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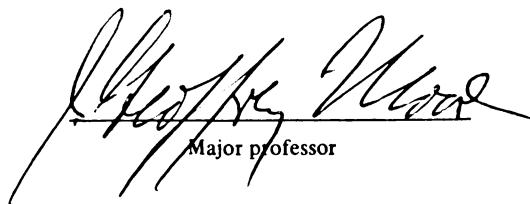
GREEK AND MICHIGAN EDUCATION

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A COMPARATIVE STUDY OF SELECTED AREAS IN  
GREEK AND MICHIGAN EDUCATION

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## ABSTRACT

### A COMPARATIVE STUDY OF SELECTED AREAS IN GREEK AND MICHIGAN EDUCATION

By

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This study has reviewed the highlights of the historical development of Greek education from 1827 to 1977 and has compared selected areas of education in Greece with similar programs in Michigan. Emphasis is given to special education and the major effort is in the areas of the visually impaired, hearing impaired, and educable mentally impaired. Important features of the proposed "Draft Law About Special Education, Special Professional Training, Employment and Social Welfare of Disadvantaged Persons, 1977" are discussed and compared with Michigan law and practices. Finally, recommendations are suggested for implementation of this law and for the improvement of Special Education in Greece.

Adequate education for the Greek masses has been slow in evolving due to social, cultural, political and economic factors. Greece's location at the crossroads of the world between east and west has made it a coveted prize throughout history. Modern Greek history is replete with political turmoil including wars and assassinations, all of which have had a detrimental effect on Greek education. Greek education has been affected by



European educational practices, especially those of Germany and France, which did not meet the needs of this nation. In addition, Greek education has been hampered by polyglossy and has been under the control of the intellectual and political elite composed of leaders of the Greek Orthodox Church, the University of Athens, and the Secondary School Teachers' Organization. Another shortcoming is that Greek education is centrally controlled. The title of the central agency, Ministry of National Education and Religion, is significant. Support of education has been further hampered by inadequate economic development. This is primarily due to inadequate education of the masses. The gross national product of Greece is one of the lowest in Europe and only 1.6 percent of the GNP is allocated for education.

Education of elementary and secondary teachers, who change an assembly of youth into an institution of living and learning, has been described as inadequate. Two laws, 842/1971 and 748/1970, on the organization of Pedagogical Academies and teacher preparation are discussed.

Special Education in Greece dates back only forty years. Greek attitudes toward the handicapped have evolved from ancient practices of infanticide to acceptance and maximization of their potential. A number of Greek laws establishing Special Education are discussed and emphasis given on the latest proposed Draft Law on Special Education, 1977. This law is evaluated on the basis of a similar Michigan law and on a comparison of Greek and Michigan

practices in special education with emphasis in the areas of the visually impaired, hearing impaired, and educable mentally impaired.

The study concludes with a series of recommendations primarily limited to special education and emphasizing the three specific areas of the visually impaired, the hearing impaired and the educable mentally impaired. Highlights of the recommendations include adequate funding and staffing for the aforementioned area, improved teacher preparation, establishment of guidelines and a continuous evaluation program, research, use of an interdisciplinary team approach, adequate diagnosis and placement, individualized instruction, and vocational education.

This dissertation is dedicated  
to the memory of  
Thomas James Sgouris,  
my only and beloved son,  
enthusiastic scholar,  
whose high educational aspirations were an inspiration to his  
parents and to all who knew him.

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## CHAPTER I

### INTRODUCTION

#### Purpose, Nature and Scope

In this study the writer will review modern Greek education, including special education, and compare selected areas of special education in Greece with programs in the United States, particularly in Michigan. An analysis of the salient articles of the proposed "Draft Law About Special Education, Special Professional Training, Employment and Social Welfare of Disadvantaged Persons," Republic of Greece, Ministry of National Education and Religion, Athens: 1977, will be made. The important features of the proposed law, which will go into effect May 1978,<sup>1</sup> will be identified and compared with the Michigan Law and Guidelines for Special Education Programs and Services. Recommendations, based on Michigan law and guidelines, for the implementation of special education programs for the visually impaired, the hearing impaired and the educable mentally impaired in Greece will be made for consideration.

In order to accomplish this purpose the writer will present a brief background of the historical development of Greek education from 1827 to 1977. In addition, the relationship of Greek education and Greek social, cultural, political and economic development will be discussed. Further clarification of the influences affecting Greek education, programs and teacher preparation will be made by a



discussion of the Greek educational setting. This includes teacher preparation, the teacher, student, administrator and the school and community.

Lastly, a comparison will be made between Greece and the State of Michigan in the areas of the visually impaired, hearing impaired and educable mentally impaired. Michigan was chosen rather than the entire United States because as a political unit Greece and Michigan are approximately the same size geographically; the two units are similar demographically; they both have democratic forms of government; and the two governmental units are economically involved in agriculture, fisheries and manufacturing.

### Significance

The significance of this dissertation is threefold. It is the first document to contain a comparison of special education practices in the United States, particularly in Michigan, with those in Greece. Secondly, selected areas in Greek special education are described and evaluated in light of current theory and practices in these areas in the State of Michigan. Third, this study is significant because recommendations are made concerning steps which might be taken to augment and improve Greek special education.

### Sources of Information

In connection with this research two types of sources were available. The primary sources consisted of laws pertaining to general and special education in Greece; laws, codes and guidelines pertaining to special education in Michigan and the latest United

States law pertaining to education of the handicapped. In addition, there were interviews with persons throughout the Greek educational system and observations based on school visitations and discussions with (a) administrators and members of the Greek Ministry of Education and Religion, (b) school administrators, (c) teachers, (d) audiologists, (e) physicians, and (f) parents.

Up to this time there is a paucity of literature pertaining to special education in Greece. The writer in reviewing the literature concerning special education found nothing definitive in this area. The need for special education programs and instructional methods for the handicapped has been recognized since 1937 and 1938. There were two brief laws passed during this period: Law 453/1937, "About the Creation of a School for the Abnormal and Disadvantaged Children," and Law 1049/1938, "About the Revision and Supplementation of Law 453."

These two laws provided for compulsory education for blind children and recognized private schools for the blind. In addition, the laws provided for the establishment in Athens of special education schools for the mentally retarded.

It was not until 1951 with the enactment of Law 1904/1951, "About Protection and Restitution of the Blind," that schools for the blind and compulsory education for blind children were established. These were private institutions with inadequate programs and instructional methods.

In 1956, Law 3635/1956, "About Recognition of Private Elementary Schools for the Hard of Hearing and Deaf Students as

Equal to the Public Ones and About Their Programs and Curriculums and About Government Assistance of Such," recognized private elementary schools for the deaf and hearing impaired.

The year 1965 brought the recognition of a private high school for the deaf and hearing impaired with the enactment of Law Decree 4466, "About Recognition of the Model Special Educational Institution Operated Private High School for the Hard of Hearing and Deaf Children as Equal to the Public High Schools.

#### Limitations of the Study

This study is primarily concerned with, first, an analysis and evaluation of Law 842/1971 entitled "On Reorganization of Pedagogical Academies" and on a proposed law to become effective May 1978, entitled "Draft Law About Special Education, Special Professional Training, Employment and Social Welfare of Dis-advantaged Persons," 1977. Secondly, this study is limited to an analysis and evaluation of special education programs for the visually impaired, the hearing impaired and the educable mentally impaired. A further limitation of the study is that visitations to and observations of schools for the handicapped were made primarily in Athens and the surrounding territory.<sup>3</sup> Fourth, this study is limited to a discussion of programs in special education. It does not deal with methodology.

### Organization

The organization of the dissertation is as follows.

Chapter I is the introduction which includes the purpose and significance of the study, its limitations and resources and the organization of the study. Chapter II contains an historical review of some of the features in the development of Greek education. In addition, the chapter includes the social, cultural, political and economic development of Greece and its effect on the development of Greek education. In Chapter III the Greek educational setting is depicted. The main emphasis of the study is in Chapter IV, i.e., special education in Greece, compared to United States and Michigan special education practices. This includes the visually impaired, the hearing impaired, and the educable mentally impaired. Chapter V is an evaluation of the "Draft Law About Special Education, Special Professional Training, Employment and Social Welfare of Disadvantaged Persons," 1977. In Chapter VI the dissertaiton is summarized and contains recommendations for the implementation of the proposed Law About Special Education, 1977.

## FOOTNOTES: CHAPTER I

<sup>1</sup>Personal communique (telephone) March 15, 1978, with the Hellenic Republic Ministry of National Education and Religion, Athens.

<sup>2</sup>Publication No. 10, Education in Greece, Kingdom of Greece, Ministry of National Education and Religion General Directorate of General Education (Athens: National Printing Office, 1973), p. 9.

<sup>3</sup>See Visits and Interviews Bibliography.

## CHAPTER II

### HISTORICAL DEVELOPMENT OF GREEK EDUCATION

A limited historical background of modern Greece and of the development of Greek education from 1827-1977 is described. In addition the social, cultural, political and economic development of Greece is discussed.

The factors involved in the slow evolution of an adequate Greek education for the masses become apparent in this chapter and serve as a basis for understanding the late development of special education in Greece.

#### Historical Background of Modern Greece (1827-1977)

Greece's location at the crossroads of the world between east and west has made it a pawn throughout history. Control of Greece with its many fine harbors and central location of trade in the eastern Mediterranean has been and still is of value for military command of the region. A great deal of world history revolves about the Greek peninsula involving many people such as the Dorians, Ionians, Persians, Arabs, Turks, Romans, French, British, Germans, Russians, Slavs, Asiatics and Americans.<sup>1</sup>

This small peninsula of 51,182 square miles<sup>2</sup> is comparable to the size of Michigan (56,872 square miles). Greece has a population of 8,736,367,<sup>3</sup> which is also comparable to Michigan's population

of 9,157,000. It has few natural resources, but, because of its location, it has been a long sought after goal of the great powers throughout history.

Greece had been enslaved by the Turks during the 400 years of Ottoman occupation from 1453-1821. After eight years of war she won her independence and was declared a kingdom by the 1827 Treaty of London signed by England, France and Russia. In 1827 John Capodistrias became the first regent of the new nation but was assassinated in 1831. England, France and Russia by consensus appointed seventeen-year-old Otho of Bavaria as king in 1832.<sup>4</sup> His lack of understanding of Greek traditions and his authoritarian rule resulted in his overthrow by a military revolt in 1862. Prince George of Denmark was then appointed in 1863 as king by England, France, Russia and Denmark and was known as King George the First. A new constitution was ratified at this time calling for a parliamentary form of government which was never achieved. King George was subsequently assassinated and was succeeded by his son, Constantine.

In 1912 Greece took part in the Balkan Wars and also participated in World War I on the side of the Allies. As a result, the size of the country doubled. In 1922 Greece attempted to recoup territory in Asia Minor but was defeated by Turkey resulting in an exchange of populations. Over one and one-half million people of Greek extraction were expatriated to Greece from Asia Minor, resulting in an increased burden on the country's economy.<sup>5</sup>

In 1922 King Constantine abdicated under pressure and was succeeded by his son, George. In 1923 King George II was expelled and a republic was established in 1924. However, in 1935 a coup d'etat restored the monarch and King George II returned. In 1936 General Metaxas suspended the constitution and established a dictatorship with the king as a figurehead. King George was succeeded by King Paul under the dictatorship.

Greece was attacked in 1940 by Italy. The Italians were repelled and driven deep into Albania and had to be rescued by the Germans. The overwhelming forces of Germans, Italians and Bulgarians eventually captured Greece; however, the Greeks continued to engage in guerilla warfare during the occupation which resulted in widespread devastation.

Following the liberation of Greece a "civil war" erupted from 1944-1949. Finally the attempted communist takeover was repulsed with American aid (Truman Doctrine) and the monarchy restored under King Paul. A right wing government was established by Karamanlēs only to be replaced by George Papandreou's Center Union Party in 1963. However, in 1967 he was overthrown by a military coup d'etat eventually lead by Papadopoulos and King Constantine went into exile.<sup>6</sup> As a result of the Cyprus problem in 1973 the military junta was overthrown and the democracy restored. Political elections were held in 1974, resulting in the establishment of a conservative government under Premier Karamanlēs.

In spite of many internal problems Greece has been a member of the United Nations since 1945. Greece sent an expeditionary



force to Korea during the United Nations police action and has been a member of the European Common Market since 1962.<sup>7</sup>

The continuous political turmoil in Greece, much of which has been attributed to the attempts of the Great Powers to control this vital area<sup>8</sup> resulted in constant turmoil in the educational system. There were frequent movements to reform the educational system, and, depending on who was in power, there were counter reform movements. The governmental instability, the Balkan Wars of 1912, World War I and II and the civil war had a detrimental effect on the Greek education system. Thus, one must keep these factors in mind when evaluating education in this small, poor but proud country.

### Educational History

The glory that was Greece is a heritage of which the Greek people can justifiably and understandably be proud.

The isles of Greece, the isles of Greece!  
Where burning Sappho loved and sang,  
Where grew the arts of war and peace,  
Where Delos rose, and Phoebus sprang!  
Eternal sunset gilds them yet,  
But all, except their sun, is set.

(Lord Byron)

The school as a social institution reflecting the culture, traditions and political beliefs of Greece has as one of its main objectives and functions the task of preserving the religious, cultural and political beliefs of its people through the development of the school curriculum.<sup>9</sup> If one were to evaluate the effectiveness

of the Greek education system by the above mentioned criteria, then Greek education is meeting the demands of the society.

Greece is no longer a glorious ancient nation; though it can be proud of its past, it must look forward with confidence to and plan for the future. It is no longer enough for the school to have one main objective of preserving and perpetuating the deeply rooted cultural tradition of its society, but must have a multiplicity of aims or objectives, the most important being the ability to meet the challenges and demands of the modern world through political democratization, equal educational opportunity and economic development. The understanding of the development of Greek education will give the student of international education a basis for comprehending the reluctance of the Greek education system to accept the challenge to change and why the curriculum has emphasized, above all else, pride in the past, through a study of the historical development which lead to the emergence of Greece as a modern nation-state.

In 1821-1829 Greece fought a heroic battle against the Turks and won her independence. Andreas Kazamias writes:

The main purpose of education in the new state of the 1830's was not so much to create "new" ways of thinking--from colonialism to independence to use a current analogy--as it was to revive the older Greek culture. In trying to do so the modern Greeks were confronted with the problem of synthesizing two major cultural strands, the ancient Hellenic, and the medieval Byzantine Christian.<sup>10</sup>

During the 400 years of Turkish occupation the Greek people suffered suppression and tyranny. Schools were closed because they were considered centers of revolutionary activity. However, the

Greek people's passion for education as a means to preserve their culture, traditions, language and religion could not be stifled.

Education, religion and nationalism were synonymous to the Greeks, then and today. During the occupation they clandestinely conducted schools at night in church basements where parish priests and monks instructed classes in reading, writing, religion and arithmetic. These schools were called krypha scholia (secret schools).

Pupils were taught to read the church service, writing and arithmetic. The only books available were a very small spelling book, a collection of prayers and the Psalter (Psalm Book), all of which were in ancient Greek, a language which both teacher and pupils rarely understood.<sup>11</sup>

Children walked to school at night guided by the light of the moon and chanted a poem which is taught to Greek children today in many parts of the world, including Greek school in the United States. This poem was taught to me by my parents and I in turn taught it to my son.

Fengaraki mou lambro  
Fenge mou na perpato  
Na pigeno sto skolio  
Na matheno grammata  
Grammata dithamata  
Tou Theou ta pragmata

My bright and shiny moon  
Shine down on me and light my way  
So that I can see to walk and go to school  
Where I will learn my grammar and lessons  
Grammar and lessons--God's things.

The joy of freedom and the deeply rooted passion for education was expressed by Greek educators at this time with slogans such as:

The veil of darkness which has enshrouded the Greek nation for centuries is now being lifted from our souls through education. Education will bring light where there is darkness.<sup>12</sup>

It fell upon the Church to maintain the culture, tradition, language and, of course, religious beliefs during the four hundred years of dark ages. The influence of the Church has not diminished and can be seen in Greek education today. It is not the Ministry of Education which formulates top educational policy but the Ministry of National Education and Religion.

The first National Greek Assembly was held at Epidaurus in 1822 where the first Greek constitution was drawn which provided for a free elementary education. A committee of the assembly was appointed to develop plans for school organization. The committee report of 1824 provided for elementary, secondary and higher education.<sup>13</sup>

Alexis Dimaras writes that Ioannis Capodistrias, a brilliant and well-educated man, became the first regent of Greece in 1827.<sup>14</sup> Capodistrias furthered the cause of education in 1827 by appointing M. Dutrone, a French philhellene of the Society of Paris for Elementary Education, as a member of a committee to organize the primary schools. Particular attention was given to elementary education because it was considered the basis for the regeneration of the people. The primary school committee proposed that a Greek translation of M. Savzin's manual of reciprocal method be introduced to the elementary schools.<sup>15</sup> This method, also known as the "Lancastrian Method," was actually a monitorial method. The teacher

taught advanced students who, in turn, taught other groups of students while the teacher assumed the overall responsibility for maintaining order and school management. The monitorial method, which is called the "mutual" or "reciprocal method" in Greek pedagogy,<sup>16</sup> continued to be used in Greece until 1880 when it was replaced by Decree by the French system of elementary education.<sup>17</sup>

The need to bring literacy to the new nation-state gave elementary education top priority during Capodistrias' administration. These early efforts for education were brought to a sudden halt, however, with the assassination of President Capodistrias in 1831. The assassination resulted in a revolution and in 1833 Otho of Bavaria became King of Greece.

A centralized pattern of education, which remains today, was based on the French and German models and was introduced soon after Otho of Bavaria was imposed as King of Greece in 1833. The institutional framework introduced by the Bavarians characterized Greek education until 1929, even though some attempts were made to reform Greek education during this period. According to Kazamias:

At the bottom of the pyramid there were elementary schools (four or seven grades) which were compulsory and supported by the municipalities. Above them secondary education consisted of middle Hellenic schools (grades 5-7), similar to the German Lateinschulen, and four-year gymnasia, which were watered down versions of the German counterparts. At the apex of the system was the newly established (1837) Othonian University of Athens, itself patterned after the North German universities.<sup>18</sup>

The German influence on the structure and organization of the schools was reflected in the curriculum. Contemporary Bavarian neohumanism and classical Greek were taught even in the elementary

schools and dominated the course of studies in the secondary schools.

