T,Sy, R+	C-R+, T	T,R+	12	2½	4	2½	6	2½	T,Sy, R+	C-R+, T	Tu,R+	Altern. between sections*						
6. Univ. of Cambridge Local Ex. Syndic.	1	2	1½	2	4½	2½	C	Tu	T,BkA	3½	2	1	2	5	2½	C,R, A,G	Tu,Tu	T,BkA	Altern. between sections						
7. Scottish Certif. of Educ. Ex. Board.	9	2½	4	2	1	1½	T,R, Sm,R	Tu,Hc	C(opt- ional paper)	7	2½	4	2	1	1½	T,R, Sm,R	Tu,Hc	C(opt- ional paper)	Altern. between sections						

A = 'appreciation'  
 BkA = questions on background knowledge and appreciation  
 C = Composition  
 D = 'Discuss'

G = Grammar  
 Hc = History and civilisation  
 R = Reading with emphasis on comprehension  
 R+ = Reading with emphasis on appreciation

Sm = Questions on the subject matter  
 Sy = Syntax  
 T = Translation from prescribed books  
 Tu = Unseen translation

\* and Papers

APPENDIX F

GREEK LITERATURE IN TRANSLATION, or GRECO-ROMAN CIVILISATION

STRUCTURE AND CONTENT OF O-LEVEL EXAM. PAPERS

YEAR: 1973

EXAMINATION BOARD	Number of pages of paper	Time allowed	Number of passages	Number of lines	Number of questions	Number of Alternatives 'Answer:'	Structure of the Paper	SUBJECT-MATTER
1. Joint Matriculation Board	4	2½	6+10 topics		6+10	5 out of 12 questions	Section A + Sect. B	Roman Britain, Pericles, Roman Comedy etc.
2. Oxford Local	3	2½	9	47	9	5 out of 9 questions	P3+3+3, Q3+3+3	Homer, Aristophanes, Plato.
3. University of London (U.E.S.E.C.)		3			12	5 out of 12 questions	Sections: A+B+C+D	Epic, Drama, History, Philosophy
4. Univ. of Cambridge Local Ex-Synd.	3	2½	6	34	18+2+6	7 out of 14 questions	Sections: A+B+C (Sm,A)	Aeschylus (Greek Drama), Cicero

A = Appreciation  
P = Context passages  
Q = Questions on Literature  
Sm = Subject-matter

APPENDIX G

C.S.E. CLASSICAL STUDIES

STRUCTURE OF SEVERAL LATIN LANGUAGE EXAMINATION PAPERS

EXAMINATION BOARD	Paper	Number of Pages	Time allowed	Number of passages/lines	Number of questions	Number of alternatives	Structure of the Paper	YEAR	SUBJECT EXAMINED
1. West Midlands E.B.	I	4	2½	5/40	4	1/8	De,R,T,C	May 1971	Latin Language
2. Metropolitan Regional E.B.	I(A)	12	2	7/87	11x4	1/11	R,R,R,R, Tu,Tu,Tu	June 1971	Latin Literature
3. Welsh Joint Education Committee	I	2	2	3/24	6	-	T,T,R,G	1973	Latin Language (Syll. A)
Welsh Joint Education Committee	II	21(-)	2	- -	20	8/20	Ax5, Bx5, Cx5, Dx5	1973	Latin Literature (Syll. A)
Welsh Joint Education Committee	-	1		2/9+11			Reading- Recitation	1973	Reading and Recitation
4. East Midland Regional E.B.	I	-						1974	Latin Language
East Midland Regional E.B.	II	-						1974	Roman Life and Literature
5. Metropolitan Regional E.B.	I	-						1976	LL+Tu, or G+LL+T
Metropolitan Regional E.B.	II	-						1976	Topics

C = Composition  
 De = Derivations  
 G = Grammar  
 G+LL+T = Greek and Latin Literature in Translation

LL = Latin Literature  
 R = Reading with emphasis on comprehension  
 T = Translation from prescribed Book  
 Tu = Unseen Translation

APPENDIX H

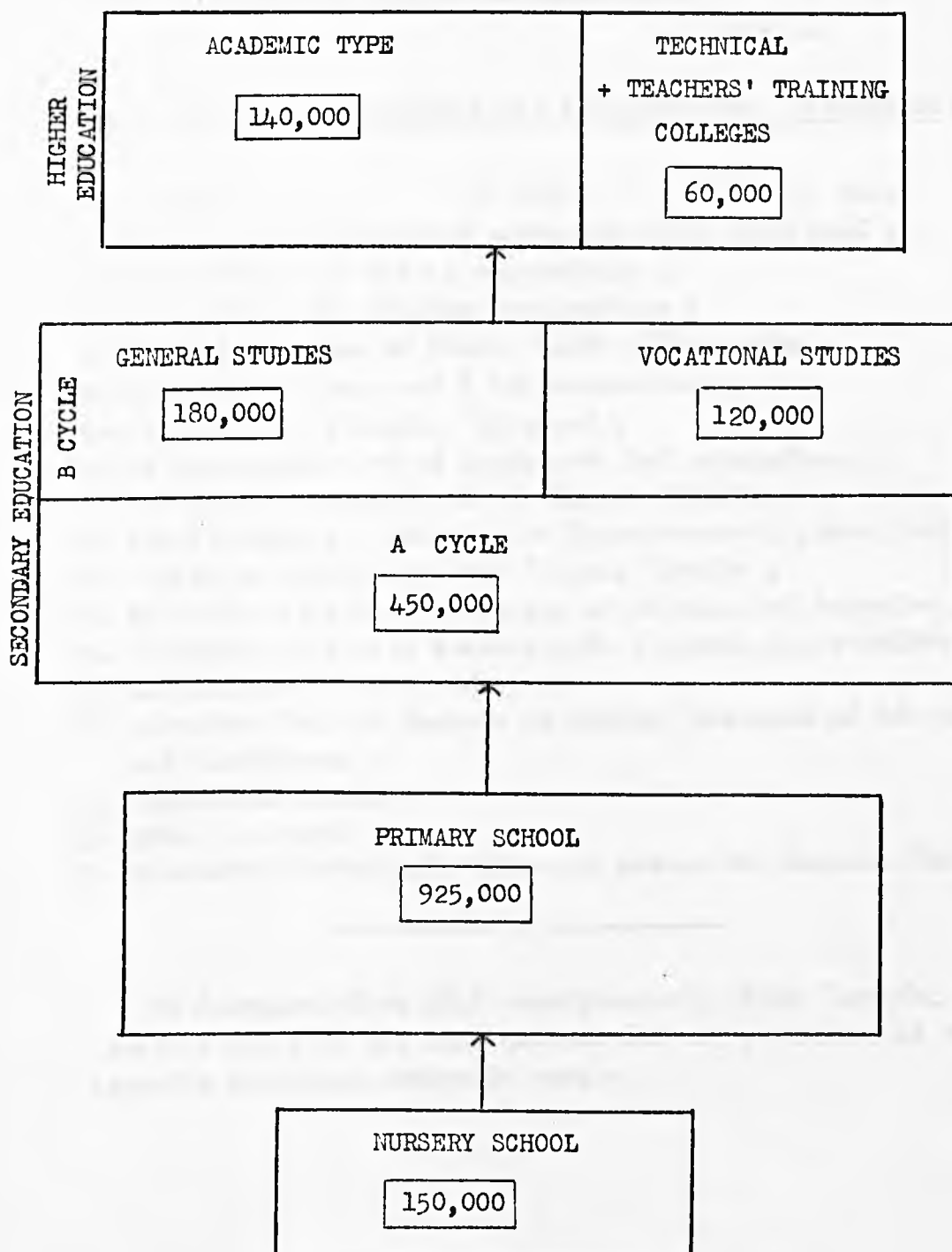
C.S.E. CLASSICAL STUDIES (in ENGLAND AND WALES)

STRUCTURE AND CONTENT OF SEVERAL NON-LINGUISTIC EXAMINATION PAPERS (1971-1974)