Kazamias further states:

The Bavarian influence was especially noticeable in the selection of classical texts, which were the same as those in the German schools. In addition, the Hellenic schools taught Latin; and the gymnasia, Latin, French, and German. Religion was a compulsory subject in all types of schools, as was pure modern Greek.<sup>19</sup>

In 1837 Count Armensberg of Bavaria issued a decree ordering the creation of the Othonian University at Athens based on the pedagogical principles of Germany. This university at Athens followed the German system of organization and was to have four faculties: theology, philosophy, law, and medicine.<sup>20</sup>

University professors were appointed by royal decree and many of the professors were German. Kazamias writes as follows:

The first public lecture was given in German by a Ludwig Ross on the Acharians of Aristophanes. In its charter, organization of faculties (law, medicine, theology, and philosophy), and content of courses, the German system was followed closely.<sup>21</sup>

The Elementary Education Law of 1834 was modeled after the French Guizot Law of 1833. Thus one might safely say that Greek elementary education was copied from the French. Maurer, one of King Otho's three Bavarian regents, whom he brought with him from Bavaria, was influential in establishing compulsory four-year elementary education for all children between the ages of five and twelve. Parents who failed to send their children to school were fined. Thus Greece became the first European country to have compulsory education.<sup>22</sup> The modern Greek educational system, therefore,

was a transplant of the Bavarian system combined with the French influence. This influence and system prevailed for close to a century.

Greek educators during this time recognized the mistake of copying foreign educational systems but could not do anything about it. Dimaras supports this view as follows:

In 1842, Kokanes, a Greek educator was against foreign systems of education for Greece and many other educators were against copying foreign systems and methods of education but did not have the power to change matters.<sup>23</sup>

It was not until 1929 that a significant attempt at reform legislation took place. Law 4397/1929 concerning "the Reorganization of Education" provided for a six-year elementary school for general and vocational education and Law 4373/1929 established a six-year secondary school which had a classical or practical scientific curricula. The modern Greek language (demotic) became the language at the elementary school and the pure language (katharevousa) was to be used in only the fifth and sixth grades. School attendance became compulsory for both sexes from the age of six to twelve, and provisions were made for the establishment of night schools for illiterates.<sup>24</sup> With the exception of brief changes in educational organization under the Venizelos liberal government (1928-1932) and the Metaxas government in 1937, which was stopped due to World War II, Greek education until today is under the provisions of Laws 4373 and 4379/1929.<sup>25</sup>

Greece suffered terrible hardships and destruction during the World War II years from 1941 to the end of 1944. The Greek people, who have always valued freedom above all else, fought a heroic battle

against enemies very superior in numbers and in power. They were able to hold their own against the Italians and Bulgarians but were defeated by the Germans. During the four years of enemy occupation schools and universities were closed. Nearly all education was stopped except for a few classes which were conducted in inadequate private buildings and in churches. The Ministry of Education put forth every effort to keep existing schools operating. This work was difficult as reported by UNESCO in 1949.<sup>26</sup> Teachers were victims of firing squads and dragged into concentration camps. Children were starved and in rags,<sup>27</sup> and many were kidnapped and sent to other countries.

According to Evangelos J. Catsioulos, the occupation of the second World War which lasted until 1944, and the civil war which followed and lasted until 1949, were factors which stopped the educational progress. In addition, the whole educational situation almost regressed to the level it was at in the first 80 years after the liberation of the country from the Turkish yoke in 1821.<sup>28</sup>

In the school year 1948-1949 no important changes have taken place in school administration. Every effort has been made by the Ministry of Education to keep existing schools functioning, and to minimize the untold harm done to schools by a war that began on the 28th of October, 1940, and has not yet ceased, by Greece's nine-year struggle, in other words, against the enemies of her liberty and integrity.

To understand how difficult this work has been and still is, it is necessary to realize that the war has destroyed most of what was built up over the last 120 years through the tremendous efforts, economies and privations of a small nation exhausted by the battle--of 1821-1829--for her freedom; it is necessary to know that in the present struggle over 15% of the population has been killed, and 700,000 people (a tenth of those left alive) obliged to desert their homes and take refuge in the towns



for safety; it is necessary to know that these terrible events have created most urgent needs which must be met before all else, if the Greek nation is to survive.<sup>29</sup>

Yet, as reported by UNESCO in 1948,<sup>30</sup> the effects of the war on Greek youth did not result in low student morale but in an increase in religious and national sentiment.

Growing up during a period of unhappy events, amid conditions which are still detrimental, the younger generation has yet managed (as it did during the occupation) to keep its morale intact, though the chosen target of the pernicious influence of many anti-Christian and anti-national organizations. Religious and national sentiment is growing among school children and students, and the Ministry of Education has confidence in the ability of youth to continue the great traditions and long history of the Hellenic nation, and to demonstrate the spirit of vitality of the Greek people.<sup>31</sup>

The Civil War, which followed World War II and lasted until 1949, left Greece with the prime necessity of rebuilding the education system and opening the schools. Greece, although recognizing the need for a new education to meet economic and social reconstruction, did not have the means to implement such reform and instead had no choice but to resume the pre-war school structure of 1929. Educational reform was needed but, due to economic circumstances, education remained the same.

By 1952 internal order was being restored and the Greek people again wanted an educational system which would reflect and preserve their Hellenic-Christian culture and their language. This ideal was reaffirmed by the revised Constitution of 1952:

In all our elementary and secondary schools education should aim at the moral and intellectual training of youth and the development of their national consciousness according to the ideological principles of the Hellenic-Christian civilization.<sup>32</sup>

Based on the revised constitution of 1952 and subsequent laws to implement elementary and secondary school education the Ministry of Education and Religion has evolved programs during the next 20 years (1952-1972) which restored prewar education with some modifications and are basically in effect today. Modifications will be discussed under Social Influences on Education.

### Social Influences on Education

Education in Greece, as education in all nations, has reflected the social and cultural values of society and educational opportunity has been controlled by the social class stratification. Greece does not have an inherited aristocracy but it does have a stratified class system which in Greece has given power and control of education to the intellectual and political elites, who are composed of leaders of the Church, professors of the University of Athens, particularly the School of Philosophy, the Philology Society and the Secondary School Teachers' Organizations.<sup>33</sup>

Greece is not a religiously plural society. The great majority of its people, 97%, share a single religion, Greek Orthodox, and a single heritage, Hellenic.<sup>34</sup> The Greeks' religious unity was the foundation of its culture and helped preserve its education and freedom through the 400 years (1453-1821) of Ottoman occupation and tyranny. During this time religious education was education since all reading, writing and arithmetic was transmitted through the Church by priests who were called (daskali) teachers. The word (daskalos) still means teacher.

Religious instruction is compulsory in Greece and an important part of education. No one, not even the most liberal modernist, disputes the role of religion in education. Religion is woven into the very fabric of the Greek culture.

However, Greek culture is not only religious but also Hellenic. Modern Greece, as we know it today, is a synthesis of ancient Hellenic tradition and Judaic Christian Orthodox faith. Thus, the phrase, Hellenic-Christian culture, accurately describes the culture of modern Greece and is reflected in the country's educational system, school curriculum and value system.

Greek society had, and still has, its own structure, tradition and needs--psychological, political and economic--which have set limits to innovations. Change had been postponed for years until changes in the social climate made them feasible. In Greece there never has been a struggle between the State and Church. The Greek government has welded into a single unit all the moral, spiritual, and cultural forces which go to make up a nation. In Greece the intellectual, religious and political minority dominates the majority and this has resulted in an obsolete, highly literary-classical education, selectively elite, which is designed to maintain the status quo. It has been thought that education could develop and change society by enlightening the people of the need for change and reform. But to do this education itself must change and reform to meet the needs of society.

Educational change in Greek education since 1836 has not included reforming the basic concept of education. Elementary

education has remained the same with its objectives of creating literacy and developing a knowledge of the Greek Orthodox faith for those individuals who would be employed in agriculture and other low-level occupations in the primary sector of the economy. Secondary education has been intensely academic with an emphasis on classical Greek learning. This was justified on the grounds of patriotism and religion as well as intellectualism. Secondary schools were highly selective and prepared students for entrance to the university and to the prestigious professions of law, education, politics, and the Church. There were few commercial and technical schools in the 19th century. The character of Greek secondary education to the present is founded on the humanistic ideal and the Hellenic-Christian tradition.<sup>35</sup>

Although the need for educational reform as a means to achieve social, cultural, political and economic development was recognized by Greek educators, necessary educational reform did not take place. The curriculum had been expanded to include more scientific subjects but the essential educational function of the Greek secondary school, the gymnasium, has been an academic, classical education since 1929. As Kazamias explained:

In the twentieth century, the gymnasium has been the boon and at the same time the bane of Greek secondary education. Its academic emphasis has perpetuated an intellectual tradition of a color very dear to the Greeks. Its monolithic character couldn't meet the demands of a changing society and serious problems were created. First of all, it stifled any significant growth in scientific, technical, or vocational education at a period when the country had been relying more and more on industry for its economic development and, hence, in need of more skilled technicians and better trained personnel.<sup>36</sup>

Professor Kazamias writes the following on the results of Greek secondary education:

It contributed to the creation of what has been called "an intellectual proletariat." Many of the graduates of the gymnasia, unable to secure white-collar jobs for which their education allegedly prepared them, became ready followers of doctrines considered inimical to Greek democratic beliefs. Third, the large number of drop-outs before completion of the six-year course created another unemployment problem, for these people were not prepared for any kind of occupation. And, finally, the standards of secondary education suffered because of the increasing numbers of students, lacking the requisite intellectual competence, who found themselves in the gymnasia.<sup>37</sup>

1957 marked the beginning of a decade, of attempted educational reform. In addition, efforts were made to change Greece's social institutions to meet the demands of a modern democratic polity and an expanding economy. Educational reform in Greece is one of the nation's most crucial yet unsolvable social problems. The reason for the lack of reform of Greek education has been analyzed by Professor Kazamias as being attributable to the deeply rooted traditions, Hellenism and Orthodox Christianity. These traditions are supported by powerful institutionalized interests, the Church and the University of Athens. Conflicting social and educational ideologies such as society's needs for agricultural, technical and vocational education versus the traditional literate anachronistic, classical education contributed to the problem.

A significant attempt for educational reform took place in 1957 when the Greek government appointed an eleven-member committee to make recommendations for educational change. It is interesting to note Professor Kazamias' description of the composition of this



famous committee. Eight of the eleven members belonged to the academic community: five were professors at the University of Athens, one was the president-elect of the University of Salonica, one was the president of the Athens National Polytechnic, and one the director of the Marasleios Pedagogical Academy. The committee included a member of parliament, an honorary member of the Higher Educational Council, and E. P. Papanoutsos, an educational critic and journalist. All members represented a conservative wing except Papanoutsos. There was no economic, business or teacher representation. The University of Athens' influence is obvious.<sup>38</sup>

The education committee's recommendations provided for the organization of general education into six-year elementary schools. The secondary schools would be organized into two three-year "complete (self-sustained) cycles." The first three-year cycle would be called pro-gymnasia (grades 7-9). The second cycle is composed of the classical gymnasia, literary or scientific, or the modern lycea with emphasis on modern foreign languages.

Both elementary and secondary education would have a basic humanistic orientation. The gymnasia and lycea would be highly selective; admission into them would depend on the successful completion of the pro-gymnasia and on the basis of an entrance examination. The aim of the secondary school would be to develop Greek Christian leaders through an exposure to Hellenic-Christian traditions and values. A gymnasia secondary school leaving certificate would be granted on the basis of a difficult examination and would entitle the student to enter institutions of higher learning. A lycea secondary

school leaving certificate would be equivalent to that of the gymnasia but would not qualify for admittance to the university.

The committee made the following specific curriculum recommendations for the first cycle:

1. Religion: Teaching should in the main be based on the Bible, the Acts of the Apostles, and the Church hymns.
2. Modern Greek: The pure form (katharevousa) should be taught methodically through grammar and syntax . . . In the readers, aside from texts in the katharevousa, texts from recognized authors of modern Greek literature should be included so that students will cultivate the demotic language.
3. Ancient Greek: Opinion was divided. The majority proposed that ancient Greek should start from the first class (grade 7). The minority opinion was that such teaching should be restricted to those who intend to continue their studies in the second cycle or opt for it. The others should study the ancient texts in translation and devote their extra time to practical subjects, e.g., agriculture, or handicrafts.
4. Modern Foreign Language: French or English.
5. Citizenship Education: Basic rights and duties of the Greek citizens to be taught in the third class (grade 9). Two members (both from the University of Athens) held the view that this should not be a separate subject.
6. Geography: No specific recommendations were made, except that it should be part of the curriculum.
7. Handicrafts, music, the study of the local environment, and physical education.<sup>39</sup>

In the second cycle for the classical gymnasia, the members of the committee suggested that the amount of formal classwork devoted to Greek and mathematics be reduced. The intention was to give the students more freedom for individual study. In this phase the committee made the following recommendations:<sup>40</sup>

1. Religious instruction should be mainly on the texts of the New Testament (especially the Epistles of St. Paul), on Church authors, and hymnography.
2. The teaching of French or English should be strengthened.



3. Ancient Greek should be taught from original and complete texts (not excerpts). It should concentrate on great authors, e.g., Homer, Demosthenes, Thucydides, Plato, Sophocles.
4. Likewise, modern Greek works of literature should be taught in their complete version. It should concentrate on established authors, not the very recent ones. In connection with the teaching of modern Greek literature, the two forms of the language should be studied.
5. In the highest class (grade 12) a general review of the entire Greek national literary tradition should be taught.
6. Latin should be included in all classes.
7. Mathematics and physics should be strengthened and elements of advanced algebra, analytic geometry, etc., should be added.
8. In the higher classes elements of economics and law should be included and taught by a law specialist.
9. Under philosophy, psychology should be taught in the 11th grade, and in the 12th logic and history of the major philosophical systems, especially the Greek.
10. In the history course, more attention should be given to general history of art (ancient, Byzantine and modern).<sup>41</sup>

The committee considered technical and vocational education an important aspect of education and proposed a three-graded system of schools: lower, middle and upper vocational schools corresponding to the different types and levels of skills and occupations. In addition to the specialized studies the committee recommended, Greek, mathematics, and citizenship training as compulsory subjects.<sup>42</sup>

The most significant element in the 1959 recommendations was the conception and reorganization of vocational and technical education. Since World War II, discontent had been expressed at the neglect of technical and vocational education and at the "non-functional" relationship between education and economic development.<sup>43</sup>

According to Kazamias:

The Committee on Education did chart a new course in another aspect of education, namely technical and vocational education. It considered such training as an important aspect of paidea, not narrow and specialized vocational preparation. It proposed a three-graded system of schools--lower, middle, and upper--corresponding to various types and levels of skills and occupations. In "vocational" schools the Committee also stressed the importance of humanistic, religious and citizenship training. Hence, in addition to the technical studies, it recommended religion, Greek mathematics, and citizenship training as compulsory subjects.

Although several individuals and groups applauded the Committee's report, there were some who criticized it. The most critical reactions came from the School of Philosophy of the University of Athens and the Association of Greek Philologists, most of whom are graduates of the School. Both bodies felt that the Report was a couched attempt to undermine the Hellenic-Christian tradition by what they felt was an attack on the "classical gymnasium." Nevertheless, drawing from the authority of this Committee and from a newly established "Studies and Coordination Service," the government formulated a series of measures which were enacted in 1959.<sup>44</sup>

Legislative Decree No. 3971/1959, On Technical and Vocational Education, Organization of Secondary Education and Administration of Education, was intended to remediate this educational shortcoming with the following provisions:<sup>45</sup>

It authorized the establishment of a three-tier system of schools: two four-year, upper-technical schools for "sub-engineers"; six three- or four-year secondary technical schools for technical assistants and foremen; and lower-vocational schools (one to four years in duration) for craftsmen and agricultural workers. The upper-technical schools will admit (1) graduates of the gymnasia or secondary technical schools after passing an entrance examination, and (2) the secondary technical students who have completed the junior section of the gymnasium or who are graduates of lower-vocational schools, which in their turn will admit graduates of elementary schools. The degree of direct vocational preparation will depend on the grade of school. In the main, however, all types will provide both general education and vocational training. The law also authorized the establishment of a college for

teachers of vocational and technical education and a General Directorate for Technical Education, with the necessary councils for the preparation of curricula, approval of textbooks, and supervision.<sup>46</sup>

The Karamanlēs government (1959) was in agreement with the committee's recommendations on general goals and principles. The committee and the government both agreed on the importance of technical vocational education as necessary for the nation's social and economic development and that technical and vocational education had to be coordinated and strengthened. They also agreed on a revised modern curriculum, but both were bound to the past in agreeing on education's humanistic foundation.

Karmanalēs once said:

Humanistic education is indispensable for every civilized man . . . But, under such a slogan, it is a mistake to stifle contemporary trends in the applied sciences and the technical training of youth. There is no contradiction between these two educational ideals.<sup>47</sup>

According to Kazamias, the School of Philosophy of the University of Athens was the strongest opponent of the 1959 measures.

The School objected to the division of the gymnasia into lower and upper stages. Such a pattern, according to it, "would militate against the humanistic education of the pupils, for it would render impossible the adequate organization of the curriculum of the senior section." The School also criticized the proposed equivalence of school-leaving certificates. It would increase the number of ill-prepared students--mostly from technical or practically-biased gymnasia--who sought admission into the universities. The government, the School went on, had used the slogan of techno-economic orientation in order to "cripple classical education." Similar objections were raised by the Federation of Secondary School Teachers.<sup>48</sup>

The curriculum changes recommended by the Committee of Education were not implemented and again things remained the same. Once again the reform of Greek education did not take place.

The 1960's marked a period of educational discontent unprecedented in Greek history. The Karamanlēs government fell in 1963 and under George Papandreou the Center Union Party, which was more liberal than the Karamanlēs political party, obtained political power. George Papandreou had always had an interest in educational reform. He was nicknamed the "Education Minister."<sup>49</sup> Papandreou recruited individuals outside of the traditional educational establishment to attempt to resolve crucial educational issues. Papandreou appointed Papanoutsos as General Secretary of the Ministry of National Education and Religion and in 1964 Law No. 4379, known as the Education Reform Act of 1964 was passed.<sup>50</sup>

According to Kazamias the following changes were made as a result of Education Reform Act 4379/1964:

Excerpts from Lucian, Apollodorus, and Arrian were replaced by translations from Homer, Demosthenes, and from the lives of Plutarch, Themistocles and Pericles; linguistic grammatical training in ancient Greek was replaced by similar training in the modern forms of the language; in history there was greater provision for a "social science" content, for the study of man in relation to society, and similar changes.<sup>51</sup>

The use of translations and the substitution of modern Greek for ancient Greek were hotly debated. The School of Philosophy of the University of Athens took the most reactionary view regarding the use of translations.<sup>52</sup>

Papanoutsos stated the spirit, ideology, and intent of Law No. 4379/1964 in the prefactory memorandum:

There is general consensus . . . that our National Education should be basically humanistic in character . . . But the "humanism" that will pervade all the levels of our National System of Education, must be of a kind that is not attached (tied) to the passionate worship of dead forms of the past or is antithetical to the positive sciences and the technical arts (the possession and pride of our age). Faithful to the deeper meaning of Greek education and the Christian faith, such humanism must embrace the great intellectual currents, of our age and must aim at the improvement and the refinement of man's individual and social life . . .

This law stems from the conviction that the basis and the guarantee of a true democracy rest on equality--without discrimination--of all citizens to acquire the benefits of education. There is no worse form of social inequality than an educational system which is the privilege of the well-to-do. A nation, which does not provide equal opportunities for all its citizens to be educated and to develop their abilities, is not worthy of being called a democracy. More than that, it would be injurious to the welfare of the nation if its human resources, the most precious capital, remained unexploited and inactive through lack of education. At a time when Greece is facing stiff competition in the international economic arena, she has only one sure hope of national survival: through education to equip her citizens with the means to exploit her natural resources and to develop the material and intellectual civilization of the country.<sup>53</sup>

The following changes were made in organization and in the curriculum in order to implement Papanoutsos' social, cultural, economic and educational theories:

1. Free education at all levels of public schools.
2. Nine-year compulsory attendance (ages 6-15), such provision to be put into effect gradually.
3. Restructuring of pre-university general education into three-year gymnasia and three-year lycea.
4. Establishment of the "academic certificate" granted after the passing of special examinations and entitling students to enter higher institutions.
5. Establishment of a Pedagogical Institute under the authority of the Ministry for purposes of educational

research, in-service training of teachers, guidance of supervisory personnel, and preparation or approval of textbooks.

6. Increase in the duration of studies in the pedagogical academies from two to three years.
7. Setting up of three central boards of education to replace the previous Supreme Council of Education.<sup>54</sup>

Elementary schools were to provide the rudiments of general culture and literacy. The three-year gymnasia were to continue to implement this basic education and to provide exploratory courses in the pupil's vocational interests. The lycea were to provide an advanced general education as university preparation for those who intended to enter the professions. In addition, entrance examinations would be required for admission into the lycea but not into the gymnasia.

The most important proposals in the renovated curriculum were the following:

1. In the gymnasium, a term now used only for the first cycle of secondary studies, selections from ancient Greek texts would be taught in translation. The original text would appear opposite the translation. In the third class (grade 9) grammatical exercises in classical Greek would be given.
2. The systematic study of ancient Greek would begin with the first class (grade 10) of the lyceum, the new term applied to the second or upper cycle of secondary education.
3. Latin would be dropped as a compulsory subject. In its place, ancient Greek would be added.
4. The course of studies in the gymnasium would incorporate more science and mathematics.
5. The previous diversification into separate curriculum streams at the upper level would discontinue. But beginning with the second class (grade 11) there would be different biases--historical-literary, mathematical-scientific, etc. Students would have the option to select one, depending on their interests and aptitudes.

6. "Social studies" (civics, elements of political economy, the democratic system, sociology and law) would be introduced or strengthened. Civics would be introduced as a separate subject in the first stage (grade 9); the others in the second.
7. The demotic form would be the language of instruction and textbooks in the elementary schools, and would enjoy parity of status in the secondary schools.<sup>55</sup>

Kazamias' description of the proposed educational reform

ates:

"Form and content," according to a special memorandum distributed while the bill was debated in parliament, "go together." Translations represent particularistic linguistic forms and are circumscribed by particular periods of time. They do not represent the universality of the original text. In translations one loses the "divine fate, destiny, message" of the original. One can never enter the beautiful world of ideas of the ancients through them. Ancient Greek and Latin do not provide knowledge of practical life; no humanistic study does that. A similar position was taken by respected classical scholars and by known classical sympathizers. "Classical Greek Grammar," one wrote, "is the most philosophical of subjects." "A humanistic or Helleno-Christian School where no Latin and ancient Greek are taught cannot be called a school of secondary education," echoed another. Such provisions, still another wrote, betray the "literary realism" of materialistic conceptions of paideia, which are characteristic of ideologies behind the Iron Curtain. At best, they would result in sham education.

The party of Opposition, led by Kanellopoulos, attacked virtually all provisions of the bill, including the above. Three years studying ancient Greek were not enough, according to him. The absence of Latin would hinder communication with modern Europeans, averred another member. "We do not have a backward educational system," summarized the chief spokesman for the Opposition, "but backward means to elevate it. Give us the means and leave education where it is."

On the other hand, the new curriculum measures were supported by leading scholars from the University of Salonica that had grown to powerful and challenging position vis-a-vis the University of Athens. And Papanoutsos hammered his message in the press and at special meetings.

The second curricular matter that was hotly debated was the language problem. Here again the lines in the debate followed pretty much those of the translations issue.

Although at times the boundaries were crossed, characteristically those who supported the measures wrote in the demotic, while the opponents stuck to the pure form.<sup>56</sup>

The power of the Church and the University of Athens had imposed diglossy on Greek education until the 1976 reforms. Students in upper elementary schools and secondary schools were required to learn the pure Greek language (katharevousa) which is a dead language and very difficult to understand. The pure (katharevousa) Greek language had been the instructional language used in schools. In addition to this students learned the demotic, or modern Greek language which they spoke and used outside of school and at home. The political leaders in the past tried to dominate not only by military means but by cultural means as well. The katharevousa or pure Greek language was the prestigious status symbol of the intellectually and politically elite, while the demotic or modern Greek language was used by the liberal progressive educators.

The 1976 reforms have solved, to some extent, Greece's linguistic problem by making the demotic, modern Greek language the language to be used in the Greek elementary and secondary schools for instructional purposes. It appears that the solution of the language problem could contribute to securing national unity and eradicating class differences.

#### Greek Education in the Last Decade

The overall educational program as it presently exists will be briefly reviewed and will serve as a basis for the discussion of special education in Chapter IV.



The Ministry of National Education and Religion stated in 1973:

The aim of education is to instill into the minds of Greek youth the Greko-Christian moral values; especially deep respect towards the institutions of Nation, Religion and Family.<sup>57</sup>

Education is administered centrally by the Ministry of National Education and Religion. This is done by Royal or Law Decrees and ministerial decisions. There is a Supreme Educational Council (SEC) which assists the Minister of Education. There are ten education regions, each headed by a Councillor of Education who are members of the Supreme Education Council. These Councillors carry out top-level decisions on scientific and pedagogical matters as well as administer primary and secondary schools.

As stated in Publication No. 10:

The purpose of free education is the creation of equal educational chances for pupils and students of all social classes.<sup>58</sup>

In order to provide this there are six years of compulsory schooling which is free. In addition, there are no fees and textbooks are free.

There is a preschool education program for ages 3-5. This is conducted by both public and private institutions. Schooling does not exceed four hours per day and is aimed at the normal development of mental, intellectual and physical faculties of these youngsters.

Its aims are to cultivate:

. . . good habits, such as neatness, obedience, courtesy abilities such as socially living with others in preparation for future community life; certain skills such as the correct and fluent use of their mother tongue, arithmetic thinking, correct use of their senses in

observing the environment; certain beliefs and ideals such as religiousness and other social and moral principles.<sup>59</sup>

Only 28% (86,738) of infants between ages 3-5 attend these schools due to inadequate numbers of schools.<sup>60</sup>

### Primary Education

Primary education comprises six years of compulsory schooling from ages 5 or 6 to 11 or 12. The aims and objectives of primary education as stated in the Ministry's Publication No. 10,

"Education in Greece" are as follows:

Primary Education aims at the normal development of the physical, mental and intellectual faculties of children of 5-6 to 11-12 years of age. More specifically it aims at:

- (a) The cultivation of patriotism, of the Christian-Orthodox faith and the belief in moral principles.
- (b) The acquisition of right attitudes in relation to the environment.
- (c) The children's normal adjustment to the community life.
- (d) The acquisition of the ability to distinguish between recreation activities and the responsible carrying out of an assignment.
- (e) The development of the ability to correctly express self.
- (f) The acquisition of the elementary knowledge necessary for the making of a livelihood or for the continuation of further studies.<sup>61</sup>

The curriculum of the elementary school has been spelled out in Royal Decree No. 702 of 1969. Appendix H.<sup>62</sup>

A typical program includes religion (2 hrs.), Greek language (8 hrs.), history (4 hrs.), environmental studies (6 hrs.), science (0-4 hrs.), geography (0-4 hrs.), mathematics (4-5 hrs.), political science, technologic workshop, music (4-6 hrs.), physical education

(6 hrs.). This is the basic program which, of course, varies with each grade.

The goals of this program, according to the Royal Decree, are:

- (a) To create and consolidate in the heart of the student his love for the Greek nation, the Christian Orthodox beliefs and the moral life.
- (b) To give the student the correct perceptions with regards to their environment according to children's understanding.
- (c) To make students adaptable to their school environment, to make them understand the importance of the individual's engagement to society life.<sup>63</sup>

The last available figures (1972) for primary (elementary) schools reveals that there were 9,235 schools (8,877 public and 358 private); 28,752 teachers (27,009 in public school and 1,743 in private schools) and 887,717 pupils (838,139 in public school and 49,578 in private school). The teacher-pupil ratios were 1:31 in public school and 1:28 in private schools.

At the successful completion of the sixth grade the students receive a certificate which allows them to take secondary school entrance exams or to be admitted to a lower vocational school.<sup>64</sup>

### Secondary Education

Secondary education is not mandatory. The aims and objectives of secondary education are as follows:

- (a) The harmonious development of the mental and intellectual faculties of the pupils by means of initiating them into the moral values derived from humanism and the Greco-Christian culture;
- (b) The acquisition of useful knowledge in addition to that acquired through primary schooling;
- (c) The preparation of pupils for higher education and professional careers.<sup>65</sup>

The preservation of the Greek culture and the Greek Orthodox religion is maintained through the school curriculum which is designed at the Ministry of National Education and Religion. The Greek secondary teacher and student relationship is directed to the achievement of the objectives of education but not through the process which is based on a very personal, individual and real basis but through the pre-determined curriculum which is not flexible to meet the individual needs and differences of all the students. Each individual has to go through the same curriculum, if he has a desire to achieve an upper secondary school education.

The curriculum of the secondary schools is stated in Royal Decree 723 of 1969<sup>66</sup> (Appendix I). It is a six-year program which includes religion (2 hrs.), modern Greek language and grammar (5-8 hrs.), history (3 hrs.), elements of philosophy, psychology and logic (0-2 hrs.), political science (0-1 hr.), professional search and orientation (1/2 hr.), mathematics (4 hrs.), cosmography (0-1 hr.), geography (0-2 hrs.), physics and chemistry (2-3 hrs.), biology (0-1 hr.), anthropology (0-1 hr.), foreign languages (2-3 hrs.), Latin language and grammar (0-3 hrs.), health elements and first aid (0-1 hr.), physical education (3 hrs.), technology workshop (0-1 hr.), music (0-1 hr.), home administration (for women) (0-2 hrs.).

The last available statistics (1971-72) showed 217,168 boys and 200,119 girls enrolled in secondary school, a total of 417,287.<sup>67</sup> This is compared to 887,717 pupils in the compulsory primary program. Thus, only 47% of the students in primary school go on to secondary

school. At the completion of the six-year secondary school program the students receive a high school leaving certificate (apolyterion).<sup>68</sup>

### Cultural Influences on Education

The institutions of learning reflect a country's cultural, social and political values. Therefore, the role that education will play in the interrelationship of education and political development will depend on a country's political competitiveness and egalitarian constitution. Attention is so concentrated on the role of education in development that we forget that in most societies education has been a reactionary force rather than a progressive one.

Education, often closely associated with religion, has tended rather to hallow antiquity than to promote innovation. It has usually been the prerogative of the ruling group, endowing them with the skills to maintain their hegemony and perpetuating the values upon which it rested.<sup>69</sup>

The national church of Greece is the Greek Orthodox Church. The great majority of Greek people are Orthodox and have been brought up with the belief that faith in God and love of country are mutually reinforcing.

In 1915 the Ministry of Education and Religion urged teachers to bear in mind that "the loftiest and noblest aim of every school in the past and in the present has been religious and national (patriotic) education and upbringing."<sup>70</sup> The 1956 Committee on Education specified that:

The national and religious upbringing of the child according to the Hellenic and Christian tradition, must be at the center of the curriculum.<sup>71</sup>

Elementary textbooks teach children their duty to God through stories about Christ, the Virgin Mary, the Saints and religious holidays. Daily prayer is included in the school schedule and children pray for enlightenment to learn. No one in Greece, even the most progressive and liberal educators and politicians dispute the traditional national role of the Church. The main reason for this is that Greece is not a plural society. Many agree that religion should be a part of the school curriculum. As Professor Kazamias writes:

Politicians accept it, intellectuals do likewise; the people are conditioned into it; and perhaps all do not<sup>72</sup> pay much attention to it, or they take it for granted.

The Church has supported the conservative, right-wing ideologies and the Crown, and according to Professor Kazamias has persecuted "heretics." The Church has allied itself with the purists on the language question and supported the literary-classical education which included ancient Greek and Latin in the curriculum.

Some aspects of educational systems serve to retard rather than to promote growth. The reason for this is that the elites of the world have enjoyed their social and political status, their position of wealth and power. They saw no need for radical change which would mean the end of their world. However, to the modernizer, education is the way to actualize the world's potential brain-capacity. The modernizers are a threat to the secure elites.

The Greek political and intellectual elites obtained their education at the University of Athens, which dominated university education in Greece for many years. Most secondary school teachers

were also graduates of the University of Athens. A degree from the University of Athens leads to prestigious positions in politics and education. Traditionally, since 1837, the University of Athens has established and defined the ideals of Greek culture. According to Professor Kazamias:

One faculty in particular, the Faculty or School of Philosophy, has assumed the role of defining and articulating the goals and content of education; and it has trained a substantial percentage of the secondary school teachers.<sup>73</sup>

The University of Athens and its School of Philosophy have had tremendous influence and significance in Greece's political development. Kazamias, in writing about the University and its School of Philosophy, states:

Educational policy-makers have frequently enlisted their cooperation in formulating and carrying through their plans of action. Professors have often been called upon to assume policy-making responsibilities (in the recent caretaker government, Theodorakopoulos, a professor of philosophy, was appointed Minister of Education, a job he had held on a previous occasion); or to be on important commissions (of the 11-member Committee on Education, five were University of Athens professors). In most cases, involving changes in education (organization, examinations, teacher training, language, curriculum in general), the School of Philosophy has deliberated, issued memoranda, made statements to the press, and generally sought to influence policy. Its views are never taken lightly; they are discussed in Parliament, in scientific and literary journals, in the press, in teachers' organizations, and at round-table discussions. Still under the influence of German classical neo-humanism and the German educational idealism, the School of Philosophy has been conservative and purist. It has consistently fought against attempts to shorten or drastically modify the study of classics in the schools and the pure language form.<sup>74</sup>

Nationalism of the 19th century spread educational opportunities to classes of people who had been denied an education and

education began to rival birth as a qualification for position and prestige. Education became the tool by which a new class was created which was neither aristocratic nor peasant and in which skill and knowledge counted for more than inherited status. This is particularly true of Greece which does not possess a hereditary aristocracy, a feudal or caste system. Education has always been a major factor in social mobility. Kazamias states:

People will point with pride to the many leaders in politics, industry, commerce, and the intellectual world who come from humble origins.<sup>75</sup>

Greece does, however, possess a stratification system which has resulted in unequal educational opportunities for children of the lower socio-economic classes. Children of urban educated parents achieve a higher education than do children of rural uneducated parents. This achievement is apparent in their over-representation in the gymnasia and to a greater degree in the universities.

Entrance to and completion of the Greek gymnasia is necessary for social status and prestige and the gymnasia is an important mobility agent since it controls access to a university education and to the prestigious professions. Parents are anxious to have their children enter the gymnasia which is a major factor in inhibiting technical and vocational education. The gymnasia curriculum is literary and classical with emphasis on the humanities and preparation for a university education.

Greece is putting forth effort to establish equal educational opportunities to people of all classes, particularly at the secondary



and higher education level where inequalities of educational opportunity are prevalent. Although dated, this statement by Ammoun is still applicable:

The desire to obtain a higher education is in general less strong among the "lower" classes. Consequently the smaller number of students from those classes may not necessarily be an indication of discriminating measures based on social origin; it may equally well be the result of freedom of choice operating differently at different social levels.<sup>76</sup>

Education in Greece, as in other countries, is a means to manifest political socialization which James S. Coleman defines as the deliberate effort to inculcate particular political attitudes and behavioral disposition through the injection of a specific political content into the educational curriculum. Coleman's comments are as follows:

Whether termed citizenship training, indoctrination, or even more crudely, brainwashing, the objective of the educational system in all societies is to produce among the youth attitudes and dispositions that will support the society in which they live. Societies differ markedly in the degree to which the political manipulation of the curriculum is self-conscious and explicit, as well as the actual content injected into it.<sup>77</sup>

The Ministry of National Education and Religion selects textbooks, issues syllabi and all courses of study and makes all decisions concerning the nature, scope and improvement of curriculum. Curriculum questions have been explosive political issues.