EXAMINATION BOARD	Paper	Number of Pages	Time Available in hours	Number of Questions	Number of Alternatives 'Answer'	Structure of the Paper	Subject-Matter	YEAR
1. West Midlands Exam. Board	II	11	2½	12x4	Two sections out of 4	6+6+6 etc.	Greek and Roman History and Social Life	1971, May
. West Midlands Exam. Board	III	4	2½	24+24	18 questions out of 24	Sect.A = 24, Sect.B = 24	Greek and Roman Literature	1971, May
2. Metropolitan Regional Exam. Board	IB	11	2	4x6	4 authors out of 6	4+4+4 etc.	Latin and Greek literature in Translation	1971, Summer
Metropolitan Regional Exam. Board	II	7	2	3x6+1, 3x6+1	25%	6+1, 6+1 etc.	The Roman World - The Greek World	1971, Summer
3. Welsh Joint Education Committee	I	14-16	2	12	8 questions out of 12	Sect.A = 6, Sect.B = 6	Greek and Latin Literature in Translation	1973, Summer
Welsh Joint Education Committee	II	9-12	2	10	6 questions out of 10	1x16, 2x8, 3, 4, 5, 6, 7, 8, 9, 10	Greek and Roman Life and Literature	1973, Summer
4. East Midland Regional E.B.	I	-	2	-	-	1.A+B+C, 2.A+B+C	Greek Life and Literature	1974, Summer
East Midland Regional E.B.	II	-	2	-	-	1.A+B+C 2.A+B+C	Roman Life and Literature	1974, Summer

APPENDIX I

ENROLMENTS ACCORDING TO THE NEW STRUCTURE OF GREEK  
EDUCATION SUGGESTED BY THE MINISTRY OF EDUCATION



Source: The Greek Ministry of Education - Department of Statistics (December, 1975).

## APPENDIX J

ΠΡΟΚΑΤΑΡΚΤΙΚΟ "ΑΠΟΙΚΤΟ" ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ  
ΠΟΥ ΤΟ ΣΥΜΠΛΗΡΩΣΑΝ 100 ΜΑΘΗΤΡΙΕΣ ΕΛΛΗΝΙΚΩΝ ΓΥΜΝΑΣΙΩΝ,  
ΤΡΙΩΝ ΔΙΑΦΟΡΕΤΙΚΩΝ ΤΜΗΜΑΤΩΝ ΤΗΣ Ε' ΤΑΞΕΩΣ (καὶ 14 τῆς Δ' τάξεως).

= ΑΘΗΝΑΙ =

(Θέμα: Τὰ Κλασσικὰ Γράμματα στὴ Σύγχρονη Μῆση 'Εκπαίδευσι)

- |            |          |          |
|------------|----------|----------|
| I. Σχολεῖο | 2. Τάξις | 3. Φύλον |
|------------|----------|----------|
4. Θεωρεῖτε ὅτι τὸ σχολικὸ πρόγραμμα εἶναι πολὺ βαρὺ ;
  5. Ποιὸ μάθημα σᾶς ἀρέσει περισσότερο ;
  6. Ποιὸ μάθημα σᾶς κουράζει περισσότερο ;
  7. Ἀπὸ ποιὸ μάθημα θὰ θέλατε τυχὸν ν' ἀπαλλαγῆτε ;
  8. Προτιμᾶτε τὴ δημοτικὴ ἢ τὴν καθαρρεύουσα ;
  9. Σᾶς ἀρέσουν τὰ ἀρχαῖα Ἑλληνικὰ ;
  10. Θὰ προτιμοῦσατε νὰ τὰ διδάσκεσθε ἀπὸ μεταφράσεις ;
  11. Αἰσθάνεσθε θαυμασμὸ γιὰ τὴν ἀρχαία Ἑλλάδα ;
  12. Σᾶς ἐνόιασε εἶναι ἢ ἐπίσκεψι σὲ ἀρχαιολογικοὺς χώρους καὶ μουσεῖα ;
  13. Διαβάζετε κείμενα γιὰ τὴν Ἀρχαία Ἑλλάδα ;
  14. Θὰ θέλατε νὰ γίνετε φιλόλογος μὲ τὰ σημερινὰ δεδομένα μισθοῦ ;
  15. Θὰ θέλατε νὰ γίνετε φιλόλογος, ἂν ὁ μισθὸς διπλασιαζόταν ;
  16. Σᾶς ἀρέσουν τὰ λατινικὰ ;
  17. Πιστεύετε ὅτι σᾶς ὠφελοῦν τὰ ἀρχαῖα Ἑλληνικὰ μὲ τὸν τρόπο  
ποῦ διδάσκονται ;
  18. Ἐπάγγελμα πατρὸς :
  19. Τόπος γεννήσεώς σας :
  20. Σχολιάστε ἐλεύθερα, ἂν θέλετε, τὸ μάθημα τῶν ἀρχαίων Ἑλληνικῶν.

Τὸ ἐρωτηματολόγιό αὐτὸ συντάχθηκε εἰς LEEDS Ἀγγλίας τὸν  
 Ἀπρίλιο τοῦ 1974 καὶ συμπληρώθηκε ἀπὸ τρεῖς μαθήτριες μὲ τὴν  
 φροντίδα φιλολόγων καθηγητῶν τους.—

APPENDIX K

UNIVERSITY OF LEEDS
DEPARTMENT OF EDUCATION
Supervisors: Professor M.B. Sutherland
Mr. D. McDade

Research Degree Student
Evangelos Milleounis

No. 1.

QUESTIONNAIRE

To be completed by English and Greek Secondary School Pupils

This study is to find out what you think about school subjects, and to compare your answers with those given by people in schools in Greece. It is not a school test and your answers will not be marked by anyone in the school. There are no right or wrong answers. What is needed is an honest statement of your opinion.

HOW TO COMPLETE THE QUESTIONNAIRE

- 1. Please complete section I.
2. Read the questions carefully, one by one, and the possible answers following each question.
3. Choose the answer you agree with most and put an x on the line next to it.
4. For each question give one answer only.
5. You are not required to sign this questionnaire.

SECTION I

- A. Name your school
B. What subjects are you taking?
C. Sex: 1. Male .... 2. Female ....
D. Your age in years: ....
E. Your father's occupation ....
F. State if your marks in the following school subjects are usually:
AA = above average, A = average, BA = below average
Put NA if you are not taking the subject.
1. MATHS .... 2. ENGLISH LITERATURE ....
3. ANCIENT GREEK .... 4. LATIN ....

SECTION II

- 1. Name the one subject you like most:
a. .... (write down one subject)
b. I have no preference ....
c. I do not like any subject very much....
3. What subject would you wish to get rid of?
a. .... (write one subject)
b. More than one subject ....
c. I am undecided ....
d. No subject ....
2. What subject tires you out?
a. .... (write down one subject)
b. More than one subject ....
c. I am undecided ....
d. No subject tires me out ....
4. Do you agree that learning Classics is useful to you?
a. I agree strongly ....
b. I agree ....
c. I am undecided ....
d. I disagree ....
e. I disagree strongly ....

Continued .....

5. What do you think is your Classics teacher's attitude to you?
- He/she thinks I am a good member of the class ....
  - He/she thinks I am not interested in his/her classes ....
  - He/she thinks I am a trouble-maker ....
  - I do not know ....
7. Do you agree that ancient Rome is worthy of admiration?
- I agree strongly ....
  - I agree ....
  - I am undecided ....
  - I disagree ....
  - I disagree strongly ....
9. Do you read books and articles on ancient Rome?
- I do this frequently ....
  - I do this sometimes ....
  - I do this rarely ....
  - I never do this ....
11. Do you actually visit such museums and Roman sites?
- I do this frequently ....
  - I do this sometimes ....
  - I do this rarely ....
  - It is not possible to do this ....
  - I never do this ....
13. How would you like to study the classics? (Latin and/or Greek)
- Mainly in the original ....
  - Mainly through translations ....
  - Through other approaches ....
  - I am undecided ....
15. What is your attitude to becoming a classics teacher?
- I want to become a classics teacher ....
  - I want to become a teacher but not a classics teacher ....
  - I do not want to become a teacher ....
6. Do you agree that ancient Greece is worthy of admiration?
- I agree strongly ....
  - I agree ....
  - I am undecided ....
  - I disagree ....
  - I disagree strongly ....
8. Do you read books and articles on ancient Greece?
- I do this frequently ....
  - I do this sometimes ....
  - I do this rarely ....
  - I never do this ....
10. Are you interested in seeing Roman and Greek exhibits in museums and visiting Roman sites in this country?
- I am greatly interested ....
  - I am interested ....
  - I am undecided ....
  - I am not interested ....
12. Do you intend to read classical authors at a later stage of your life?
- I certainly intend to ....
  - I shall probably do so ....
  - I am undecided ....
  - I do not intend to do so ....
14. Do you prefer to be taught by male or by female classics teachers?
- By male teachers ....
  - By female teachers ....
  - Either ....
16. Complete the following sentences:
- Latin and Greek lessons would be better if .....
  - Pupils who do not learn Latin or Greek in school are .....