The majority of the political elites in Greece have had a literary-classical gymnasium education and a University of Athens degree. This common background contributed to a consensus as to the ideals and orientation of education. Kazamias writes that:

The views of the political elites have further been supported by powerful forces outside the governmental political arena; two such forces are especially noteworthy: the Church and the University of Athens.<sup>78</sup>

The relationship of education to the recruitment of political elites in a particular society focuses on its social stratification system and on the degree of upward mobility within that system.

According to Coleman, contemporary stratification theory suggests:

(1) that the life chances of an individual for achieving political elite status are enormously enhanced if he belongs to, or can rise into, the upper levels of the stratification system; (2) that in modern achievement-oriented societies education tends to become the master determinant of social mobility because it alone leads to higher occupational achievement and consequently to a higher income, upper social status and high prestige positions; (3) that education is therefore the main, if not the sole, key to political mobility into elite status.<sup>79</sup>

Coleman believes that the school is potentially more influential than the family or other agencies because its authority is explicit and formal and therefore close to the polity. Coleman believes that this proposition raises the question: What are the variant effects of different types of school authority systems?

In a study of democratic and authoritarian group atmospheres it was suggested that democratic leadership induces attitudes more consonant with democratic values. However, more data are needed regarding the effect of the environment or "culture" of the school in the formulation of political attitudes and orientation before a valid conclusion can be drawn. Coleman writes:

Irrespective of the type of authority system, however, the culture of the school itself produces effects that

may contribute to latent or analogous political socialization in at least two respects, namely, achievement orientation and elitism.

Moreover, these effects are particularly likely to be marked in the developing countries, where ". . . school lessons are formal, abstract, and rather strictly cognitive." Certainly they contribute to giving pupils a sense of achievement represented by mastery of lessons and they demonstrate how to cope with activities in which there are definite and objective standards of success or failure.<sup>80</sup>

The focus of attention on the advantage of effort and achievement could influence and contribute toward the life-view shared among the elite that members of the educated class have a "natural" right to rule.

This writer concludes that the degree at which education will interrelate with the political development of Greece will depend on the equality of political and educational opportunity offered the masses irrespective of social class stratification in society and, most important, the degree of interrelationship between the schools and the society which they serve.

### Economic Development

Greece is one of the poorest countries in Europe. Only twenty-five percent of the land can be used for agriculture. The crop land per person is 1.3 acres, comparable to that of India.<sup>81</sup>

According to Stephen Constantine Margaritis, in 1963:

Greek economy was severely damaged by the occupation of the country by the Germans, Italians and Bulgarians from 1941 to 1944. Greece was plundered of her forests, her fishing fleet, and a large part of her olive orchards, vineyards, tobacco and vegetable fields. The highways, the railroads and the ports were also destroyed.<sup>82</sup>

He also describes the country as follows:

Greece is a food-importing agricultural country. Her agricultural products support only 60 percent of the total population. The main products are tobacco, olive oil, wine, textiles, chemicals and articles of food.<sup>83</sup>

The national income in Greece in 1950 averaged \$155/year as compared to Great Britain's \$770/year and the United States' income of \$1,400/year.<sup>84</sup>

In 1960 Karamanlēs formulated a five-year plan (1960-64) to raise the Greek standard of living ". . . to the level of highly industrialized European countries . . ."<sup>85</sup> The plan included development of education particularly in technical, vocational and scientific training.

In 1967 Kazamias noted that:

Studies published by the Center for Economic Research pointed to low levels of technical efficiency as a major source of low industrial productivity. Limited observations indicated that the educational and technical competence of the manufacturing labor force was too low for maximum production in existing firms, let alone for expansion. Poor administration at the managerial level of industry was also traced to educational deficiencies.

Concern over the role of education in meeting the country's techno-economic needs, which were rising as a result of Greece's association with the European Common Market, was shared by all political Greeks.<sup>86</sup>

As can be seen from Table 1, Karamanlēs' plan did not achieve its goal. The Gross National Product per capita in 1973 (Table 1) was \$1,870 for Greece which is still considerably less than the more highly developed nations of the European Common Market such as West Germany (\$5,320), Sweden (\$5,910), Denmark (\$5,210) and Switzerland (\$6,100).<sup>87</sup>

Table 1.--Europe Population (Mid-1973), GNP at Market Prices (1973), GNP Per Capita (1973), and Average Annual Growth Rates (1960-1973 and 1965-1973).

No.	Country	GNP at Market Prices			Growth Rates (%)			
		Population (000)	Amount (US\$ millions)	Per capita (US\$)	Population		GNP per capita	
					1960-73	1965-73	1960-73	1965-73
1	USSR <sup>1</sup>	249,750	506,490	2,030	1.1	1.0	3.6	3.5
2	Germany, Fed. Rep. of	61,970	329,670	5,320	0.9	0.6	3.7	4.0
3	United Kingdom	56,000	171,380	3,060	0.5	0.4	2.4	2.3
4	Italy	54,890	134,520	2,450	0.7	0.7	4.3	4.2
5	France	52,160	236,610	4,540	1.0	0.8	4.7	5.0
6	Turkey	37,930	22,600	600	2.5	2.4	3.9	4.4
7	Spain	34,740	59,360	1,710	1.1	1.1	5.8	5.3
8	Poland <sup>1</sup>	33,360	69,860	2,090	0.9	0.8	3.9	4.2
9	Yugoslavia	20,956	21,160	1,010	1.0	0.9	4.3	4.5
10	Romania	20,830	n.a.*	n.a.*	1.0	1.2	n.a.*	n.a.*
11	German Dem. Rep. <sup>1</sup>	16,980	50,850	3,000	-0.1	0.0	3.2	2.9
12	Czechoslovakia <sup>1</sup>	14,572	41,820	2,870	0.5	0.3	2.4	2.6
13	Netherlands	13,430	58,180	4,330	1.2	1.1	4.1	4.3
14	Hungary <sup>1</sup>	10,430	19,320	1,850	0.3	0.3	3.2	2.7
15	Belgium	9,760	44,470	4,560	0.5	0.3	4.3	4.6
16	Portugal	8,994	12,690	1,410	0.0	-0.1	7.4	8.0
17	Greece	8,930	16,720	1,870	0.5	0.5	7.3	7.6
18	Bulgaria <sup>1</sup>	8,622	13,710	1,590	0.7	0.6	4.7	3.6
19	Sweden	8,140	48,070	5,910	0.7	0.7	3.0	2.4
20	Austria	7,530	26,460	3,510	0.5	0.5	4.4	5.1
21	Switzerland	6,430	39,220	6,100	1.3	1.2	3.0	3.0
22	Denmark	5,020	26,140	5,210	0.7	0.7	3.9	3.8
23	Finland	4,660	16,760	3,600	0.3	0.2	4.5	5.2
24	Norway	3,960	18,460	4,660	0.8	0.8	4.0	3.8
25	Ireland	3,030	6,520	2,150	0.5	0.7	3.6	3.9

Table 1.--Continued.

No.	Country	GNP at Market Prices			Growth Rates (%)			
		Population (000)	Amount (US\$ millions)	Per capita (US\$)	Population		GNP per capita	
					1960-73	1965-73	1960-73	1965-73
26	Albania <sup>1</sup>	2,295	1,060	460	2.8	2.7	4.4	5.1
27	Cyprus	635	930	1,460	0.9	0.8	6.1	6.8
28	Luxembourg	350	1,730	4,940	0.8	0.6	2.6	3.1
29	Malta	320	340	1,060	-0.1	0.2	5.9	7.0
30	Iceland	210	1,060	5,030	1.4	1.0	3.4	2.6
31	Channel Islands <sup>1</sup>	132	320	2,400	1.4	1.7	2.0	1.0
32	Isle of Man <sup>1</sup>	58	100	1,690	1.6	1.9	0.3	-1.6
33	Greenland <sup>1</sup>	51	140	2,780	3.6	3.1	2.3	1.6
34	Faeroe Islands <sup>1</sup>	40	150	3,840	1.0	0.9	4.8	3.6
35	Gibraltar <sup>1</sup>	28	40	1,580	1.3	1.6	1.8	3.8

<sup>1</sup> Estimates of GNP per capita and its growth rate are tentative.

\* The calculation of these figures was under discussion when the Atlas went to press; based on information supplied by the Romanian Government, and using a currency conversion rate of 20 lei to the US\$, the per capita GNP would amount to \$890 for 1973, and the preliminary estimate for 1974 would be \$910. These figures are, however, not comparable with those for other countries, as presented here.

Margaritis stated:

It appears certain that the future of Greece as a member of the Common Market and of the greater European community will be strongly affected by the quantity and quality of the education her citizens receive within the next few years.<sup>88</sup>

He goes on to state:

Greek economy has undergone relatively rapid rates of growth during the past decade, but her standards of living continue to be very low when compared with those in other countries of the European Economic Community. An adequate supply of well trained and qualified personnel for all sectors of economic activity is deemed necessary for the realization of Greece's economic and industrial development. Greece needs to educate for scientific work and business management, if she is to profit from the continental experiment (the Common Market).<sup>89</sup>

It is apparent that education and economic development are interrelated. The degree of investment by a nation in an adequate educational system should bear economic benefits for its people. Has Greece made an adequate investment in the education of her people?

Panayiotis Georgoussis quotes an address of a distinguished Greek lawyer as follows:

. . . in 1950-51 we spent for education 7.7 percent of our national budget. In 1951-52 6.8 percent. In 1952-53, 8.6 percent and in 1954 6.2 percent. According to the figures from the International Bureau of Education, the situation in other countries for the years 1949-52 were as follows: Spain 8 percent; Italy 9.5 percent; Czechoslovakia 9.8 percent; Columbia 10 percent; Belgium 10.5 percent; France 13 percent; Turkey 13 percent; Egypt 15 percent; Germany 16 percent; Syria, 20 percent; Poland 22.7 percent; Argentina, 25 percent; the Philippines 40 percent. Comparing these figures with what we spent for our education, one concludes that we do not consider seriously our educational problem.<sup>90</sup>

The percentage of the budget utilized for education increased to 10.6% in 1964-65 and 13.35% in 1967.<sup>91</sup> This represented only 2.6%

of the national revenue (GNP).<sup>92</sup> The percent of national revenue (GNP) expended was similar to previous years such as 1965 when it was only 2.3%.<sup>93</sup> In 1970 it was 2.1%, in 1973 it was 1.8% and in 1974 it was only 1.6%.<sup>94</sup> The total expenditures as a percent of all public expenditures have shown a decrease as follows: in 1965 it was 12.2%, in 1970 it was 9.6%, in 1977 it was 7.5%, and in 1973 it was 6.9%. In Europe only Spain and Portugal utilize a lower percent of the gross national product for education. In the United States in 1974 6.3 percent of the gross national product, representing 21.1 percent of all total public expenditures, was used for education.

In Michigan during the fiscal year of 1976-77, 33.3% of the public expenditures were allocated to education, totaling 2,358 million dollars.<sup>95</sup> Figures for Greece during this period are unavailable.

Georgoussis stated, and it is true today:

Compared with other nations, it is apparent that Greece appropriates one of the smallest percentages of national income for educational purposes of any nation in Europe or the United States.<sup>96</sup>

Table 2 shows the latest figures on public expenditures on education as percent of the gross national product of continents, major areas and groups of countries.<sup>97</sup>

In 1972 Georgoussis recommended:

. . . the percentage of Greek budget funds allocated for the Ministry of Education be increased from the present average of 14 percent to at least 20 percent . . .<sup>98</sup>

This is a percent of the budget and is much lower percentage in terms of national revenue.



TABLE 2.--Estimated Public Expenditure on Education, in United States Dollars (Percent of GNP),

Continents, Major Areas and Groups of Countries	1965	1970	1974
World total	4.9	5.4	5.5
Africa	3.0	3.5	4.2
America	5.1	6.2	6.2
Asia	3.5	3.6	4.0
Europe	4.6	4.9	4.9
Oceania	3.7	4.5	6.3
U.S.S.R.	7.3	6.9	7.6
Developed countries	5.2	5.7	5.7
Developing countries	3.0	3.4	3.9
Africa (excluding Arab states)	2.5	2.9	3.3
Northern America	5.4	6.6	6.6
Latin America	3.1	3.4	4.3
Asia (excluding Arab states)	3.5	3.6	4.0
Arab states	4.2	4.6	4.8

SOURCE: UNESCO Statistical Yearbook 1976.

Kazamias stated in 1967:

The very idea that education can be regarded as investment or that educational policy must consider the techno-economic needs of the country was a radical departure in Greek thinking.<sup>99</sup>

It is apparent that economic development and education are interrelated. Until such time as the Greek government recognizes this relationship and appropriates additional funds for education both educational and, consequently, economic development will be impeded. One can then understand the low priority given to special education, for if general education is not adequately financed, then funding for special education will continue to be minimal.

Education planners in the past have been concerned with the economic development of Greece and have researched long-run and short-run manpower need projections, gathered data for demographic studies and established future educational targets which should increase literacy by providing education to Greece's backward rural areas. Literacy, it was believed, would lead to economic development.

Many of these educational planners believed that education would cure all ills and would lead to an industrially, agriculturally and economically independent nation. Economic development, however, is very complex and depends on many factors. John Vaizey categorizes these into: "the growth of the labor force, the accumulation of physical capital and additions to the stock of knowledge and the skills available in the community."<sup>100</sup> That economic development is complex is no overstatement and the fact that education can influence

a society's value system and stock of knowledge is indisputable.

However, economic development requires educational planning.

H. M. Phillips observed that:

The need for planning arises from two basic reasons. First, that education is the main means in the hands of a society for influencing its future value system and its stock of knowledge and skills. Economic and social development requires certain basic values and attitudes and ever-increasing application of skills both productive and social.<sup>101</sup>

Greek educational planners, however, had not understood how to implement pragmatically this theory so as to bring about the desired economic development. They had attempted to bring about economic development by following the example of the United States and other highly developed advanced nations.

According to Coleman, education itself cannot bring about developmental objectives in a new country. It is futile to point to the great contribution which education has made to the more highly developed countries. In the United States and western Europe the growth of mass education and training for high level manpower had many of the results attributed to them because they took place in a setting in which such results could be achieved. Coleman states:

Those who support the proposition that in the United States and elsewhere a large part of the "unexplained" increase in output is due mainly to the greater investment in man, often forget to add that this investment in man is a joint product attributable not only to the educational process as such, but also to the cultural, social, and material environment in which this new and larger amount of education is acquired.<sup>102</sup>

This means that European or United States policies relating to education, as well as to other features of economic development,

have very limited applicability to Greece. Above all it changed the priorities according to which development outlays are to be ranked and they underline the fact that certain allocations which may produce notable results in economically advanced nations may have virtually no impact on the rate of economic growth in Greece and, in extreme cases, may even be conducive to a decline in the level of income.

The Greek educational planners, in establishing priorities, decided that the Greek educational system should first of all provide the opportunity for all people to complete a primary education which would teach them to read and write and in this way to rise above the level of illiteracy. However, what they failed to take into account was that education per se is only one part of an integrated society whose cultural, social and political forces have a tremendous impact on its value system. A change in values could have an adverse effect on economic development by giving the masses "a little learning" which is a dangerous thing.

According to Kazamias the elementary school's objective during the 19th century was to create a literate population that would be engaged in agriculture and other low-level jobs in the primary sector of the economy. Secondary education had as its objectives the selection of students for university education, which would prepare them for the prestigious professions.<sup>103</sup> The secondary curriculum was intensely academic with emphasis on classical Greek learning. This was justified on disciplinary, intellectual, moral, patriotic and religious grounds.

The principal secondary school for academic preparation was the gymnasium, which emphasized and perpetuated the highly valued intellectual tradition of the Greek people. Kazamias and Massialas further stated that:

However, its monolithic character could not meet the demands of a changing society and serious problems were created. First of all, it stifled any significant growth in scientific, technical, or vocational education at a period when the country had been relying more and more on industry for its economic development and, hence, in need of more skilled technicians and better trained personnel.<sup>104</sup>

A few commercial and technical schools prepared students for middle-level occupations in business and industry. Kazamias and Massialas state:

The humanistic ideal and its Hellenic-Christian basis have characterized Greek secondary education up to the present time. The curriculum has been expanded to include more of the sciences and such subjects as music and physical education, but the essential educational function of the secondary school has remained the same. For an influential segment of enlightened opinion, the raison d'etre of the gymnasium since 1929 has become almost synonymous with secondary classical education.<sup>105</sup>

The Greek educational planners' mistake, it appears, was not the fact that they extended the availability of primary education to all, but that they did not continue primary education a step further and teach the rural population practical knowledge and skills to meet the demands of agriculture. These skills could be used to improve and produce cash crops.

Greece, as other developing nations, has a socio-economic class structure of the educational and political elite and the uneducated subsistence farmers. It also has a corresponding occupational structure of few opportunities for employment of highly

qualified industrial technicians, civil servants who are composed of secondary school graduates who were not admitted to the university, and university dropouts, and many employment opportunities for agricultural and low skilled workers.

Thus, the first thing that education should do is to change the Greek value system and socio-economic class structure by placing agriculture in high status along with the other intellectually and politically powerful occupations. To do this Greek society must grant dignity and prestige to the agricultural sectors of the economy and to the laboring class.

If Greek education can prove to the masses that agriculture and scientific production farming has its dignity, prestige and monetary rewards then they will remain in the villages and on the farms and have a decent livelihood. These individuals could contribute to economic development instead of congregating in the cities where they have no salable skills and therefore form large groups of unemployed whose disappointment and frustration sways them to join subversive political movements against the government which causes political instability which in turn impedes economic development.

The Twentieth Century Fund team of Americans, in their Report on the Greeks, in 1948 found the curricula of the Greek schools irrelevant with emphasis on the past. The report stated that:

None would wish to deprive Greek young people of the lessons or pride which they can derive from reading of the golden days of Pericles and the glories of Byzantium. But such teaching, presented as it is in Greece with doses of theoretical science having little if any

connection with the actual facts of life confronted by modern Greeks, leaves a great deal to be desired by competent educational critics. A large field exists for development of modern general education in preparation for democratic citizenship. There is also need for vocational education--particularly in agriculture--to help the people enrich their material lives.<sup>106</sup>

This then is the dilemma of Greek educational planners--that a little incomplete primary terminal education, which is literary, can change an individual's values and raise his hopes for a better life through the acquisition of a little literary learning. In Greece this is unrealistic.

Coleman has written the following on this subject:

Yet, as long as a large portion of the national output of a country is produced in the agricultural sector, ways and means must be found to attract a more highly skilled labor force to agriculture, and hence a change in outlook and values of the agriculturalists on developing countries may be required. They must learn to accept the fact that education, especially primary education, and farming are compatible. But at the same time it is clear that the crude type of subsistence farming will not prove attractive to more highly educated persons, whereas a more modern, scientific and economically attractive type of farming may produce change.<sup>107</sup>

This is the problem in Greece, where education beyond the primary level consists of specialized curricula designed to prepare students for high prestige occupations such as doctors, lawyers and engineers only to find that when they have completed their studies there is no opportunity for employment in Greece. The highly educated leave Greece for other countries which offer employment opportunities with the end result that there is a brain-drain on this backward country where there is a need for intelligent people to remain at home and to be trained for the practical occupations for

which there is a manpower demand. According to Vaizey, research findings suggest that:

Education's effects are more subtle than has been supposed by the proponents of the view that it directly affects the income distribution, and to suggest that education tends to reinforce, rather than to diminish existing social inequities.<sup>108</sup>

As Coleman has written, the needs of the developing countries exist above all in progress in industrialization and rationalization of agriculture. Unless a still largely agricultural country experiences an improvement in agricultural efficiency and a larger farm product which in part can be converted into investment in social overhead capital and industrial and industry-related plants, a genuine growth process supported mainly out of the developing country's own resources cannot take place. However, with a large "traditional" rural population which relies on self-subsistence rather than on production of cash crops for the market the production of a "surplus" is difficult.

The change of attitude can be effected by Greek education but only if the agricultural sector is integrated into the national economy. Greek development planning should be on a realistic basis taking account of the predominantly agricultural character of the nation and the profound backwardness of the rural sector.

The political consequences of such a program of slow-deliberate development of the major resources available in developing countries are likely to be more favorable than the insistence on large-scale primary education or on a crash program producing a large reservoir of high-level manpower.

This is the only program which will eventually make politically aware citizens which will lead to political



solutions compatible with a free and increasingly democratic society.<sup>109</sup>

## FOOTNOTES: CHAPTER II

<sup>1</sup>Evangelos J. Catsioulas, "Changing Influences on Greek Education 1851-1951," Ph.D. dissertation, University of Michigan, 1952, p. 77.

<sup>2</sup>Panayiotis Georgoussis, "Post World War II Greek Elementary Education and Elementary School Curriculum Development," Ed.D. dissertation, Utah State University, 1972, p. 2.

<sup>3</sup>Ibid.

<sup>4</sup>Catsioulas, op. cit., p. 79.

<sup>5</sup>Georgoussis, op. cit., p. 2.

<sup>6</sup>Panos Polychronopoulos, "Politics and Pedagogy in Greece: A Critical and Creative Analysis and Evaluation of the Ideological and Knowledge Functions of the Greek School System, 1950-1975," Ed.D. dissertation, Boston University, 1976, pp. 121, 144.

<sup>7</sup>Georgoussis, op. cit., p. 3.

<sup>8</sup>Polychronopoulos, op. cit., pp. 166, 169.

<sup>9</sup>Appendix A, "Special Education in Greece," as described by the Hellenic Republic Ministry of National Education and Religion, General Directorate of General Education, Directorate of Curriculum and Studies, Section of Elementary Education, 1975.

<sup>10</sup>Andreas M. Kazamias, "Greece: Modernizing Secondary Education," in Strategies for Curriculum Change: Cases from 13 Nations, ed. R. Murray Thomas, Lester B. Sands, and Dale L. Brubaker (Scranton, Penn.: International Textbook Company, 1968), p. 30.

<sup>11</sup>Constantine N. Stroumbakis, "Improving In-Service Education for Elementary School Teachers in Greece," Ph.D. dissertation, University of Pennsylvania, 1965, p. 28. Cited by Panayiotis Georgoussis in "Post World War II Greek Elementary Education and Elementary School Curriculum Development," Ed.D. dissertation, Utah State University, 1972, p. 8.

<sup>12</sup>Alexis Dimaras, The Reformation that Didn't Take Place (Athens: New Greek Library, 1973) (in Greek), p. 3, vol. I.

<sup>13</sup>Catsioulas, op. cit., p. 13.

<sup>14</sup>Dimaras, op. cit., p. 50.

<sup>15</sup>Catsioulas, op. cit., p. 14.

<sup>16</sup>Waddington, G., A Visit to Greece in 1823 and 1824 (London: J. Murray, 1825), p. 248. Cited by Evangelos J. Catsioulas in "Changing Influences on Greek Education 1851-1951," Ph.D. dissertation, University of Michigan, 1952, p. 248.

<sup>17</sup>Georgoussis, op. cit., p. 10.

<sup>18</sup>Kazamias, op. cit., p. 31.

<sup>19</sup>Ibid., p. 32.

<sup>20</sup>Catsioulas, op. cit., p. 18.

<sup>21</sup>Kazamias, op. cit., p. 32.

<sup>22</sup>Henry Lester Smith, Robert Stewart McElhiney, and George Renwick Steele, A Brief Survey of Present Day Religious and Moral Education in the Schools of Countries Other than the United States of America, Bulletin of the School of Education, Indiana University, 11. No. 3, June 1935, p. 185. Cited by Panayiotis Georgoussis in "Post World War II Greek Elementary Education and Elementary School Curriculum Development," Utah State University, Ed.D. dissertation, 1972, p. 12.

<sup>23</sup>Dimaras, op. cit., p. 1a.

<sup>24</sup>Georgoussis, op. cit., p. 17.

<sup>25</sup>Ibid.

<sup>26</sup>United Nations Educational Scientific and Cultural Organization, "Greece: Educational Developments in 1948-49," International Yearbook of Education 11:150 (1949).

<sup>27</sup>United Nations Educational, Scientific and Cultural Organization, "Greece: Educational Developments in 1947-1948," International Yearbook of Education 10:164 (1948).

<sup>28</sup>Catsioulas, op. cit., p. 29.

<sup>29</sup>"Greece: Educational Developments in 1948-49," op. cit.

<sup>30</sup>Ibid., p. 164.

<sup>31</sup>Ibid., p. 168.

<sup>32</sup>The New Constitution of Greece (1952), Article 16. Cited by Andreas M. Kazamias in "Greece: Modernizing Secondary Education," in Strategies for Curriculum Change: Cases from 13 Nations, ed. R. Murray Thomas, Lester B. Sands, Dale L. Brubaker (Scranton, Penn.: International Textbook Company, 1968), p. 30.

<sup>33</sup>Kazamias, op. cit., p. 39.

<sup>34</sup>Ibid., p. 34.

<sup>35</sup>Andreas M. Kazamias, and Byron G. Massialas, Tradition and Change in Education (Englewood Cliffs, N.J.: Prentice-Hall, 1965), p. 108.

<sup>36</sup>Ibid.

<sup>37</sup>Ibid.

<sup>38</sup>Kazamias, op. cit., p. 51.

<sup>39</sup>Ibid., p. 47.

<sup>40</sup>Ibid.

<sup>41</sup>Ibid.

<sup>42</sup>Ibid., p. 48.

<sup>43</sup>Ibid.

<sup>44</sup>Ibid.

<sup>45</sup>Kazamias and Massialas, op. cit., p. 112.

<sup>46</sup>Ibid.

<sup>47</sup>Ibid., p. 48.

<sup>48</sup>Ibid., p. 51.

<sup>49</sup>Kazamias, op. cit., p. 52.

<sup>50</sup>Ibid.

<sup>51</sup>Ibid., p. 54.

<sup>52</sup>Ibid.

<sup>53</sup>Ibid., pp. 52-53.

<sup>54</sup>Ibid., p. 53.

<sup>55</sup>Ibid., pp. 53-54.

<sup>56</sup>Ibid., pp. 54-55.

<sup>57</sup>Kingdom of Greece, Ministry of National Education and Religion, General Directorate of General Education, Education in Greece, Publication No. 10 (Athens: National Printing Office, 1973), p.5.

<sup>58</sup>Ibid.

<sup>59</sup>Ibid., p. 8.

<sup>60</sup>Ibid.

<sup>61</sup>Ibid., p. 9.

<sup>62</sup>Appendix H, Royal Decree No. 702/1969, "About the Analytical Hourly Curriculum of Elementary Schools," Kingdom of Greece, Ministry of National Education and Religion, Athens.

<sup>63</sup>Ibid., Article 1.

<sup>64</sup>Education in Greece, op. cit., p. 10.

<sup>65</sup>Ibid., p. 11.

<sup>66</sup>Appendix I, Royal Decree No. 723/1969, "About the Hourly Analytical Curriculum of High Schools," Kingdom of Greece, Ministry of Education and Religion, Athens.

<sup>67</sup>Education in Greece, op. cit., p. 13.

<sup>68</sup>Ibid., p. 14.

<sup>69</sup>David G. Scanlon, and James J. Shields, Problems and Prospects in International Education (N.Y.: Columbia Univ. Press, 1968), p.97.

<sup>70</sup>Kazamias, op. cit., p. 34.

<sup>71</sup>Ibid.

<sup>72</sup>Ibid.

<sup>73</sup>Ibid., p. 35.

<sup>74</sup>Ibid.

<sup>75</sup>Ibid., p. 39.

<sup>76</sup>Charles W. Ammoun, Study of Discrimination in Education, United Nations Sub-Commission on Prevention of Discrimination and Protection of Minorities (New York: United Nations, 1957), p. 63.

<sup>77</sup>James S. Coleman, Education and Political Development (Princeton: Princeton University Press, 1967), p. 26.

<sup>78</sup>Kazamias, op. cit., p. 33.

<sup>79</sup>Coleman, op. cit., p. 27.

<sup>80</sup>Ibid.

<sup>81</sup>Catsioulas, op. cit., p. 85.

<sup>82</sup>Stephen Constantine Margaritis, "Current Problems in Higher Education in Greece," Ph.D. dissertation, University of Southern California, 1963, p. 39.

<sup>83</sup>Ibid.

<sup>84</sup>Catsioulas, op. cit., p. 87.

<sup>85</sup>Andreas M. Kazamias, "Plans and Policies for Educational Reform in Greece," Comparative Education Review 11:340 (October 1967).

<sup>86</sup>Ibid., p. 340.

<sup>87</sup>"Population, Per Capita Product and Growth Rate," World Bank Atlas, 10th ed. (Washington, D.C.: 1975), p. 18.

<sup>88</sup>Margaritis, op. cit., p. 149.

<sup>89</sup>Ibid., p. 150.

<sup>90</sup>Georgoussis, op. cit., p. 29.

<sup>91</sup>Ibid., p. 30.

<sup>92</sup>United National Educational, Scientific and Cultural Organization, "Greece: Educational Developments in 1967-68," International Yearbook of Education 30:199 (1968).

<sup>93</sup>United Nations Educational, Scientific and Cultural Organization, "Greece: Educational Developments in 1964-65," International Yearbook of Education 27:157 (1965).

<sup>94</sup>United Nations Educational, Scientific and Cultural Organization, Statistical Yearbook, 1977, p. 550.

<sup>95</sup>Michigan Department of Treasury State of Michigan Financial Information for Fiscal Year 1976-77. Cited by Michigan Individual Income Tax Returns, 1977, p. 20.

<sup>96</sup>Georgoussis, op. cit., p. 30.

<sup>97</sup>United Nations Educational, Scientific and Cultural Organization, Statistical Yearbook, 1976, p. 118.

<sup>98</sup>Georgoussis, op. cit., p. 111.

<sup>99</sup>Kazamias, "Plans and Policies for Educational Reform in Greece," op. cit., p. 347.

<sup>100</sup>John E. Vaizey, The Political Economy of Education (London: Duckworth, 1972), p. 52.

<sup>101</sup>H. M. Phillips, "Economic and Social Aspects of the Planning of Education," International Social Science Journal 14 (1962): 706-718, in Scanlon, op. cit., p. 97.

<sup>102</sup>Coleman, op. cit., p. 560.

<sup>103</sup>Kazamias, "Greece: Modernizing Secondary Education," op. cit., p. 39.

<sup>104</sup>Kazamias and Massialas, op. cit., p. 108.

<sup>105</sup>Ibid.

<sup>106</sup>Frank Smothers, et al., Report on the Greeks: Findings of a Twentieth Century Fund Team Which Surveyed Conditions in Greece in 1947 (New York: The Twentieth Century Fund, 1948), pp. 119-120. Cited by Andreas M. Kazamias, "Greece: Modernizing Secondary Education," in Strategies for Curriculum Change: Cases from 13 Nations, ed. R. Murray Thomas, Lester B. Sands, Dale L. Brubaker (Scranton, Penn.: International Textbook Company, 1968), p. 36.

<sup>107</sup>Coleman, op. cit., p. 547.

<sup>108</sup>Vaizey, op. cit., p. 102.

<sup>109</sup>Coleman, op. cit., p. 570.

## CHAPTER III

### GREEK EDUCATIONAL SETTING

A further clarification on the development of Greek education is made through a study of the Greek educational setting and the key people in the educational process: the preparation of the elementary and secondary teachers, teacher organizations, the principal-teacher relationships, the teacher-student relationships and the school and community relationships. Included is an exposition, analysis, and evaluation pertaining to selected portions of Law 842/1971 entitled, "On the Reorganization of Pedagogical Academies," and on selected portions of Law 748/1970 entitled, "On the Further Training of Secondary Teachers and the Reorganization of the College for In-Service Training of Secondary Teachers."

#### Teacher Preparation

"A gathering of children does not make a school. Neither do fine buildings, modern equipment, new textbooks, and other types of materials. It is the teacher who changes an assembly of youth into an institution of living and learning. The curriculum, any curriculum, cannot be better than the teacher."<sup>1</sup>

Greece has come a long way in the evolution of her teacher education programs but, as in all nations, there is still a long way to go. Prominent educators such as Kazamias and Papanoutsos have



analyzed the qualitative characteristics of Greek teacher education and have concluded that Greek teacher education has produced teachers who are poorly trained with antiquated instructional methods.<sup>2</sup>

In the past, teachers were highly respected and were selected for possessing good moral character; education was considered as less important. Teachers were never questioned or blamed for the failure of the students. The individual was blamed for his own failure. This can still be seen in villages and small towns where deference for the teacher and confidence in his justice, professional qualifications and objectivity still exists. The writer as a pupil in Greek education in her childhood in Detroit experienced this attitude, for Greek schools in the United States were an extension of the Greek Ministry of Education and Religion. Teachers were trained in Greece and sent throughout the world to expound the faith and Greek culture.

This genuine confidence and deference has shown significant decrease from small communities to metropolitan cities where everything was questioned. It was apparent that the twentieth century called for a different type of teacher

. . . one who thinks in terms not only of the school, the local community, and the nation, but of the world; one who thinks and acts not only with a knowledge of the past and the present, but with a view to the future . . .<sup>3</sup>

### Elementary Teacher Preparation

Early modern Greek elementary teacher preparation was given in normal schools which were actually secondary schools. During the 1800's it was considered adequate teacher training for elementary

school teachers since it was erroneously believed that the younger the child, the lower the grade level of instruction, the less teacher education was necessary. The elementary school teacher to this day is called "daskalos."

An Education World's Fair was held in Vienna, Austria, in 1871 in which Greece took part in the international exhibition but was hardly recognized due to her inadequate educational system.<sup>4</sup> Many attempts were made for the improvement of Greek education, but it was not until 1878 that significant steps for the improvement of elementary education began when the first organized normal school was founded in Athens in 1878. This was followed by three other normal schools in Tripolis, Larisa and Corfu.<sup>5</sup>

According to Catsioulas the history of the evolution of the pedagogical academies can conveniently be divided into four periods. The first period begins in 1834 when a law concerning education proposed the organization of a normal school. The first normal school in 1834 was organized by M. Kork, a German, who organized the school after the German teacher training school and became its first director. In 1863 an assembly closed the school for improper, poor operations and inadequate teacher training.

In 1876 it was decided that teachers' training had to be improved and a special committee of distinguished professors prepared a bill for the establishment of a teachers' training school. On January 10, 1878, the bill became law and, among others, a normal school was founded in Athens which offered a three-year course to graduates of Hellenic schools. This was the beginning of the second

period. However, during this period the normal schools were faced with financial problems which resulted in an educational setback and the closing of three of the normal schools.<sup>6</sup>

In 1910 the Athens normal school increased its training period to four years and admitted graduates from the second grade of the gymnasium. Due to the teacher shortage, which was created by the decrease in teacher training schools, the state appointed elementary school graduates to teaching posts.

The third period of normal schools began in 1914 when seven boys' and seven girls' normal schools were established by the Decree of August 26, 1914, and the Law 381/1914. These schools offered a three-year course and accepted second grade gymnasium graduates. During this time, other normal schools were established offering a one-year course and accepting only gymnasium (high school) graduates. The number to be admitted was determined annually by the Ministry of Education and Religion.

The fourth period of the history of normal schools (1924-1932) can be divided into two periods: 1924-1929 and 1929-1932. There were 25 normal schools in Greece from 1924-1929 and in 1929-1932, according to Law 4358, the one-year normal schools were abolished and established the five-year normal schools, some of which were coeducational and accepted graduates of the second grade of a gymnasium.<sup>7</sup>

The year 1933 marked the abolishment of the above mentioned normal schools and the establishment of the Pedagogical Academies, which were modeled after the pedagogical academies of Germany and

were actually two-year colleges. Currently the pedagogical academies are under the regulation and supervision of the Ministry of Education and Religion. They are administered by a director, a vice-director, and the faculty council, of which all regular teachers are members.

According to Law 5802/1933,<sup>8</sup> admission to the Pedagogical Academies was and still is on the basis of a secondary school diploma and a competitive examination. Candidates were not to be over 21 years of age and in good health. The number of students was limited to 40, of which 15 could be females.