ΠΑΝΕΠΙΣΤΗΜΙΟΝ ΕΝ LEEDS

ΟΝΟΜΑ ΔΙΕΞΑΓΟΝΤΟΣ ΤΗΝ ΕΡΕΥΝΑ:

ΤΜΗΜΑ ΠΑΙΔΑΓΩΓΙΚΗΣ

Ε.Κ.ΜΙΛΛΕΟΥΝΗΣ

ΕΠΟΠΤΕΥΟΝΤΕΣ ΚΑΘΗΓΗΤΑΙ:

No I

M. B. SUTHERLAND, Mr. D. McDADE

## ΕΡΩΤΗΜΑΤΟΛΟΓΙΟΝ

ΠΡΟΣ ΣΥΜΠΛΗΡΩΣΙΝ ΥΠΟ ΕΛΛΗΝΩΝ ΚΑΙ ΑΓΓΛΩΝ ΜΑΘΗΤΩΝ (-ΤΡΙΩΝ) ΓΥΜΝΑΣΙΟΥ

Μέ τήν ἔρευνα πού διεξάγομε προσπαθοῦμε νά ἐξακριβώσουμε τί σκέπτεσθε γιά τά σχολικά μαθήματα. Οἱ ἀπαντήσεις πού θά δώσετε δέν πρόκειται νά ἐλεγχθοῦν ἀπό κανένα στό σχολεῖο σας. Δέν ὑπάρχουν σωστές ἢ λανθασμένες ἀπαντήσεις. Ὅ,τι χρειαζόμαστε ἀπό σᾶς εἶναι ἡ εἰλικρινῆς ἔκφραση τῆς γνώμης σας.

ΠΩΣ ΝΑ ΣΥΜΠΛΗΡΩΣΕΤΕ ΤΟ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ

1. Παρακαλοῦμε συμπληρῶστε πρῶτα τήν παράγραφο I: Γυμνάσιον, Τάξεις κ.λ.π.
2. Διαβάστε προσεκτικά τίς ἐρωτήσεις, μία πρός μία, καί τίς δυνατές ἀπαντήσεις πού ἀκολουθοῦν κάθε ἐρώτηση.
3. Διαλέξτε τήν ἀπάντηση, μέ τήν ὁποία συμφωνεῖτε περισσότερο, καί σημειώστε ἕνα X στίς τρεῖς τελεῖες πού ἀκολουθοῦν: π.χ. X
4. Γιά κάθε ἐρώτηση θά δώσετε μία μόνο ἀπάντηση.
5. Δέν εἴσθε ὑποχρεωμένοι νά ὑπογράψετε αὐτό τό ἐρωτηματολόγιο.

ΠΑΡΑΓΡΑΦΟΣ I

- A: Γυμνάσιον:  
 B: Τάξεις:  
 Γ: Εἴσθε μαθητής ἢ μαθήτρια; I. ΜΑΘΗΤΗΣ ... 2. ΜΑΘΗΤΡΙΑ ... π.χ. (μαθητής). X.  
 Δ: Ἡλικία σας εἰς ἔτη: (π.χ. 13) ...  
 E: Ἐπάγγελμα πατρός:  
 ΣΤ: Τελευταῖος σας βαθμός στά: I. ΜΑΘΗΜΑΤΙΚΑ ... 2. ΝΕΑ ΕΛΛΗΝΙΚΑ ...  
 3. ΑΡΧΑΙΑ ΕΛΛΗΝΙΚΑ ... 4. ΛΑΤΙΝΙΚΑ ...

ΠΑΡΑΓΡΑΦΟΣ II

- I. Ποιό μάθημα ἀγαπᾶτε περισσότερο;  
 α. .... (Γράψτε μόνο ἕνα μάθημα)  
 β. Δέν ἔχω προτίμηση ...  
 γ. Δέν ἀγαπῶ πάρα πολύ κανένα μάθημα ...

./.

2. Ποιό μάθημα σᾶς κουράζει περισσότερο;
- α. .... (Γράψτε μόνο ἓνα μάθημα)
- β. Περισσότερα τοῦ ἑνός μαθήματα ...
- γ. Δέν ἔχω σχηματίσει γνώμη ...
- δ. Κανένα μάθημα δέν μέ κουράζει πολύ ...
3. 'Από ποιό μάθημα θά θέλατε τυχόν ν' ἀπαλλαγῆτε;
- α. 'Από τ.....(Γράψτε μόνο ἓνα μάθημα)
- β. 'Από περισσότερα τοῦ ἑνός μαθήματα ...
- γ. Δέν ἔχω σχηματίσει γνώμη ...
- δ. 'Από κανένα μάθημα δέν θέλω ν' ἀπαλλαγῶ ...
4. Συμφωνεῖτε ὅτι ἡ μελέτη τῶν κλασικῶν συγγραφέων σᾶς εἶναι χρήσιμη;
- α. Συμφωνῶ ἀπολύτως ...
- β. Συμφωνῶ ...
- γ. Δέν ἔχω σχηματίσει γνώμη ...
- δ. Διαφωνῶ ριζικά ...
5. Ποιές διαθέσεις νομίζετε ὅτι ἔχει γιά σᾶς ὁ Καθηγητής (ἢ ἡ Καθηγήτρια) τῶν Ἀρχαίων Ἑλληνικῶν ;
- α. Πιστεύει ὅτι ἀποτελῶ ἓνα καλό μέλος τῆς Τάξεως ...
- β. Νομίζει ὅτι δέν μ' ἐνδιαφέρει ἡ διδασκαλία ...
- γ. Θεωρεῖ ὅτι τοῦ (τῆς) δημιουργῶ προβλήματα στήν τάξη ...
- δ. Δέν ξέρω τί πιστεύει γιά μένα ...
6. Συμφωνεῖτε ὅτι ἡ ἀρχαία Ἑλλάς εἶναι ἄξια θαυμασμοῦ;
- α. Συμφωνῶ ἀπολύτως ...
- β. Συμφωνῶ ...
- γ. Δέν ἔχω σχηματίσει γνώμη ...
- δ. Διαφωνῶ ...
- ε. Διαφωνῶ ριζικά. ...

7. Συμφωνείτε ότι η αρχαία Ρώμη είναι άξια θαυμασμού;

α. Συμφωνώ απόλυτως ...

β. Συμφωνώ ...

γ. Δεν έχω σχηματίσει γνώμη ...

δ. Διαφωνώ ...

ε. Διαφωνώ ριζικά ...

8. Διαβάζετε βιβλία και άρθρα για την Αρχαία Ελλάδα;

α. Διαβάζω συχνά ...

β. Διαβάζω, μερικές φορές ...

γ. Διαβάζω σπάνια ...

δ. Δεν διαβάζω ποτέ ...

9. Διαβάζετε βιβλία και άρθρα για την αρχαία Ρώμη;

α. Διαβάζω συχνά ...

β. Διαβάζω μερικές φορές ...

γ. Διαβάζω σπάνια ...

δ. Δεν διαβάζω ποτέ. ...

10. Σας ενδιαφέρει ή έπισκεψη σε αρχαιολογικούς χώρους και μουσεία;

α. Μ' ενδιαφέρει πάρα πολύ ...

β. Μ' ενδιαφέρει ...

γ. Δεν έχω σχηματίσει γνώμη ...

δ. Δεν μ' ενδιαφέρει ...

11. Πόσο συχνά επισκέπτεσθε πράγματι αρχαιολογικούς χώρους και μουσεία;

α. Πηγαίνω πολύ συχνά ...

β. Πηγαίνω μερικές φορές ...

γ. Πηγαίνω σπάνια ...

δ. Δεν μου είναι δυνατόν να πάω ...

ε. Δεν πηγαίνω ποτέ ...

12. Σκοπεύετε να μελετήσετε αρχαίους συγγραφείς αργότερα στη ζωή σας;

α. Ασφαλώς σκοπεύω ...

β. Υπάρχει πιθανότητα να τό πράξω ...

- γ. Δέν ἔχω σχηματίσει γνώμη
- δ. Δέν σκοπεύω
13. Πῶς θά θέλατε νά διδάσκεσθε τοὺς Ἀρχαίους συγγραφεῖς (Ἕλληνες ἢ καὶ Λατίνους);
- α. Κυρίως στό πρωτότυπο ...
- β. Κυρίως σέ λογοτεχνικές μεταφράσεις ...
- γ. ...
- δ. Δέν ἔχω σχηματίσει γνώμη ...
14. Προτιμᾶτε νά σᾶς διδάσκουν καθηγηταὶ ἢ καθηγήτριες φιλόλογοι;
- α. Προτιμῶ νά μέ διδάσκουν καθηγηταὶ Φιλόλογοι ...
- β. Προτιμῶ νά μέ διδάσκουν καθηγήτριες Φιλόλογοι ...
- γ. Δέν ἔχω πρότιμηση ...
15. Θά θέλατε νά γίνετε φιλόλογος καθηγητής (-τρια);
- α. θέλω νά γίνω καθηγητής(-τρια) Φιλόλογος ...
- β. θέλω νά γίνω καθηγητής(-τρια) ἀλλά ὄχι φιλόλογος ...
- γ. Δέν θέλω νά γίνω καθηγητής(-τρια) Γυμνασίου ...
16. Προσπαθῆστε νά συμπληρώσετε τίς προτάσεις πού ἀκολουθοῦν:
- α. Θά μαθαίναμε καλύτερα ἀρχαῖα Ἑλληνικά(ἢ καὶ Λατινικά) ἂν .....
- .....
- .....
- .....
- 17 β. Οἱ μαθηταὶ καὶ οἱ μαθήτριες, πού δέν διδάσκονται Λατινικά, εἶναι .....
- .....
- .....
- γ. Οἱ μαθηταὶ καὶ οἱ μαθήτριες, πού διδάσκονται ἀρχαῖα Ἑλληνικά, εἶναι .....
- .....
- .....
- .....
17. Συμφωνεῖτε ὅτι ἡ καθαρεύουσα θά πρέπη νά ἔχη τό προβάδισμα στό Γυμνάσιο καὶ ὄχι ἡ δημοτικὴ γλῶσσα;
- α. Συμφωνῶ ἀπολύτως ...

- β. Συμφωνῶ ...
- γ. Δέν ἔχω σχηματίσει γνώμη ...
- δ. Διαφωνῶ ...
- ε. Διαφωνῶ ριζικά ...

ΠΑΝΕΠΙΣΤΗΜΙΟΝ ΕΝ ΛΕΕΔΣ

ΟΝΟΜΑ ΔΙΕΞΑΓΟΝΤΟΣ ΤΗΝ ΕΡΕΥΝΑ:

ΤΜΗΜΑ ΠΑΙΔΑΓΩΓΙΚΗΣ

Ε.Κ.ΜΙΛΛΕΟΥΝΗΣ

ΕΠΟΠΤΕΥΟΝΤΕΣ ΚΑΘΗΓΗΤΑΙ:

Μ.Β.ΣΥΤΤΕΡΛΑΝΔ, Μr.Δ.ΜΟΔΑΔΕ

No 2

## ΕΡΩΤΗΜΑΤΟΛΟΓΙΟΝ

ΠΡΟΣ ΣΥΜΠΛΗΡΩΣΙΝ ΥΠΟ ΕΛΛΗΝΩΝ ΚΑΙ ΑΓΓΛΩΝ ΚΑΘΗΓΗΤΩΝ(ΤΡΙΩΝ)ΓΥΜΝΑΣΙΟΥ

ΘΕΜΑ "Τὰ Κλασσικά Γράμματα εἰς τὴν Σύγχρονον Μέσσην Ἑκπαίδευσιν"ΣΥΓΚΡΙΤΙΚΗ ΕΡΕΥΝΑ

Μέ τήν ἔρευνα πού διεξάγομε προσπαθοῦμε κυρίως νά βροῦμε τί σκέπτεσθε γιά τήν διδασκαλία τῶν ἀρχαίων συγγραφέων στή Γυμνάσιά μας καί γενικώτερα γιά τό ἐκπαιδευτικό πρόβλημα στή Χώρα μας.

Οἱ ἀπαντήσεις πού θά δώσετε δέν εἶναι γιά ὑπηρεσιακή χρήση. Ἐλπίζουμε στή θερμή συμπαράστασή σας καί διατελοῦμε μέ πολλές εὐχαριστίες.

ΟΔΗΓΙΕΣ ΓΙΑ ΤΗΝ ΣΥΜΠΛΗΡΩΣΗ ΤΟΥ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟΥ

1. Παρακαλοῦμε, συμπληρῶστε τήν παράγραφο I.
2. Διαβάστε τίς ἐρωτήσεις προσεκτικά, μία πρός μία, καί τίς δυνατές ἀπαντήσεις πού ἀκολουθοῦν κάθε ἐρώτηση.
3. Ἐπιλέξετε τήν ἀπάντηση, μέ τήν ὅποια συμφωνεῖτε περισσότερο, καί σημειώσετε ἕνα X στίς τρεῖς τελεῖες πού τήν ἀκολουθοῦν: Π.χ.  X
4. Γιά κάθε ἐρώτηση θά δώσετε μία μόνο ἀπάντηση.
5. ΠΡΟΣΟΧΗ: Δέν εἴσθε ὑποχρεωμένοι νά ὑπογράψετε τό ἐρωτηματολόγιο αὐτό.

ΠΑΡΑΓΡΑΦΟΣ I: Α' Εἰδικότης σας .....

Β' Χρόνος ἐκπαιδευτικῆς ὑπηρεσίας σας εἰς ἔτη ...

Γ' Εἴσθε καθηγητής ἢ καθηγήτρια; ... I.ΚΑΘΗΓΗΤΗΣ ...

## 2. ΚΑΘΗΓΗΤΡΙΑ

ΠΑΡΑΓΡΑΦΟΣ II:

- I. Τί πιστεύετε γιά τήν παιδευτική ἀξία τῶν ἀρχαίων Ἑλληνικῶν;
  - α. Τό μάθημα αὐτό εἶναι ἐξαιρετικά ἀξιόλογο ...
  - β. Τό μάθημα αὐτό εἶναι ἀξιόλογο ...
  - γ. Δέν ἔχω σχηματίσει γνώμη ...
  - δ. Τό μάθημα αὐτό δέν εἶναι ἀξιόλογο ...

2. Ποιά είναι η γνώμη σας για τὰ Λατινικά;

- α. Τό μάθημα αυτό είναι εξαιρετικά αξιόλογο ...
- β. Τό μάθημα αυτό είναι αξιόλογο ...
- γ. Δέν ἔχω σχηματίσει γνώμη ...
- δ. Τό μάθημα αυτό δέν είναι αξιόλογο ...
- ε. Ἡ διδασκαλία του ἀποτελεῖ ἀπώλεια χρόνου. ...

3. ....

4. Ποιόν τρόπο διδασκαλίας τῶν ἀρχαίων κειμένων ὑποστηρίζετε περισσότερο;

- α. Λεπτομερῆ ἀνάλυση, μετάφραση, ἐρμηνεία τοῦ πρωτοτύπου ...
- β. Διδασκαλία στό πρωτότυπο ἀλλά μέ ἔμφαση στήν γενική σύλληψη τοῦ περιεχομένου ...
- γ. Διδασκαλία μέσω λογοτεχνικῶν μεταφράσεων ...
- δ. ....

5. Μήπως οἱ ἀπαιτήσεις τῶν ἐξετάσεων περιορίζουν τήν πρωτοβουλία σας στήν ἐκλογή μεθόδου διδασκαλίας;

- α. Περιορίζουν τήν πρωτοβουλία μου ἐξαιρετικά ...
- β. Περιορίζουν τήν πρωτοβουλία μου μέχρις ἑνός σημείου ...
- γ. Δέν μέ ἐπηρεάζουν στήν ἐκλογή μεθόδου διδασκαλίας ...
- δ. Μέ καθοδηγοῦν στό νά ἐπιλέξω τήν μέθοδο διδασκαλίας ...
- ε. Μέ καθοδηγοῦν ἐξαιρετικά στό νά ἐπιλέξω τήν μέθοδο διδασκαλίας ...

6. Θεωρεῖτε ὅτι οἱ μέθοδοι διδασκαλίας πού ἐφαρμόζετε εἶναι ικανοποιητικές;

- α. Εἶναι πολύ ικανοποιητικές ...
- β. Εἶναι ικανοποιητικές ...
- γ. Δέν ἔχω σχηματίσει γνώμη ...
- δ. Δέν εἶναι ικανοποιητικές ...