Each pedagogical academy had a practice elementary school and also used regular schools in the region for student teaching. Catsioulas writes that an effort was made to give the student a certain degree of skill in interpreting the elementary school program in the light of modern pedagogical principles, the cultural materials available, its transmission through teaching, and the control of the school situation. Further, the Educational Council nominated all teachers to fill vacancies. The appointments were made by the Ministry of Education and Religion and their salaries and pensions were fixed according to laws and decrees pertaining to all public servants.<sup>9</sup>

#### Greek Pedagogical Academies

The institution of Pedagogical Academies was first established through Law 5802/1933 and was improved by Compulsory Law

953/1937, by Royal Decree 923/1966, by Compulsory Law 129/1967 and Decree Law No. 842/1971.<sup>10</sup>

Decree No. 842/1971, "On the Re-organization of Pedagogical Academies," defines the importance of the Pedagogical Academies as follows:

The Pedagogical Academies constitute an institution of supreme national importance closely interrelated to the very social and cultural advancement of the nation; that is why they call for re-organization and re-adjustment to the new demands of life according to the latest scientific data; in the hope, of course, that their purpose may be met with great success.<sup>11</sup>

From the law the writer has selected Article 1, sections 1, 2a, 2b, 3 and 4, and Article 2, which deal with the preparation of teachers. The purpose and duration of attendance and number of those to be admitted are stated in Article 1 of Law 842/1971 as follows:

1. The purpose of the Pedagogical Academies (P.A.'s) is the theoretical and practical training of the Primary Education Teachers.

The regular duration of attendance is two years, while a third year of further specialized studies is offered to in-service primary teachers according to the respective provisions.<sup>12</sup>

The purpose of Article 1 seems to be composed of generalizations. For example: "The purpose of the Pedagogical Academies is the theoretical and practical training of Primary Education Teachers." This raises the question: "What kind of theoretical and practical training?"

The duration of two years' training may be too short a time to give the student a thorough education and background in the many

subjects of child psychology, psychology of education, anthropology, sociology and the content of courses necessary for an interdisciplinary approach to the process of education. It might be better if Greek elementary teachers were to receive a four-year, pre-service teacher training and education. The one-year in-service training should be helpful, but this could be offered beyond the pre-service four years of study to provide teachers the opportunity for continuing education. In addition, this suggested four-year teacher education probably should be raised to the equivalent of a university degree instead of a teaching diploma. Thus it is believed that the elementary teaching profession then would be on equal social and academic status with the secondary teaching profession, which requires a university degree.

2. (a) Those admitted to the P.A.'s must have a leaving certificate of a six-year high school. They are admitted after successful theoretical and practical entrance examinations.<sup>13</sup>

The writer is in agreement with the above mentioned requirement. Admittance should require a high school diploma and a competitive entrance examination. This requirement should improve the quality of elementary teacher candidates because it would select superior individuals with high intelligence, and quality teachers are needed.

2. (b) Candidates holding a high school leaving certificate with excellent mention A and conduct characterized as "very good" are admitted to the P.A.'s after they have been successfully subjected to practical examinations only--such candidates are exempted from any other entrance examinations.<sup>14</sup>

Outstanding high school graduates should be encouraged to enter the teaching profession. In the past those students who could not enter other professions with high entrance standards entered the teaching profession, which had low entrance standards. High admission standards should place the teaching profession on equal status with the prestigious professions, such as the legal and medical professions which adhere to high standards.

2. (c) As qualified for participation in the entrance examinations are considered those who: possess a high school leaving certificate with "very good" conduct, have no physical defects or deformities and are physically and mentally healthy--minimum height for males: 1.60 m., minimum height for females: 1.55 m.

They must not be older than 25 years of age, the completion of the 26th year occurring after the end of the year he/she applies for participation in the entrance examinations.<sup>15</sup>

It is the opinion of the writer that parts of this section could be omitted from the requirements of a nation striving for a democratic way of life.

Teaching requires stamina and, therefore, the candidates should be physically healthy. That the candidate should be mentally healthy ought not to be debatable, but physical defects, deformities or handicaps probably should not prohibit an intelligent person from being a good teacher. This section seems to discriminate against the physically handicapped and thus appears undemocratic.

Minimum height requirements for males of 1.60 m. (5'3") and minimum height requirements for females of 1.55 m. (5'1") doesn't have any validity. A teacher, as an artist, does not have to be tall. A

person's height is irrelevant if he has the qualifications. As Hans Christian Anderson has written, "If your heart is full of love, you're nine feet tall."

A maximum age of 25 seems equitable in a country such as Greece where, for economic reasons, teachers are needed who have years of service ahead and thus provide a good return on the nation's educational investment.

3. Matters concerning the entrance examinations, theoretical, and practical, the certification of health and absence of deformities or defects as well as the entrance of some categories of candidates not withstanding the fixed number according to the respective beneficial provisions are determined by a Royal Decree issued upon proposal by the Minister of National Education and Religion. Also, it is possible that special entrance tests are introduced by the same Royal Decree.<sup>16</sup>

No comment is necessary here.

4. The number of male and female students to be admitted in each Pedagogical Academy is determined according to the staff needs of Primary Education Schools and according to the capacity and teaching facilities available by each Academy.<sup>17</sup>

This measure will, through appropriate projections of teacher needs, control the supply of teachers so that there will not be an over supply of teachers or a teacher shortage.

Article 2 provides for the subjects to be included in the curriculum. It is an attempt toward much needed modernization according to the latest scientific data on the one hand and to a more substantial contact with the Greek tradition on the other.

### Subjects

1. The following subjects are offered in the P.A.'s:  
Divinity (Liturgics-Dogmatics, Ecclesiastical Texts).



Greek Language and Literature, Logopedics, Greek History and Culture. Archaeological and historical places of Greece, Folklore, Mathematics (Elements of the set theory and systems of numbers. Arithmetic and elements of Algebra. Plane Geometry and solid Geometry).

Science: (Physics, Chemistry, Science of Nature, Biology, Geography, Practice in Experimenting).

Pedagogics: (a) General Pedagogics; (b) General Teaching Techniques, including classes on the modern primary school audio-visual aids; (c) Special Primary School Teaching Techniques; (d) Retarded Children Instruction; and (3) Child Somatology. Psychology: (a) General and Pedagogical Psychology; (b) Child Developmental Psychology; (c) Applied Differential Psychology and Elements of Statistics concerning Psychology and Pedagogics Introductory Elements to Philosophy.

Social Education and Civics: (Introduction to Sociology). Plastics Arts (Drawing and Handicraft). Physical Education: (Gymnastics, Athletics, Sports, National Dances).

Music: (Theory, Singing, Instrumental Music, Ecclesiastical Music).

Organization and Administration of Education: (General Principles of Organization and Administration of Education, Educational Policy Organization, Organization and Supervision of Education, Primary School Administration and Supervision, Curricula, Textbooks, and Educational Legislation).

Home Economics and Family Education. Hygienics: Personal, Social, School Hygienics, First Aid).<sup>14</sup>

Foreign Languages: (English or French or German).

Elements of Agriculture and Agricultural Economy.

Teaching Practice.

2. Subjects may be added or stopped through Royal Decrees issued upon proposal of the Minister of National Education and Religion.

3. The above mentioned subjects aim at:

- (a) The consolidation and assimilation on the part of the students of the necessary teaching techniques and the general professional stock of knowledge connected with pedagogics, and
- (b) The cultivation of the students' morality on the high values of the Greco-Christian characterizing the Greek teacher.

4. The curriculum and detailed syllabus of subjects and practical training as well as the distribution of subjects into each year of attendance are specified through Royal Decrees issued upon proposals of the N.E.R. Minister.

The following basic principles are taken into account in the selection and structure of the material to be offered of each subject:

- (a) The fulfillment of the purpose of each subject as described above and,
- (b) The selection of the basic and main elements so that they are successfully acquired by the students. Details of secondary importance are offered merely for the acquisition of relevant knowledge.

In the P.A.'s there may be held lectures by distinguished scholars on educational or other subjects with the consent and responsibility of the director and faculty.<sup>18</sup>

The breadth of subjects offered at the Pedagogical Academies is impressive but it is questionable whether or not such a vast and varied curriculum could adequately be covered in depth in two years, and still allot time for professional laboratory experience.

This law could have significant implications for the development of special education in Greece. Some attempt is presently being made to teach the educable mentally impaired but little is provided by the government in the areas of the hearing impaired, the

visually impaired, the emotionally impaired, the learning disabled or the multiple handicapped. Special education will be considered in a separate chapter. This law is also significant in including courses in Elementary School Administration as part of the Pedagogical Academies' curriculum. The seven courses offered are not enough to qualify a person as a school administrator and the absence of the study of human relations in administration, public relations, school and society and school and community is alarming. However, this is a start in the right direction since prior to this time school principals received no special training in school administration.

#### Secondary Teacher Preparation

Secondary school instruction follows the Herbartian method.

Catsioulas states:

In 1875, the Herbartian system was introduced. In normal schools established a little later and, until the establishment of pedagogical academies in 1932, this system was taught to the new teachers.<sup>19</sup>

Georgoussis maintains that the Herbartian psychology does not provide for individual differences. The Greek schools from the elementary level are dominated by Herbartian psychological methods. Individual differences are not considered important for the education of Greek youth.<sup>20</sup>

Teaching method is defined by the Ministry of National Education and Religion as follows:

Stimulation of the interest of the class, presentation of the new teaching item, deepening analysis of the item in discussion, and finally acquisition and assimilation by relating the new item to the modern standards to such a degree the maturity of the class permits.<sup>21</sup>

The teacher and subject matter are the most important aspects of secondary education. Notetaking from dictation constituted the basic method of teaching until recent reforms. In the past answers to the teacher's questions had been verbatim recall.

The secondary school teachers are given an outline of subject matter to be taught. Every secondary school student is expected to succeed at a specified level. According to Catsioulas this situation was attributable to the following reasons: (1) the striking proportion of teachers not pedagogically educated, (2) teachers who are subject-matter specialists, (3) the lack of textbooks, laboratory equipment and materials, and (4) the long-accepted tradition of factual knowledge as a basis for university admission.<sup>22</sup>

Even though the responses of individual differences in learning abilities, talents and personalities is known, written and also taught at some teacher training institutions, they are forgotten at the secondary level of instruction. Curriculum, not the individual, is the center, for it is believed that secondary schools are to prepare individuals for institutions of higher learning or universities. Therefore, secondary school students must prove that they are qualified to go on to the university. The way to prove themselves is to succeed in every subject and to pass the entrance examination to the university. Since the university program in Greece does not include graduate study, it is highly specialized and secondary schools are expected to give a sound background in the different academic areas. Students are promoted on the successful passing of stringent oral and written examinations. Greek education was

made even more difficult and confusing because of the problem of Polyglossy. Ancient Greek, Modern Greek (demotic), pure Greek (katharevousa) and New Testament Greek, Latin, French, German, and English.<sup>23</sup>

Catsioulas states that according to Law 4370/1929, "About Schools of Secondary Education":

The public secondary school has as its avowed aims the intellectual, moral, and physical development of the adolescent, his preparation for entrance to the university and other higher institutions of learning, and for his effective participation in the life of the nation.<sup>24</sup>

Modernization of secondary teacher training resulted in the proposed Educational Reforms of 1970, with Law No. 748/1970, "The Further Training of Secondary Teachers and the Reorganization of the College for the In-Service Training of Secondary Teachers (C.I.T.S.T.).<sup>25</sup>

Decree Law No. 748/1970

ON THE FURTHER TRAINING OF SECONDARY TEACHERS AND THE REORGANIZATION OF THE COLLEGE FOR THE IN-SERVICE TRAINING OF SECONDARY TEACHERS (C.I.T.S.T.)

The general goals of this Decree are:

- (a) Further training in pedagogics of the newly appointed S.E. teachers.
- (b) Periodical training of the in-service teaching staff which is divided into a short duration training and a long duration one.

The short duration training aims at the improvement of the teacher's professional efficiency by supplementing his stock of knowledge whilst the long duration training aims at forming educators for higher posts.

- (c) Reorganization of the CITST so that it may become the suitable educational center which will attain the above goals. The following specific questions are covered by the above mentioned Decree.<sup>26</sup>

This is an excellent law regarding the education of secondary school teachers in Greece who are all highly specialized academicians. It is good because it serves the purpose of the Greek secondary schools which are highly specialized to prepare students for the university, for the prestigious professions, and future political posts.

This law provides for the continued education of the high school teachers by providing further education in their respective areas of specialization, specifically, Letters and Theology, Mathematics and Physics, special branches division and special course division. In addition to further specialized training it provides for further training in pedagogics.

Article 1 defines the purpose of the CITST as follows:

- (a) Further training in pedagogics of S.E. teachers of all branches and specialties.
- (b) Scientific research and studies on secondary education questions, i.e.: curricula and syllabuses, textbooks, aids, teaching methods, etc.
- (c) Study of subjects referring to scientific branches connected with secondary education.

Five divisions for the further training of the S.E. teaching staff are established by Article 2, i.e.:

- (a) Division of Letters and Theology.
- (b) Division of Mathematics.
- (c) Division of Physics.
- (d) Special--branches of division.
- (e) Special--course division.

The first three of the above divisions are designed to offer a further training to the teachers of the respective specialists; the special branches division refers to the teachers

who do not belong to the aforesaid three divisions, i.e., it refers to the teachers of Music, Drawing and Home Economics. Finally the special-course division aims at the specific instruction of those educators who are intended to be designated either as instructors (when accelerated courses are put into operation in Education Regions) or to fill up office posts in the Inspectorates of Education according to the provisions of D.L. No. 651/1970 regarding the (organization and administration of General Education and its staff).

By this same article the establishment of two more divisions is provided, i.e.:

- (a) Division for basic training of the teachers of Drawing and Music, as no special training schools exist for these specialties and,
- (b) Foreign languages division for additional training in pedagogics and further training of the teachers of foreign languages, as well as for studies of subjects pertaining to the foreign languages teaching.<sup>27</sup>

Article 1 of this law is good because it recognizes the need for the further training of secondary education teachers in pedagogics, which should prepare teachers through the study of Educational Psychology and teaching methods designed to meet the needs of individual students. However, the pedagogical training will only provide an awareness for the need for change, and change will only come about when the curriculum is reconstructed and is made flexible to adapt to individual needs and individualized teaching techniques. It also provides for further training in the secondary teachers' area of specialization.

It provides for scientific research on curricula, textbooks, audio-visual aids, teaching methods and techniques and on the organization, administration and supervision of education. The provisions are good if they result in improvement of curricula and in school

administration and supervision. Provisions are only as good as their implementation.

The further and continued study in the scientific branches is necessary to keep abreast of new developments in science and technology.

Article 3 provides the establishment of laboratories-workshops with the training college, i.e.:

- (a) Psychology laboratory.
- (b) Experimental Pedagogics laboratory.
- (c) Careers guidance workshop.
- (d) Foreign languages workshop.
- (e) Education planning workshop.

These laboratories and workshops are destined to be the centers of research on respective subjects.

By the same article the establishment and operation of a library is provided to help the teaching staff and trainees. The library is absolutely necessary for an educational establishment like the C.I.T.S.T.<sup>28</sup>

The establishment of the aforementioned workshops in Article 3 is excellent in this writer's opinion. It contains the basic requirements for a secondary education which will meet the needs of the individual students and which contributes toward Greece's social, cultural and economic development by providing education in psychology, teaching methods, careers' guidance and educational planning.

In this writer's opinion, the Foreign Language Workshop is not really so important. If a student is to learn a foreign language then English should receive an emphasis since it is becoming the universal language and is replacing French.



The establishment of an up-to-date library is imperative in education. The library should contain books and periodicals on international education so that the teachers can compare, evaluate and better understand their own educational system and needs.

It is not only important to have excellent teachers but also to have an adequate number. In this regard the Greek Ministry of National Education and Religion should take into consideration the following data from the State of Michigan. Michigan, which has a comparable population to Greece, had in 1975-76 2,127,917 enrolled in public schools. There were 89,847 teachers giving a student-teacher ratio of 23.7. The average teacher's salary was \$15,064.<sup>29</sup> The per pupil current operating expenditure for 1975-76 was \$1,302.94.<sup>30</sup>

#### Teacher Organizations

The Greek educational system has divided teachers into the elementary school teacher (daskalos) profession and the secondary school professor (kathigetes) profession.

The reason for this is that in the past it was considered unnecessary for an elementary school teacher to have a sound university education. Prior to 1933, with the establishment of Pedagogical Academies, which were patterned after the German Pedagogical Academies and were actually two-year colleges, elementary school teachers were trained in normal schools which were actually secondary schools. The secondary school teachers, on the other hand, were

graduates of the university, usually the University of Athens, and were specialists in their subject area.

Thus the professional title "daskalos" indicated a much lower socio-economic status than did the title of "kathigetes" which was highly prestigious and respected in high esteem.

This carries over to modern Greece today and is reinforced by the teacher organizations themselves which are separated into Elementary Teachers' Organizations and Secondary Teachers' Organizations. These separate and unequal teachers' organizations function according to state laws, and have influenced educational trends among teachers and laymen. The writer visited the Secondary Teachers' Federation (OLME) in Athens in the summer of 1975 and interviewed its president, Vice-President and Secretary. She was told that this organization was founded in 1945. It holds meetings, publishes weekly periodicals, promotes the social and economic status of teachers and improves instruction. These gentlemen also told her that since the Karamanlēs government, teachers have the right to negotiate for better teaching conditions including fewer daily classes and higher salaries.<sup>31</sup>

#### Teacher Administrative Relationships

Greece has a centralized educational system; therefore, curriculum and other important issues concerning instruction, school administration, administrative policies, business management and other aspects of education are designed and established by the central agencies in the Ministry of Education and Religion.