7. Νομίζετε ὅτι οἱ μαθηταί πού διδάσκονται τὰ Ἄρχ. Ἑλληνικά ἐνδιαφέρονται γενικά γιά τό μάθημα αυτό;

- α. Ἐνδιαφέρονται ἐξαιρετικά ...
- β. Ἐνδιαφέρονται ἀρκετά ...

- γ. Δέν ἔχω σχηματίσει γνώμη ...
- δ. Δέν ἐνδιαφέρονται πολύ ...
- ε. ....
8. Νομίζετε ὅτι οἱ μαθηταί πού διδάσκονται τά Λατινικά ἐνδιαφέρονται γενικά γιά τό μάθημα αὐτό;
- α. Ἐνδιαφέρονται ἐξαιρετικά ...
- β. Ἐνδιαφέρονται ἄρκετά ...
- γ. Δέν ἔχω σχηματίσει γνώμη ...
- δ. Δέν ἐνδιαφέρονται πολύ ...
- ε. Τό μάθημα αὐτό τούς προκαλεῖ μεγάλη ἀνία ...
9. Ἔχετε τή γνώμη ὅτι τό ὑπάρχον σύστημα γραπτῶν ἐξετάσεων θά πρέπη ν' ἀλλάξη;
- α. Θά πρέπη ν' ἀλλάξη ὅπωςδήποτε ...
- β. Θά πρέπη νά ὑποστῇ μερικές τροποποιήσεις ...
- γ. Δέν ἔχω σχηματίσει γνώμη ...
- δ. Νομίζω ὅτι τό ὑπάρχον σύστημα εἶναι ικανοποιητικό ...
- ε. Νομίζω ὅτι τό ὑπάρχον σύστημα εἶναι πάρα πολύ ικανοποιητικό ...
10. Θά εὐνοούσατε μία μεταρρύθμιση εἰς βάθος τοῦ ἐκπαιδευτικοῦ συστήματος τῆς χώρας μας ;
- α. Εἶναι ἐπειγόντως ἀναγκαία ...
- β. Θά μοῦ ἦταν ἐπιθυμητή ...
- γ. Δέν ἔχω σχηματίσει γνώμη ...
- δ. Μία μεταρρύθμιση σέ βάθος δέν εἶναι ἀναγκαία ..
- ε. Ἀντιτίθεμαι σφοδρά σέ κάθε ριζοσπαστική μεταρρύθμιση ...
11. Εἶσθε αἰσιδόξος(-η)σχετικά μέ τό μέλλον τῆς Μέσης ἐκπαιδεύσεως στή χώρα μας;
- α. Εἶμαι ἀπολύτως αἰσιδόξος (-η) ...
- β. Εἶμαι αἰσιδόξος (-η) ...
- γ. Δέν ἔχω σχηματίσει γνώμη ...



δ. Δέν εἶμαι οὔτε αἰσιδόξος(-η) οὔτε ἀπαισιδόξος(-η) ...  
ε.

12. Ἐλοθε ἰκανοποιημένος(-η) ἀπό τό ἐπάγγελλμά σας;  
α. Εἶμαι ἀπολύτως ἰκανοποιημένος(-η) ...  
β. Εἶμαι ἀρκετά ἰκανοποιημένος(-η) ...  
γ. Δέν εἶμαι σέ θέση νά πῶ ...  
δ. Δέν εἶμαι ἰκανοποιημένος(-η) ...

13. Ἡ διδασκαλία τῆς Λατινικῆς γλώσσης θά ἔπρεπε νά εἶναι;  
α. Ὑποχρεωτική γιά ὅλους τούς μαθητάς(-τριες) ...  
β. Προαιρετική γιά ὅλους τούς μαθητάς(-τριες) ...

γ. Μόνο γιά μαθητάς(-τριες) πού ἐπιλέγονται μέ κριτή-  
ριο τῆν ἰκανότητά τους.

14. Ἡ διδασκαλία τῆς ἀρχαίας Ἑλληνικῆς γλώσσης θά ἔπρε-  
πε νά εἶναι:

α. Ὑποχρεωτική γιά ὅλους τούς μαθητάς(-τριες) ...  
β. Προαιρετική γιά ὅλους τούς μαθητάς(-τριες) ...  
γ. Μόνο γιά μαθητάς(-τριες) πού ἐπιλέγονται μέ κριτή-  
ριο τῆν ἰκανότητά τους. ...

15.

16. Συμφωνεῖτε ὅτι μία ἀπλοποίηση σέ βάθος στήν ὀρθο-  
γραφία τῆς Νέας γλώσσης(κατάργησις τόνων κ.λ.π.) θά πρέπει νά ἀποφύγῃ;

α. Συμφωνῶ ἀπολύτως ...  
β. Συμφωνῶ ...  
γ. Δέν ἔχω σχηματίσει γνώμη ...  
δ. Διαφωνῶ ...  
ε. Διαφωνῶ ριζικά ...

17. Συμφωνεῖτε ὅτι ἡ καθαρρεύουσα θά πρέπει νά ἔχῃ τό  
προβάδισμα στό Γυμνάσιο καί ὄχι ἡ Δημοτική;

α. Συμφωνῶ ἀπολύτως ...  
β. Συμφωνῶ ...

γ. Δέν ἔχω σχηματίσει γνώμη ...

δ. Διαφωνῶ ...

ε. Διαφωνῶ ριζικά ...

18. Ἐάν ἔχετε νά κάμετε περαιτέρω σχόλια πάνω στή διδασκαλία τῶν ἀρχαίων Ἑλληνικῶν καί τῶν Λατινικῶν, παρακαλοῦμε προσθέστε τα ἐδῶ.

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UNIVERSITY OF LEEDS  
 DEPARTMENT OF EDUCATION  
 Supervisors: Professor M.B. Sutherland  
 Mr D. McDade

Research Degree Student  
 Evangelos Milleounis

No.2

QUESTIONNAIRE

To be completed by English and Greek Secondary School Teachers

Subject: "The Status of the Classics in the Secondary School Curriculum Today". A COMPARATIVE STUDY

HOW TO COMPLETE THE QUESTIONNAIRE

1. Please complete Section I.
2. Read the questions carefully, one by one, and the possible answers following each question.
3. Choose the answer you agree with most and put an x on the line next to it.
4. For each question please give one answer only, except possibly, when answering questions 3 and 4.
5. You are not required to sign this questionnaire.

SECTION I

- A. Please name the subject(s) you teach .....
- B. Length of your teaching service in years .....
- C. Sex:                    1. Male .....                    2. Female ,.....
- D. Type of School: Independent .....    Direct Grant .....    Maintained | Girls' School ...  
 Grammar .....    Comprehensive .....(please indicate age range) | Boys' School ...  
 Other ..... | Co-educational...
- E. Please state approximate numbers entered annually for CSE Latin .... CSE Classical Studies .... 'O' level Latin .... 'O' level Greek .... 'A' level Latin ....  
 'A' level Greek .....

SECTION II

- |  |   |
|--|---|
| <p>1. <u>What do you think about the educational value of ancient Greek?</u></p> <p>a. It is an extremely valuable subject .....<br/>                 b. It is a valuable subject .....<br/>                 c. I am undecided .....<br/>                 d. It is not a valuable subject .....<br/>                 e. Its teaching is a waste of time .....</p> <p>3. <u>If you teach classics, what scheme of classics teaching do you use?</u></p> <p>a. Thorough analysis and translation of original texts .....<br/>                 b. Reading original texts with emphasis on comprehension .....<br/>                 c. Teaching through translations .....<br/>                 d. Teaching through other approaches .....</p> <p>5. <u>Do the demands of examinations limit your initiative in choosing a teaching method?</u></p> <p>a. They limit my initiative excessively .....<br/>                 b. They limit my initiative to some extent .....</p> | <p>2. <u>Please state your opinion on Latin:</u></p> <p>a. It is an extremely valuable subject .....<br/>                 b. It is a valuable subject .....<br/>                 c. I am undecided .....<br/>                 d. It is not a valuable subject .....<br/>                 e. Its teaching is a waste of time .....</p> <p>4. <u>What scheme of classics teaching do you ideally favour?</u></p> <p>a. Thorough analysis and translation of original texts .....<br/>                 b. Reading original texts with emphasis on comprehension .....<br/>                 c. Teaching through translations .....<br/>                 d. Teaching through other approaches.....</p> <p>c. They have no influence on my choice of method .....<br/>                 d. They are helpful in guiding my choice of method .....<br/>                 e. They are extremely helpful in guiding my choice of teaching .....</p> |
|--|---|

6. Do you think that teaching methods you are applying are satisfactory?
- They are very satisfactory .....
  - They are satisfactory .....
  - I am undecided .....
  - They are unsatisfactory .....
7. Do you think that pupils who are taught ancient Greek are, in general, interested in the subject?
- They are greatly interested .....
  - They are fairly interested .....
  - I do not know .....
  - They are not much interested .....
  - They are bored by the subject .....
8. Do you think that pupils who are taught Latin are, in general, interested in the subject?
- They are greatly interested .....
  - They are fairly interested .....
  - I do not know .....
  - They are not much interested .....
  - They are bored by the subject .....
9. Do you think that the present techniques of examining should be changed?
- They should be greatly changed .....
  - They need some modifications .....
  - I am undecided .....
  - I think the present techniques are adequate .....
  - I think the present techniques are very satisfactory .....
10. Would you favour a radical reform of the educational system in this country?
- It is urgently necessary .....
  - It is desirable .....
  - I am undecided .....
  - A radical reform is not necessary .....
  - I strongly oppose a radical change....
11. If you consider radical reform desirable indicate briefly the type of reform you have in mind
- .....
- .....
- .....
12. Are you optimistic with regard to the future of secondary education in this country?
- I am strongly optimistic .....
  - I am optimistic .....
  - I am not either optimistic or pessimistic .....
  - I am rather pessimistic .....
  - I am strongly pessimistic .....
13. Are you satisfied with the profession of teaching?
- I am well satisfied .....
  - I am quite satisfied .....
  - I cannot say .....
  - I am not satisfied .....
14. The study of the Latin language should be:
- Compulsory for all pupils .....
  - Optional for all pupils .....
  - Optional for pupils selected on the basis of ability .....
15. The study of ancient Greek language should be:
- Compulsory for all pupils .....
  - Optional for all pupils .....
  - Optional for pupils selected on the basis of ability .....
16. Classical studies through English should be:
- Compulsory for all pupils .....
  - Optional for all pupils .....
17. If you have further comments on classics teaching, please add them here:
- .....
- .....
- .....

APPENDIX N(a)

University of Leeds,  
Department of Education,  
LEEDS.  
LS2 9ST.

Date:

Dear Colleague,

I am a research student working in the area of comparative education under the supervision of Professor M.B. Sutherland and Mr. D. McDade, of Leeds University, Department of Education.

The subject of my proposed thesis is a study of the present status of the Classics in British and Greek secondary education.

I should very much appreciate your co-operation in this project: would you please complete the questionnaire enclosed and return it to me as soon as it is convenient for you to do so.

Yours sincerely,

Mr. E. Milleounis

APPENDIX OTHE PRELIMINARYGREEK QUESTIONNAIRE AND THE DATA IT OFFERS

Number of pupils: 114; class E, and F (14 pupils); age: 16-18;  
sex: female; area: Athens. Year: 1974.

1. Do you think that your school work is too hard?

YES	91
NO	17
PARTLY	5
NO ANSWER	1
TOTAL:	114

2. What subject do you like most?

HISTORY	27
MATHEMATICS	22
PHYSICS	16
ANCIENT GREEK	14
MODERN GREEK	10
OTHER SUBJECTS	25
TOTAL:	114

3. What subject tires you out?

MATHEMATICS	39
LATIN	21*
PHYSICS	19
ANCIENT GREEK	12
CHRISTIAN MORALITY etc.	10
OTHER SUBJECTS	13
TOTAL:	114

4. What subject would you wish to get rid of?

MATHEMATICS	29
LATIN	26
PHYSICS	17
ANCIENT GREEK	11
NO SUBJECT	7
MODERN GREEK	1
OTHER SUBJECTS	23
TOTAL:	114

5. Do you like ancient Greek?

YES	67
NO	32
PARTLY	12
NO ANSWER	3
TOTAL:	114

6. How would you prefer to be taught ancient Greek (in the original or through translations)?

ORIGINAL	22
TRANSLATIONS	83
BOTH	4
NO ANSWER	5
TOTAL:	114

\* 14 pupils were not taking Latin.

7. <u>Do you admire ancient Greece?</u>			12. <u>Would you like to become a philologist if present teachers' salaries were doubled?</u>		
YES	108		YES	12	
WITH RESERVATIONS	6		NO	100	
TOTAL:	114		PROBABLY	2	
8. <u>Are you interested in visiting museums and ancient Greek sites?</u>			TOTAL:	114	
YES	102		13. <u>Are you in favour of katharevousa or of the demotic language?</u>		
NO	3		KATHAREVOUSA	28	
PARTLY	5		DEMOTIC LANGUAGE	82	
NO ANSWER	4		BOTH	4	
TOTAL:	114		TOTAL:	114	
9. <u>Do you read articles and texts on ancient Greece?</u>			14. <u>Do you think that the teaching method of ancient Greek is functional to your education?</u>		
YES	38		YES	21	
NO	53		NO	71	
RARELY	23		PARTLY	16	
TOTAL:	114		NO ANSWER	6	
10. <u>Do you like Latin?</u>			TOTAL:	114	
YES	29		15. <u>Where were you born?</u>		
NO	61		in ATHENS	57	
PARTLY	6		in GREEK DISTRICTS	48	
NO ANSWER	3		ABROAD	9	
NO OPINION*	14		TOTAL:	114	
VAGUE ANSWER	1		16. <u>What is your father's occupation?</u>		
TOTAL:	114		STATE OFFICIALS etc.	29	
11. <u>Would you like to become a philologist-teacher under present conditions?</u>			PRIVATE OFFICIALS	10	
YES	6		BUSINESS	24	
NO	108		MANUAL WORKERS	38	
TOTAL:	114		SCIENTISTS	12	
			NO ANSWER	1	
			TOTAL:	114	

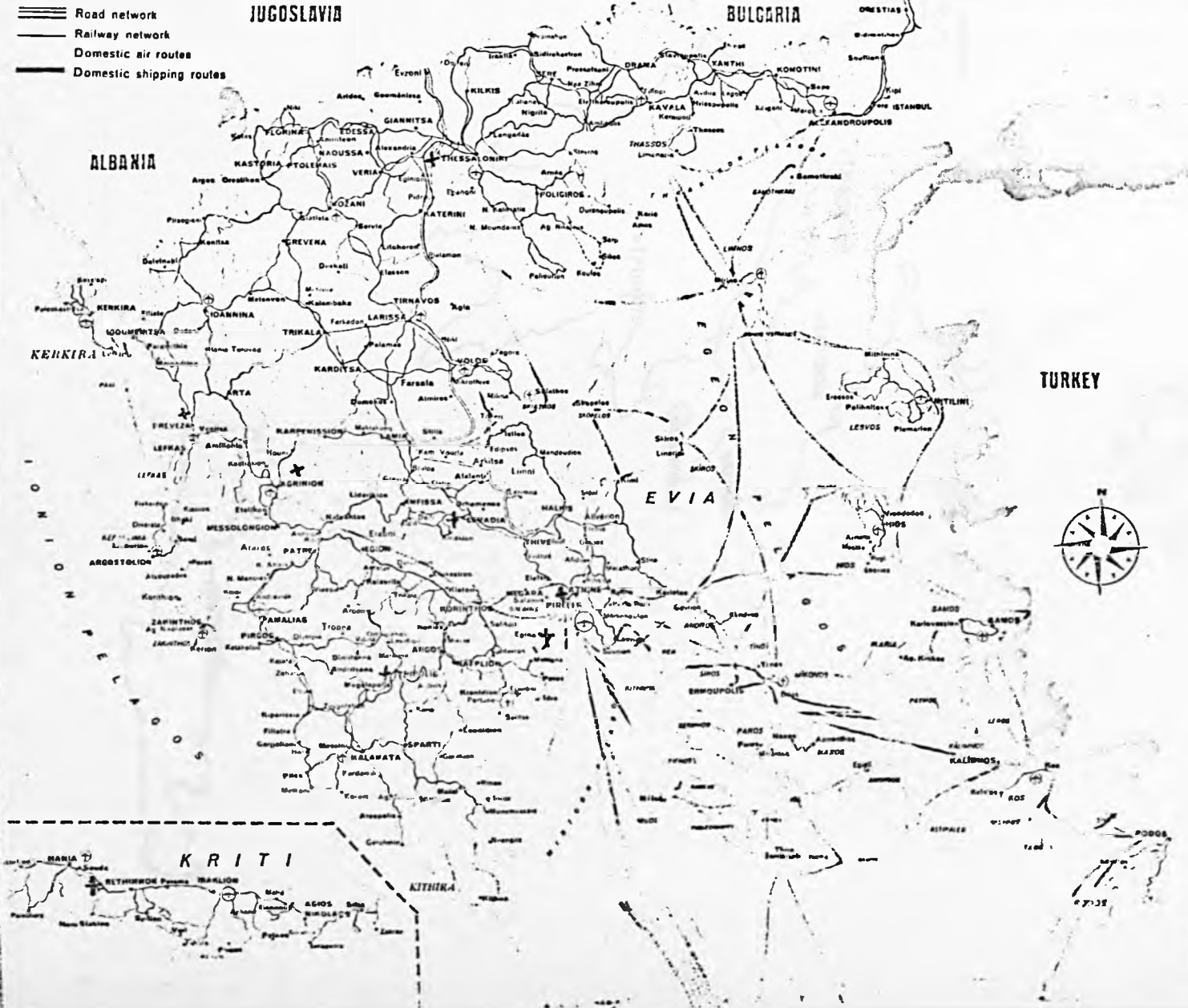
17, 18, 19: Name: Your school, class, sex.