Public and private elementary and secondary schools operate in accordance with the national curriculum, statutes and regulations designed for them. According to Kazamias:

The Greek educational system is based on a highly centralized pattern. The main source of executive and legislative power is the Ministry and its advisory councils. The decisions made at the national level are implemented through the local supervisory councils, the general inspectors, the inspectors, the school principals, and the school faculties.<sup>32</sup>

An important person in the proper development, organization and operation of education programs is the administrator. It is the administrator's duty to see that each individual in the school system is given the freedom of opportunity, encouragement, praise, recognition and incentive to work in an atmosphere of love and creativity. The position of administrator is one of great responsibility and authority. Though there is a need for authority, the authority should be used for the common good of all. The administrator should have skill in the field of human relations which will contribute toward a good relationship with his staff. The Greek elementary and secondary school principals are assigned by the central office in the Ministry of Education and Religion on the basis of their successful professional experience. Elementary school principals are graduates of the pedagogical academy and are actually master supervising teachers whose duties include teaching as well as supervision of instruction. The secondary school principals are university graduates having the equivalent of a bachelor's degree. Both the elementary and secondary school principals have little special training in school administration.

The principal of each school has administrative, supervisory, and instructional responsibilities. The school principal is the main student disciplinarian and guidance counselor since facilities and appropriate personnel are lacking. However, the principal has no disciplinary power over the teachers, except the power to report them to high authorities. In addition to his administrative, supervisory, guidance and disciplinary duties, the principal has a heavy teaching load.

K. D. Antonakaki describes the Greek principal's duties as follows:

The responsibilities of the principals are administrative, supervisory, and instructional. They are secretaries of the school and of the school board and keep the school record books. They have the duty of pupil guidance and discipline. The elementary school teacher-principal is in addition a kind of health and attendance officer; now he is becoming a social worker too. The principals have a slightly lighter instructional load than the teachers. Their least carried out duty is supervision; they conduct conferences, but in general they avoid visiting classes in order not to hurt the teachers. They have no disciplinary power over the teachers, except the right to report. This helps to create a good school atmosphere; the principal is a primus inter pares in the school rather than a boss. But he needs more help in administration and more time for supervision and public relations.<sup>33</sup>

Recent reforms as stated in Law 748/1970, on "The Further Training of Secondary Teachers and the Reorganization of the College for the In-Service Training of Secondary Teachers,"<sup>34</sup> are providing some very basic introductory courses in school administration and supervision of instruction, but the course offerings are incomplete and seemingly do not provide a sound knowledge of school administration.

The principal is a key person in the process of education at the elementary and the secondary school, and an equally important key person is the teacher. The roles of these two key professionals necessitate that there be a constant relationship if the goals of education are to be achieved.

Since the elementary and secondary schools are centrally directed in terms of important issues, the school principal administers the school according to the established rules and orders of the Ministry of Education and Religion. However, the nature of a centralized system does not allow the principal enough freedom for creativity, originality, or self-expression to be innovative or to demonstrate his competence and quality of leadership.

In general it may be said that the school principal feels secure and is appreciated if every step he takes conforms to the prevailing rules and regulations. Consequently, the principal becomes mainly a rule follower. This does not mean, however, that the centralized school system is without some merit just because it does not give enough freedom and flexibility to the administrator. To the writer, freedom and flexibility become valuable and meaningful only if they are used wisely. It is believed that freedom and flexibility in school administration requires professional competence and qualifications. Otherwise, these qualities may do more harm than good. Though debatable, it is the Greek belief and contention that there has to be unity among the schools of a nation and that strong nationalistic patriotism and preservation of the Greek Orthodox

faith or the Hellenic-Christian tradition must be achieved through formal education. The quality of administrative service within a school is a significant determinant of the level of effectiveness of the total educational program. This is so because administration penetrates every phase of school life. Realizing the importance of administration for education it may be said that at the present time in Greece the centralized school system is necessary because administrative personnel are not professionally trained to assume full responsibility to direct school operations. According to a member of the Ministry of Education and Religion, the teachers in Greece may express opinions at the faculty meetings but the final decision is always made by the principal.<sup>35</sup>

One of the principal's duties is to visit classrooms and to supervise the teachers. It was the writer's observation during her 1975 school visitations in Greece that the school atmosphere, particularly the principal's office, was democratic, personal and informal. Teachers are free to consult with the principal who is directly accessible to the teaching staff at all times on a personal but highly professional basis. Communication between principal and teacher is enhanced by a mutual respect and dedication to professional interests and obligations. This is an encouraging beginning toward a democratic school environment to meet the needs of Greece's new democratic society. Public relations are minimal in Greece. This can be understood since the centralized Greek educational system does not allow for citizen involvement or for a community-centered school.

It is desirable that the principal establish various faculty committees to formulate school personnel policies, discipline codes, construct and innovate curriculum, to work on class scheduling and teacher loads, to plan for special event assemblies and to develop a program of extracurricular activities. He should coordinate and unify the efforts of these individual committees at general faculty meetings where committee reports are presented, discussed and decided by the entire faculty.

Further, it is desirable that the formal (professional) relationship between individual teacher and principal become a person-to-person relationship. This would be accomplished through classroom observations and evaluation. These observations ought to be followed by principal-teacher conferences during which there would be professional exchange of ideas not for the purpose of downgrading the teacher, but for the purpose of upgrading the quality of instruction. In this way the principal would serve as a resource person.

The administrator ought to give the teachers and pupils freedom to try new ideas and should be amenable to the criticism that may arise if the new ideas fail. The administrator should have a pragmatic, progressive democratic philosophy of education.

Rupert C. Lodge defines a pragmatic administration as follows:

The pragmatist views personnel administration an exercise of leadership by providing conditions for full participation and cooperation of the entire teaching staff to the end that pupils are assisted in the processes of adjusting to their biological and social environments.<sup>36</sup>

The recent reforms in Law No. 748/1970 on "The Further Training of Secondary Teachers and the Reorganization of the College for the In-Service Training of Secondary Teachers"<sup>37</sup> should be further expanded to include specialized professional university training in democratic school administration. The principal should be appointed on the basis of his education, experience, merits and desirable personality traits, the most important being his ability to understand people, group dynamics and public relations as a means by which to release individual teachers' talents in a cooperative faculty effort toward the goal of improved instruction.

#### The Teacher and the Student

The writer subscribes to the philosophy that education is to enable people to know their environment, to react rationally, to adapt to the structural changes of society, and to acquire the ability to increase both their personal prosperity, happiness and moral values. Individual prosperity, happiness and moral values through the acquisition of knowledge and skill should contribute toward a nation's progress by promoting social, cultural and economic development. The objectives of education are achieved through a nation's schools and the key individuals in the formal educational process are the teacher and the student. Although many individuals and agencies take part in this process of education the student is the central figure and, in the formal educational setting, the teacher is one of the closest persons to the student. Together they work to accomplish the established objectives. The teacher and the



student, through personal and daily contact, could establish a relationship which inspires both teacher and student to release their creative talents and in this way to develop the student's positive self-image and a well-adjusted and well-rounded personality.

The effectiveness of curriculum, teaching methods and textbooks depends on the way they are interpreted and implemented. In addition, the innate talents, aptitudes and potentialities of the student are developed, in part, through appropriate teaching techniques.

The reform of teacher education affects the reform of all education in general because the efficiency of an educational system depends in part on the personality of the teacher, the teacher-student relationship and on the quality of instruction. Many Greek educators do not consider the teacher-student relationship as being the most important aspect of education nor do many of them recognize that the teacher-student relationship creates and determines the atmosphere of the entire learning process.

The Greek school environment is serious and authoritarian. The Greek teacher is viewed as superior and students are expected to show respect and unquestioning obedience to the teacher and to the subject. The Greek student from the elementary school on through the secondary school is never allowed to forget the seriousness of his studies. Even the very young children are required to memorize irrelevant facts which they repeat in encyclopedic fashion but which appear to have little meaning or significance for the student. Teachers are prepared to control the classroom rather than to allow

the students the freedom to explore their interests and to develop through the process of individualized instruction their own creativity and positive self-image.

This is apparently the result of the absence of freedom in the highly centralized Greek educational system, administered and controlled by the Ministry of National Education and Religion, which in turn is controlled by the political party in power. This tight control of education is reflected in every aspect of Greek education. The political elites control the Ministry of Education and Religion, the Ministry of Education and Religion controls the school principal, the school principal controls the teachers, and the teachers control the students.

In 1976 Panos Polychronopoulos describes the five roles of the Greek teacher as follows:

1. The teacher as a sergeant. Before any learning activity even begins, the teacher acts as a sergeant by lining students up before going to class, asking a student to say the prayer, making the announcements, and then having the students file to class.
2. The teacher as museum guide. Like a museum guide, the teacher guides the students to the marvels of human thought that stand there dead, lifeless, frozen, dusty, not to be touched, felt, pushed around, opened up, or tried out, but to be admired, awed, revered, and memorized!
3. The teacher as tamer/judge/disciplinarian. The role of the tamer is very well expressed in the common Greek expression "na ton kanis anthropo" (to make him human), implying that the student does not know the "lesson" or he misbehaves, he gets spanked. Even during the 50's, being punished for not knowing was very common, especially in the countryside and in the elementary schools.
4. The teacher as auditor. The teacher examines the students (usually the first half hour) to see what is in their minds, how well the delivery has been recorded, and whether there is correspondence between the delivery

and the reception, that is, whether what is in the student's mind corresponds to what is in the teacher's mind. (The auditor examines the books to see what is in the books, whether the transactions are recorded accurately and properly, and whether they are balanced.) If the student's response is equal to the teacher's presentation, then the student passes; if not, the student is graded according to the degree of correspondence.

5. The teacher as guardian/policeman. As the policeman patrols the streets to make sure people behave according to the laws, so the teacher goes around town after class hours checking whether the students are in the streets playing or at home doing their homework (internalizing the assigned version of reality). This role is slowly dying out, but it was very prevalent in earlier times and especially in the countryside of Greece.<sup>38</sup>

After reading what Polychronopoulos has to say about the five roles of the Greek teacher, it is interesting to note how Dimaras describes the 1834 Greek school teacher's duties. These are as follows:

#### Teacher's Duties

The duties of the public school teachers. The teacher should respect the citizens and let them know that they are teaching their children, giving them all their school work and helping them to learn and to obtain an education.

The teacher should set an example for the students by being well groomed, mannerly, and respectful of others. If the teacher sets a good example then the students will love the teacher and identify with him. They, too, will always do good things.

The teacher should not favor certain students because they are from wealthy homes and have influential parents. Students of all classes should be treated equally. The teacher should be indiscriminating with his students and have the same warm feeling for all students regardless of their socio-economic class. She should accept the rich and the poor student alike.

The teacher should make home visitations. He should talk with parents to be sure that the student's home life is conducive to the child's proper upbringing.

The teacher should see that all children are enrolled in school.

The teacher should visit sick students to see that the parents are properly taking care of the child. The teacher is supposed to have a better understanding of a child's health needs than his parents, who in some cases are uneducated, and should call a doctor if necessary.

The teacher should be responsible for maintaining classroom order and discipline and for appropriate student conduct. Teachers should be responsible to report to the parents.

The teacher should not take part in any arguments, be involved in any scandal, and should not gossip or carry words from one person to another or ever be the cause of trouble.

The teacher should be a good citizen, possess good moral ethics, and should not lose his temper.

The teacher should perform his duties and through his conduct set a good example for his students.

The teacher should engage in a moderate social life. If the teacher attends a party or a wedding he must always be careful how he conducts himself. He should be serious but sociable. He can have one drink or one glass of wine. The teacher should be careful in his associations with people and must always be polite. The teacher must leave the party early and without any arguments so that he can get a good night's sleep and be ready to work at school in the morning.<sup>39</sup>

Dimaras also describes the duties of students during this same period as follows:

#### Greek Student's Duties

Students are to obey and respect the teacher.

Students are not to talk to each other when the teacher is giving them their lessons.

Students are not to bother or annoy other students and are not to fight with others, but instead are to be friendly and love each other like brothers and sisters.

Students are not to tear their books and not to break their slate pencils.

Students are not to take anything that does not belong to them either from another person or from the school, and if they should find something that does not belong to them, they should turn it in to the teacher.

Students should always tell the truth.

Students should be kind and polite to other people.

Students must not be unkind to animals.

Students are to honor and obey their parents and their elders.

Students are not to make fun of anyone who is sick or handicapped.

Students are not to associate with bad company.

Students are to walk quietly and to behave when they are on the road.

Students are to behave and study at home.

Students are to attend church on designated holidays and stand quietly when they are worshipping during the liturgy and the holy prayers.

Students at all times should be well-behaved children. They should carry out their assigned duties quietly and carefully.

Students should obey the student assistants and teacher helpers.

Students should obey all of the school's rules.<sup>40</sup>

In 1975 during school visits and interviews with Greek teachers the writer found them to possess personality traits common among most Greek people, that is, a warm and sincere love for children. The Greek people see in their children hope for continued

freedom from enemy oppression and for the perpetuation of their traditions, language and religion. Teachers and parents have high aspirations and expectations for student achievement. The problem arises not in lack of love--but in the fact that love is not enough when Greek teachers and students are inhibited by fear of criticism for trying something new, different, innovative, and creative but not in conformance with the Ministry's outline of course of study.

Guidance and counseling are not a part of the Greek educational system and intelligence or aptitude tests are not used at the secondary school for diagnostic purposes. Teachers are not provided with technical help. The future of an individual student is in the hands of the teacher whose knowledge of pedagogy may be questioned. However, some attempt is made to channel students according to aptitude during the fourth year of school, at which point, secondary education becomes specialized for those who intend to pursue university degrees. School programs for boys and girls are identical. Mrs. Magda Softi, a graduate from the University of Utah, provides a private guidance and diagnostic service in Athens at the Educational and Vocational Guidance Service for those students whose parents are willing to pay for this service. During the writer's interview with Mrs. Softi, she was told that the Stanford California Diagnostic Tests, which have been translated in Greek, are used for educational diagnostic evaluations.<sup>41</sup>

Extra-curricular activities are not provided in the Greek secondary schools. The Greek students are very serious. They are

interested in politics and look forward to some day holding a political position.

Catsioulas states:

There is some evidence that Greek secondary education is beginning to give some attention to pupil participation in school activities, but in the main the meager social life and authoritarian organization are not conducive to the development of pupil initiative and responsibility.<sup>42</sup>

Polychronopoulos' impressions of Greek teacher-student relations are as follows: Teacher-student relationships are not very friendly and personal. Disciplinary measures include both positive and negative reinforcement. Poor conduct is recorded on the student's report card. Corporal punishment is not permitted. He states:

Depending upon the infraction, the student is subjected to one of the following levels of punishment: (1) reprimand by the teacher; (2) being sent to the principal's office; and (3) appearance before the council of teachers. In the event of a serious offense, the pupil may be expelled.<sup>43</sup>

The teacher in the Greek secondary schools accepts the individual student not for what he is but for what he is expected to be and this is a crucial issue in Greek education. The Greek secondary school teacher expects the individual to possess the skill and ability necessary to achieve the secondary school curriculum. If the student fails, many teachers believe it is his fault.

Polychronopoulos states:

Rivalry and antagonism among students are prevalent. In fact, the selection of the "best" is done through competition. All the extrinsic rewards, the grades, the merits, and the promotions feed and maintain this system positively; all the punishments, the scoldings, the failures feed and maintain this system negatively. As far as I know, there are no intrinsic rewards used in the

Greek schools. The joy of learning, the satisfaction that comes with understanding, the awe of discovery, the pride of creation and of expression are very rare in these classrooms. The punishing character of the screening system is manifested in the various expressions of the teachers and students. "Ton ekopsa," (I cut him), "tha kopis," (You will be cut), "kopika," (I was cut), expresses the "cut-off" sense of failure; "perasa" (I passed), "tha peraso," (I will pass), show the "passing sense of advancement." Often students see the teacher as the enemy: "Tha ton skiso," ("I will tear him apart"--"I will get such a high grade that the teacher does not expect; I will surprise him"); "ton koureliasa," (I shred him to rags/pieces--I did so well, I beat him; I showed him who I am). Often teachers view the students as adversaries: "tha se kopso!" (I will cut you, fail you). Passing is considered a favor, luck, at the expense of another, rarely as a deserved reward, or as a result of competence. There is an irony in all of this: the student must pass, he is pressured to pass, for failure is unacceptable; yet failure is built into the system. One must pass, yet one is made to fail!<sup>44</sup>

Polychronopoulos further writes:

The Greek classroom is still called "ethousa paradosis" (delivery chamber, like the delivery room in a hospital), where the school teacher (and the university professor) deliver their messages which the students passively record. These messages/knowledge are "subjectized," that is, made into lessons to be memorized (not to be explored) and are delivered in utter profundity and dead seriousness. Mathematics, grammar, physics, etc., are studied in the Greek schools in a profound and deadly serious manner as if they were being studied in graduate schools by professionals specializing in these areas. This is not only true of the secondary schools, but also of the primary schools.<sup>45</sup>

He cites Dimaras as supporting his contention as follows:

Even such "subjects" as body conditioning, music, arts and crafts, etc., are subjectized and given such air of profundity and seriousness that the purpose of these activities is literally killed.<sup>46</sup>

From these quotations it seems apparent that little concern is given to the students' totally well-adjusted personality.

Further, a student who cannot meet pre-set standards of academic



achievement and who is labeled a failure in his school efforts may have every interest, incentive and ambition for his future destroyed. Therefore, it is really not so important that everyone be educated for superior intellectual contribution but most important that everyone be recognized for the unique contribution he can make within his abilities and limitations.

In spite of the inadequacies of the school curriculum, teacher preparation and other aspects of Greek education, the people show a significant confidence in schools and teachers. Especially in the past schools or teachers were never questioned and blamed for the failure of the students. It was the individual to be blamed for his own failure. This can still be seen in villages and small towns where deference for the teacher and confidence in his justice, professional qualifications and objectivity still exists. This genuine confidence and deference shows a significant decrease from small communities to metropolitan cities where everything is questioned. This can be considered as the beginning of change.

If change and improvement are to take place in the Greek schools as in all schools, then teachers ought to accept the process of education which Bruner's famous dictum states, "Any subject can be taught to anybody at any age in some form that is honest and interesting."<sup>47</sup>

In addition, the teacher-student relationship of superior-subordinate could be replaced by one in which the teacher is viewed as a friendly and capable personality whose role it is to assist the student toward mutually recognized important goals. The teacher

ought to be both a teacher and friend to the student and should utilize both child and educational psychology to help the student.