20. Comment on Classics teaching, if you like.

\* As not taking the subject.

- Key to map**
- ==== Road network
  - Railway network
  - Domestic air routes
  - Domestic shipping routes

SCALE 1 3000 000



**ADMINISTRATIVE DIVISIONS OF GREECE**

**DEPARTMENTS BY GEOGRAPHIC REGIONS AND THEIR CAPITALS**

**Central Greece and Euboea**

- |                        |             |
|------------------------|-------------|
| 1. Aetolia - Akarnania | Messolonghi |
| 2. Attika              | Athens      |
| 3. Boeotia             | Levadia     |
| 4. Euboea              | Chalkis     |
| 5. Evritania           | Karpenissi  |
| 6. Piraeus             | Piraeus     |
| 7. Phthiotis           | Lamia       |
| 8. Phokis              | Amfissa     |

**Peloponnesa**

- |              |          |
|--------------|----------|
| 1. Argolis   | Nafplion |
| 2. Arkadia   | Tripolis |
| 3. Akhaia    | Patras   |
| 4. Iliia     | Pyrgos   |
| 5. Korinthia | Corinth  |
| 6. Lakonia   | Sparta   |
| 7. Messinia  | Kalamata |

**Ionian Islands**

- |               |           |
|---------------|-----------|
| 1. Zakynthos  | Zakynthos |
| 2. Corfu      | Corfu     |
| 3. Cephalonia | Argostoli |
| 4. Lefkas     | Lefkas    |

**Epirus**

- |               |             |
|---------------|-------------|
| 1. Arta       | Arta        |
| 2. Thesprotia | Igoumenissa |
| 3. Ioannina   | Ioannina    |
| 4. Preveza    | Preveza     |

**Thessaly**

- |              |          |
|--------------|----------|
| 1. Karditsa  | Karditsa |
| 2. Larissa   | Larissa  |
| 3. Magnissia | Volos    |
| 4. Trikala   | Trikala  |

**Makedonia**

- |                 |              |
|-----------------|--------------|
| 1. Grevena      | Grevena      |
| 2. Drama        | Drama        |
| 3. Imathia      | Veria        |
| 4. Thessaloniki | Thessaloniki |
| 5. Kavala       | Kavala       |
| 6. Kastoria     | Kastoria     |
| 7. Kilkis       | Kilkis       |
| 8. Kozani       | Kozani       |
| 9. Pelis        | Edessa       |
| 10. Pieria      | Katerini     |
| 11. Serrai      | Serrai       |
| 12. Florina     | Florina      |
| 13. Halkidiki   | Polygyros    |
|                 | Aghion Oros  |

**Thrace**

- |           |                 |
|-----------|-----------------|
| 1. Evros  | Alexandroupolis |
| 2. Xanthi | Xanthi          |
| 3. Rodepi | Komotini        |

**Aegean Islands**

- |               |            |
|---------------|------------|
| 1. Dodecanese | Rhodes     |
| 2. Cyclades   | Ermoupolis |
| 3. Lesbos     | Mityli     |
| 4. Samos      | Samos      |
| 5. Chios      | Chios      |

**Crete**

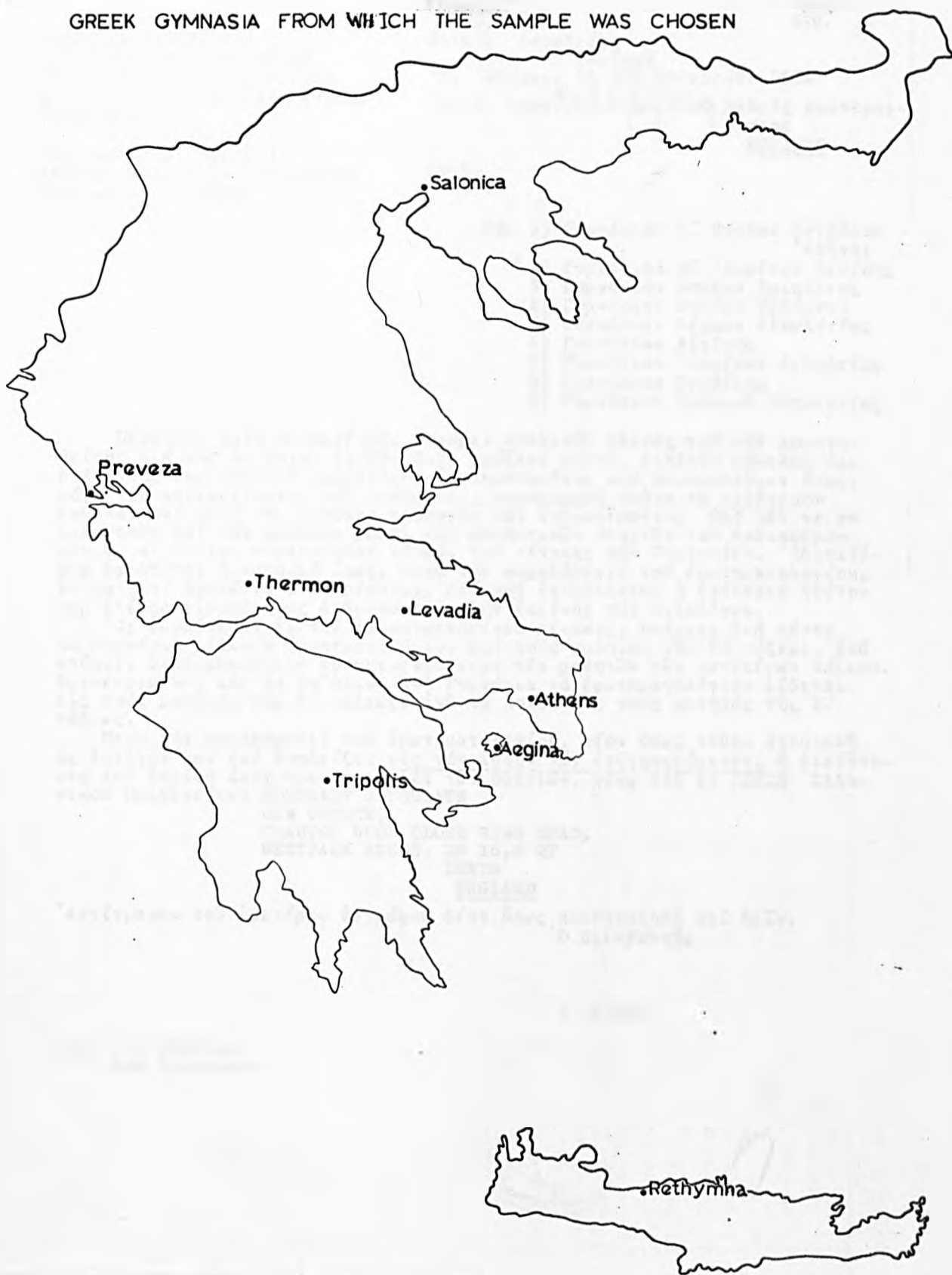
- |             |                |
|-------------|----------------|
| 1. Iraklio  | Iraklion       |
| 2. Lassithi | Agios Nikolaos |
| 3. Rethymno | Rethymno       |
| 4. Chania   | Chania         |





APPENDIX Q

GREEK GYMNASIA FROM WHICH THE SAMPLE WAS CHOSEN





APPENDIX S

I. MARKS\* GAINED IN SEVERAL SCHOOL SUBJECTS, (item, F) BY 'O-LEVEL' GREEK POPULATION

GYMNASIUM	Sex of pupils	S U B J E C T S					
		Maths	Modern Greek	Ancient Greek	Latin	Average of all marks	Number of pupils
Athens-Salonica	Males	13.95	14.26	13.93	14.80	14.23	45
1. Levadeia	"	12.16	12.93	12.83	12.23	12.53	30
2. Preveza	"	12.83	11.75	11.83	12.75	12.29	12
3. Thermon	"	12.75	13.00	12.87	13.87	13.12	8
4. Aegina	"	12.80	14.40	14.80	18.00	15.00	5
Average	"	12.89	13.26	13.25	14.33	13.43	
1. Athens	Females	13.18	14.45	14.08	15.90	14.40	37
2. Tripolis	"	12.86	14.66	14.60	16.20	14.58	15
3. Rethymna	"	12.20	14.33	14.06	13.93	13.63	15
4. Thermon	"	12.86	12.86	13.46	16.26	13.86	15
5. Preveza	"	14.06	12.73	14.26	15.46	14.12	15
6. Aegina	"	11.00	14.00	12.00	15.66	13.16	3
Average	"	12.69	13.83	13.74	15.56	13.95	

II. DISTRIBUTION OF MARKS ACCORDING TO SCHOOL AREA

1. Athens-Salonica	Males	13.95	14.26	13.93	14.80	14.23	45
2. Athens	Females	13.18	14.45	14.08	15.90	14.40	37
Average	M + F	13.56	14.35	14.005	15.35	14.31	41
3. Districts	Males	12.63	13.02	13.08	14.21	13.23	55
4. "	Females	12.59	13.71	13.67	15.50	13.87	63
Average	M + F	12.61	13.36	13.37	14.85	13.55	59
Total average of all pupils	M + F	13.08	13.85	13.68	15.10	13.93	

\* Scale of marking: 0-20.

## APPENDIX T

## ON THE ENGLISH SAMPLE:

## PUPILS' ATTITUDE TO THE SCHOOL CURRICULUM

SUBJECT	1. Subjects the respondents like most.							2. Subjects that tire the respondents out.							3. Subjects the respondents would wish to get rid of.						
	BEGINNERS			O-LEVEL				BEGINNERS			O-LEVEL				BEGINNERS			O-LEVEL			
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	Total: B + O	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	Total: B + O	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	Total: B + O
1. English	15	11	26	9	11	20	46	4	1	5	3	1	4	9	1	1	2	1	-	1	3
2. Maths	9	12	21	8	12	20	41	6	15	21	6	4	10	31	1	7	8	4	5	9	17
3. French	3	8	11	7	18	25	36	11	-	11	12	-	12	23	10	11	21	6	2	8	29
4. History	3	6	9	14	7	21	30	2	3	5	3	4	7	12	-	4	4	4	-	4	8
5. Biology	7	7	14	8	8	16	30	-	-	-	-	1	1	1	1	-	1	-	4	4	5
6. Geography	7	8	15	11	4	15	30	4	-	4	3	4	7	11	5	1	6	5	4	9	15
7. Chemistry	11	-	11	12	4	16	27	16	2	18	9	2	11	29	18	2	20	5	9	14	34
8. Art	4	5	9	-	8	8	17	-	-	-	-	-	-	-	1	-	1	-	-	-	1
9. Latin	8	4	12	4	1	5	17	4	5	9	6	12	18	27	4	9	13	8	20	28	41
10. Physics	7	-	7	5	3	8	15	5	11	16	6	7	13	29	8	11	19	7	5	12	31
11. Music	-	2	2	1	4	5	7	2	2	4	-	-	-	4	3	2	5	-	1	1	6
12. German	1	-	1	1	5	6	7	-	-	-	5	2	7	7	-	-	-	3	1	4	4
13. Games	5	-	5	-	-	-	5	7	-	7	2	4	6	13	2	-	2	1	1	2	4
14. P.E.	1	6	7	-	-	-	7	-	7	7	-	-	-	7	-	5	5	-	-	-	5
15. Divinity	1	-	1	2	1	3	4	6	2	8	5	-	5	13	7	-	7	14	5	19	26
16. Drama	4	4	8	-	-	-	8	1	-	1	-	-	-	1	2	-	2	-	-	-	2
17. D.S.	-	3	3	-	1	1	4														
18. Spanish-Russian	-	-	-	-	2	2	2														
19. Craft-metal	2	-	2	-	-	-	2									3	3				3
20. Computer	-	-	-	1	-	1	1														
21. Economics	-	-	-	-	1	1	1				1	1	2	2							
22. Other subjects	-	5	5	2	-	2	7	1	4	5	-	2	2	7		2	2				2
TOTAL	88	81	169	85	90	175	344	69	52	121	61	44	105	226	63	58	121	58	57	115	236

KEY: B+O = Beginners + O-level.

APPENDIX U

SUBJECTS THE GREEK RESPONDENTS LIKE MOST (item, 1)

Percentages and actual numbers

Level of studies	Sex	Ancient Greek	Modern Greek	Maths	Scripture	History	Physics/Chemistry	Foreign languages	Various subjects	Psychology	Anthropology	No preference	No subject "very much"	Geography	No answer
Beginners	Boys	26	4	24	17	10	3	2	4	-	-	8	-	2	-
"	Girls	42	5	11	15	8	3	2	8	-	-	6	-	-	-
Average	B + G <sup>1</sup>	34	4.5	17.5	16	9	3	2	6	-	-	7	-	1	-
B. Class	B + G	21	4	21	-	15	4	5	11	-	-	7	8	4	-
"O-level"	Boys	15	6	15	-	23	18	-	5	2	2	10	4	-	-
" "	Girls	7	11	12	2	9	2	4	10	8	6	16	12	-	1
Average	B + G	11	8.5	13.5	1	16	10	2	7.5	5	4	13	8	-	0.5
TOTAL AVERAGE	B + G	22	5.66	17.33	5.66	13.33	5.66	3	8.16	(5)*	(4)*	9	5.33	1.66	-
Actual numbers	B + G														
	B + O	111	30	83	34	65	30	13	38	10	8	47	24	6	1
														TOTAL: 500 Pupils	

1. Key: B + G = Boys + Girls

B + O = Beginners + "O-Level"

\* Subjects not taken by beginners

APPENDIX V

SUBJECTS WHICH TIRE THE RESPONDENTS OUT (item,2)

Percentages and actual numbers

Level of studies	Sex	Ancient Greek	Latin	History	Maths	Physics	More than one subject	No subject	Un-decided	Other subjects	Foreign Languages
Beginners	Boys	13	-	-	30	-	-	25	14	14*	4
Beginners	Girls	1	-	29	8	-	-	37	16	9	-
Average	B + G	7	-	14.5	19	-	-	31	15	11.5	2
"O-level"	Boys	13	16	-	21	-	13	12	14	11	-
"O-level"	Girls	16	6	-	22	10	24	12	6	4	-
Average	B + G	14.5	11	-	21.5	5	18.5	12	10	7.5	-
TOTAL AVERAGE	B + G	10.75	(11)**	7.25	20.25	2.5	9.25	21.5	12.5	9.5	1
Actual numbers	B + G B + O	43	22	29	81	10	37	86	50	38	4
										Total: 400	

\* Geography, R.E., Modern Greek, Art, Psychology

\*\* Subject taken only by "O-level" pupils.

APPENDIX X

SUBJECTS THE RESPONDENTS WOULD WISH TO GET RID OF (item,3)

Percentages and actual numbers

Level of studies	Sex	Ancient Greek	Latin	Maths	Physics	History	Foreign languages	No subject	More than one	Un-decided	Other subjects
Beginners	Boys	5	-	16	4	1	3	56	-	6	9
Beginners	Girls	-	-	4	-	32	-	47	-	10	7
Average	B + G	2.5	-	10	2	16.5	1.5	51.50	-	8	8
"O-level"	Boys	4	35	8	-	-	9	12	20	6	6
"O-level"	Girls	11	25	13	6	-	5	10	21	9	-
Average	B + G	7.5	30	10.5	3	-	7	11	20.5	7.5	3
Total average	B + G	5	(30)*	10.25	2.5	8.25	4.25	31.25	10.25	7.75	5.5
Actual numbers	B + G B + O	20	60	41	10	33	17	125	41	31	22
										Total: 400	

\* Subject not taken by beginners