### School and Community Relations in Greece

School and community in Greece are separate and unrelated socially and educationally. There is no direct citizen involvement in the formulation of educational policy, in curriculum construction and content selection. There is neither parent participation in the affairs of the school nor participation in decision-making processes regarding the short-range and long-range educational plans for their children.

Since Greece has a centralized system of education, educational policy, curriculum and decision-making are the exclusive authority of the directors at the Ministry of Education and Religion. The curriculum designed at the central office of the Ministry of Education and Religion does not provide for local community needs. Georgoussis cites Constantinos Michalakakis as follows:

Citizens and laymen do not have a word in making decisions about education. This might leave the impression that professional people in education cooperatively make the decisions. This is not true either because a large part of the professional people are excluded from taking part in making decisions. The decisions are made by administrators in the Ministry of Education and Religion, who comprise a very small percentage of the professional people in education. This results in a great gap between theory and practice.<sup>48</sup>

Greece has at least two distinctly different cultures: the predominantly rural culture of subsistence farmers and the urban culture of the city dwellers. The irrelevance of the curriculum and the lack of citizen involvement to construct a curriculum which will

meet the needs of the people in the community is especially evident in the Greek villages. The curriculum designed in Athens reflects the culture and values of urban living which seems remote and unrelated to the experiences and needs of the villager and to the village child.

Antonakaki maintains that the social body of Greece is the villages with 58% of the people living in rural villages.<sup>49</sup> However, the centralized educational system does not consider the local community needs. The Greek curriculum is devised by authorities outside of the local setting. This results in the perpetuation of the traditional curriculum which does not foster local community development.

If the existing curriculum of elementary education had been devised to adequately meet the needs of Greece, it would have been inconceivable for school and village to be divorced from each other.<sup>50</sup>

The Greek centralized school system which separates school from life is a crucial issue in Greek education because it has resulted in static individual, community and national development rather than in dynamic, individual, community and national development. Georgoussis observes:

The uniformity of textbooks contradicts the state policies. Although the state tries to make the rural children love rural life, the subject matter of the books is urban rather than rural; for example, the hero of the best elementary reader, which has influenced the present grown-up generation, is an urban boy who visits the country just to admire the scenery.<sup>51</sup>

Greek educators should be willing to change the traditional centralized system of education if rural reconstruction and

economic development are to be achieved. Education should be made relevant to local needs. A UNESCO report states: "Rural education and rural reconstruction must proceed simultaneously."<sup>52</sup>

Effective education requires cooperation between homes, schools and community. This contention is further supported by Ernest O. Melby who states:

Biologists and psychologists tell us that the human organism reacts as a totality with the totality of the environment. Education, therefore, must be concerned with the whole child, with his out-of-school as well as his in-school experience. Only through the closest cooperation of homes, school and community do we stand any chance to build effective education. Not only is it unwise to control from remote places the education of individual children, but it cannot be controlled even by the individual teacher working with an individual child without constant communication with the child's parents and constant and vital relationships to the many community agencies which affect the life, growth, and development of the child.<sup>53</sup>

Centralized control of Greek education and a standardized school curriculum which does not allow for individual differences does not meet the needs of the individual member of the community and does not provide the opportunity of lay citizen involvement as the basis of present and future successful school community relations. Education in Greece should be decentralized to meet the needs of all of the Greek people: the villagers as well as the urban dwellers. To be democratic, education ought to meet the needs of the peasants as well as the needs of the elite. If all Greek people are to share equally in the benefits of education then education should provide for local community participation in the formulation of school policy, curriculum and decision-making. The Ministry of Education's

role in community education should be one of guidance, cooperation and coordination with local authorities. The school curriculum should be fitted to the needs and interests of the community. This can be done through continuous surveys based on community resources and their standards.<sup>54</sup>

The community school concept should be adapted in Greece. The school doors should be open to the public at all times and parents should be encouraged to observe their children in classes. Parents should be encouraged to display a supportive attitude regarding the child's education throughout the child's school years. Most important of all parents should be encouraged to participate actively in educational decision-making concerning their child.

An inter-disciplinary team approach could be used in educational planning and community development. School administrators, teachers, sociologists, psychologists, scientists and laymen should work cooperatively in pooling their expertise for the development of child-centered and community-centered educational planning.

The recent establishment of Parent Teacher Associations in the Greek urban communities is a step in the right direction for soliciting citizen involvement in education. The Draft Law on Special Education, Special Professional Training, Employment and Social Welfare of Disadvantaged Persons, 1977,<sup>55</sup> which is discussed in Chapter V, also provides for the establishment of P.T.A.'s for the parents and teachers of handicapped students.

Antonakaki expresses her view of the need for Greek school and community relations as follows:

It is expected that the closer cooperation of the schools with the people will become a steppingstone toward the amelioration of the national and socio-economic problems of Greek education and toward the change of the ivory-tower school into a home for education and life in a paideia-centered society, which is the Greek classic and the modern democratic ideal.<sup>56</sup>

## FOOTNOTES: CHAPTER III

- <sup>1</sup>Georgoussis, op. cit., p. 106.
- <sup>2</sup>Kazamias, "Greece: Modernizing Secondary Education," op. cit., p. 41.
- <sup>3</sup>Georgoussis, op. cit., p. 107.
- <sup>4</sup>Dimaras, op. cit., p. 216.
- <sup>5</sup>Catsioulas, op. cit., pp. 58-60.
- <sup>6</sup>Ibid.
- <sup>7</sup>Ibid., pp. 60-61.
- <sup>8</sup>Ibid., p. 62.
- <sup>9</sup>Ibid.
- <sup>10</sup>Decree Law No. 842/1971, "On the Reorganization of the Pedagogical Academies," Kingdom of Greece, National Ministry of Education and Religion.
- <sup>11</sup>Ibid., Article 1.
- <sup>12</sup>Ibid.
- <sup>13</sup>Ibid., Article 2.
- <sup>14</sup>Ibid.
- <sup>15</sup>Ibid.
- <sup>16</sup>Ibid., Article 3.
- <sup>17</sup>Ibid., Article 4.
- <sup>18</sup>Ibid.
- <sup>19</sup>Catsioulas, op. cit., p. 46.
- <sup>20</sup>Georgoussis, op. cit., p. 94.
- <sup>21</sup>Education in Greece, op. cit., p. 13.
- <sup>22</sup>Catsioulas, op. cit., p. 67.
- <sup>23</sup>Kazamias, "Greece: Modernizing Secondary Education," op. cit., p. 43.

<sup>24</sup>Catsioulas, op. cit., p. 66.

<sup>25</sup>Decree Law No. 748/1970, "The Further Training of Secondary Teachers and the Reorganization of the College for the In-Service Training of Secondary Teachers (C.I.T.S.T.)," Kingdom of Greece, National Ministry of Education and Religion, Athens.

<sup>26</sup>Ibid., Article 1

<sup>27</sup>Ibid.

<sup>28</sup>Ibid., Article 3

<sup>29</sup>Michigan Statistical Abstracts, vol. 12, 1977, p. 205.

<sup>30</sup>Ibid., p. 233.

<sup>31</sup>Visit and interviews in Greece, OLME, Secondary Teachers' Organization, June 1975.

<sup>32</sup>Kazamias and Massialas, op. cit., p. 111.

<sup>33</sup>Antonakaki, Kalliniki Dendrinou, Greek Education, Reorganization of the Administrative Structure (New York: Bureau of Publications, Teachers College, Columbia University, 1955), pp. 61-62.

<sup>34</sup>Decree Law No. 748/1970, op. cit.

<sup>35</sup>Visits and interviews in Greece, Ministry of Education and Religion, Athens, July 1975.

<sup>36</sup>Rupert C. Lodge, Philosophy of Education (New York: Harper and Brothers, 1947), p. 78.

<sup>37</sup>Decree Law No. 748/1970, op. cit.

<sup>38</sup>Polychronopoulos, op. cit., pp. 373-374.

<sup>39</sup>Dimaras, op. cit., p. 100.

<sup>40</sup>Ibid., p. 97.

<sup>41</sup>Visit and interviews in Greece, Educational and Vocational Guidance Service, Athens, July 1975.

<sup>42</sup>Catsioulas, op. cit., p. 70.

<sup>43</sup>Polychronopoulos, op. cit., p. 375.

<sup>44</sup>Ibid., p. 378.



<sup>45</sup>Ibid., p. 375.

<sup>46</sup>Ibid., p. 376.

<sup>47</sup>Bruner, op. cit., p. 6.

<sup>48</sup>Constantinos D. Michalakos, "Improving Supervision of the Public Elementary Schools in Greece," Ph.D. dissertation, Teachers College, Columbia University, 1958. Cited by Panayiotis Georgoussis in "Post World War II Greek Elementary Education and Elementary School Curriculum Development," Ed.D., Utah University, 1972, p. 47.

<sup>49</sup>Antonakaki, Kalliniki, and Dendrinou, op. cit., p. 102.

<sup>50</sup>Georgoussis, op. cit., p. 77.

<sup>51</sup>Ibid.

<sup>52</sup>UNESCO, Rural Education and the Training of Rural School Teachers, Education Abstracts 7:5, November 1955. Cited by Panayiotis Georgoussis in "Post World War II Greek Elementary Education and Elementary School Curriculum Development," Ed.D. dissertation, Utah University, 1972, p. 100.

<sup>53</sup>Ernest O. Melby, Administering Community Education (Prentice Hall, 1955), p. 130.

<sup>54</sup>Georgoussis, op. cit., p. 100.

<sup>55</sup>Appendix C, "About the Draft Law on Special Education, Special Professional Training, Employment and Social Welfare of Disadvantaged Persons" (Athens: National Ministry of Education and Religion, 1977).

<sup>56</sup>Antonakaki, Kalliniki, and Dendrinou, op. cit., p. 259.

## CHAPTER IV

### SELECTED AREAS OF SPECIAL EDUCATION IN GREECE AS COMPARED WITH THE STATE OF MICHIGAN

This chapter on special education in Greece and in Michigan is divided into four sections. The first section deals with the history and philosophy of special education in the United States and the present situation in Greek special education. The second section discusses special education of the visually impaired in Greece and Michigan. The third section deals with the present situation in Greek and Michigan special education of the hearing impaired. The fourth section deals with the education of the educable mentally impaired in Greece and Michigan. Discussion of special education in these three areas in Michigan serves as a basis for ascertaining the caliber of special education in Greece today. It also serves as a baseline for evaluation of the proposed 1977 Greek "Draft Law on Special Education, Special Professional Training, Employment and Social Welfare of Disadvantaged Persons," which is discussed in Chapter V.

## Special Education

### History and Philosophy of Special Education in the United States

The political philosophy of a society determines the education of that society and is reflected in the type of school atmosphere, the quality of education, and the availability of equal educational opportunity to all of the children in that society.

The United States is a democracy. The democratic ideals of America are stated in the Declaration of Independence, in the Constitution of the United States, and in the Bill of Rights. The democratic political philosophy of the United States adheres to the belief that the state exists for the welfare of the individual. Education provided by the state exists for the welfare of the individual child, regardless of his limitations, and schools operate within a democratic framework to provide equal educational opportunity to all children. The American democratic philosophy of education is implemented in the schools where modifications of regular school programs adapt and individualize instruction to meet the needs of each child.

Historically, the concept of educating each child to the limits of his ability is relatively new. Society's view of those who deviate has reflected changes in attitudes from persecution, neglect, mistreatment, protection and pity to accepting the handicapped and integrating them into society.<sup>2</sup>

Changing attitudes toward the deviant child can be seen in the educational history of the United States. In the first decades

of the 1800's Horace Mann, Samuel Gridley Howe and Dorothea Dix established residential schools for the blind, deaf, retarded, epileptic, orphaned and others, as was being done in Europe. These schools provided for training and a protective environment, often covering the life span of the individual.<sup>3</sup>

Special education at this time was provided as segregated education for the handicapped. The reasons for the segregation of handicapped children for educational purposes in the 1800's was that the severity of the deviant child's needs could not be coped with in regular public schools. Regular public schools both in Europe and in the United States at this time were rigid, undifferentiated and undifferentiating.<sup>4</sup> These early schools did not have an understanding of individual differences, and individualized instruction to meet the needs of each child. The curriculum was confined to religion and the rudiments of reading, writing and arithmetic.

Samuel Gridley Howe the first director of the Perkins School for the Blind in Massachusetts, in 1871 predicted the future educational provisions for all handicapped children. Although Howe was mainly involved with the education of blind children, his insights extended to other areas of special education.<sup>5</sup> Howe held the conviction that the education of blind children should be conducted in the same way as that of seeing children.<sup>6</sup> He predicted the need for integrating or mainstreaming handicapped children into the "common" schools with "common" classmates in all possible areas. He also foresaw the changing role of residential schools in special education to meet the needs of multiple-handicapped children who could

not be integrated into the regular public schools.<sup>7</sup> The public school movement began in the 1800's and has developed into public school programs to meet the needs of all types of handicapped children.

The ideal of free and compulsory education for all who are educable and scientific concern for individual differences is less than 100 years old. Economic changes in the United States have affected the role, function and scope of education of all citizens including the handicapped.<sup>8</sup>

The psychological mental testing movement in the early 1900's refined techniques for assessing individual differences.<sup>9</sup> These diagnostic methods made possible modern concepts and recognition that differing types and degrees of handicap require differentiated methods and programs. The particular characteristics of each handicap and their effect on the intellectual, social, emotional, and physical development of each child necessitated attention to individual differences and modern special education programs. Special education programs in Michigan, as in many other states, mandated diagnostic prescriptive teaching, specific means of remediation, individualized instruction, individual performance objectives and individual education programs fitted to the needs of each child.

In recent years there has been an educational rights movement toward accepting the handicapped and integrating them into society with normal peers to whatever extent is compatible with his fullest

potential development.<sup>10</sup> Federal and state mandatory education acts for the handicapped are the outcome of the educational rights movement which began on May 17, 1954, when Chief Justice Earl Warren read the unanimous decision of the United States Supreme Court: "Separate educational facilities are inherently unequal." And "In these days it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity for an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms (Supreme Court of the United States in Brown v. Board of Education).<sup>11</sup>

This decision made the "separate but equal" school provisions for black children illegal. Black children were integrated into regular schools but placement in these schools alone could not make up for the cultural and economic disadvantages under which these children had spent their preschool years.<sup>12</sup>

This decree resulted in programs such as Head Start and compensatory education. Federal and state legislative measures strengthened the movement that had a general impact on public school education.

In addition, this decree affected the rights of handicapped children who also constitute a minority group in the United States. The handicapped children's rights were stressed in 1972 in the decision of the Pennsylvania Association for Retarded Children v. the Commonwealth of Pennsylvania. This case established education for all children as a public responsibility. The decision reached by the court includes the following historical clause.

Having undertaken to provide a free public education to all of its children, including the exceptional children, the Commonwealth of Pennsylvania may not deny any mentally retarded child access to a free public program of education and training. It is the Commonwealth's obligation to place each mentally retarded child in a free public program of education and training appropriate to the child's capacity . . . among the alternative programs of education and training required by statute to be available, placement in a regular public school class is preferable to placement in a special public school class and placement in a special public school class is preferable to placement in any other type of program of education and training.<sup>13</sup>

Many states have passed legislation that established mandatory education for all handicapped children. For example, the Michigan Mandatory Education Act, P.A. 198, 1971.<sup>14</sup> Further, Federal legislation, Education for All Handicapped Children Act, Public Law 94-142, 1975,<sup>15</sup> guarantees handicapped children equal educational opportunity. Critical stipulations of the Federal act which must be adhered to by all states as well as public school districts include the following:

1. Assurance of extensive child identification procedures.
2. Assurance of full service goal and detailed timetable.
3. A guarantee of complete due process procedures.
4. The assurance of regular parent or guardian consultation.
5. Maintenance of programs and procedures for comprehensive personnel development including inservice training.
6. Assurance of non-discriminatory testing and evaluation.
7. Assurance of special education being provided to all handicapped children in the least restrictive environment.
8. A guarantee of policies and procedures to protect the confidentiality of data and information.
9. Assurance of the maintenance of an individualized program for all handicapped children.
10. Assurance of an effective policy guaranteeing the right of all handicapped children to a free, appropriate public education at no cost to parent or guardian.

11. Assurance of a surrogate to act for any child when parents or guardian are either unknown or unavailable, or when said child is legal ward of the state.<sup>16</sup>

The provision of equal educational opportunity to all children necessitates quality education to develop the potential of each child. In order to do this the following requirements are necessary: (a) trained teachers and administrators, (b) research to find methods to meet the needs of each child, (c) adequate programs and guidelines for the implementation of these programs, (d) early identification, intervention, diagnosis, placement, infant and preschool programs, and parent education, and (e) facilities in school and community to meet the physical and recreational needs of these youngsters.

#### Present Situation in Greek Special Education

The Greek nation has come a long way from the ancient practice of infanticide of the abnormal infant, but the progress has been slow. Historically, Greek society's attitudes and treatment toward the handicapped person have passed through stages of neglect, protection and isolation. These attitudes are being replaced with attitudes of acceptance and maximization of potential. The Greek education of handicapped children has paralleled this attitudinal progression from neglect to acceptance of the concept of maximization of potential through attempts at the establishment of special schools and programs for the handicapped.

Historically, in Greece, special education dates back only forty years. The need for special education programs and instructional methods for the handicapped was recognized in 1937 with the



Emergency Law 453/1937, "About the Creation of a School for the Abnormal and Disadvantaged Children,"<sup>17</sup> and Law 1049/1938, "About the Revision and Supplementation of Law 453/1937."<sup>18</sup> These laws provided for the establishment of special education schools for the mentally retarded. A few schools were established but the programs and teacher training were inadequate and had little effect.

It was not until Greece was well underway to recovery from the ravages of World War II and the Communist attempt at takeover that a Law 1904/1951, "About Protection and Restitution of the Blind,"<sup>19</sup> was passed in 1951, establishing schools for the blind and compulsory education for blind children. These were private institutions with inadequate programs and instructional methods.

In 1956, recognition of the need for education of the deaf and hearing impaired resulted in the enactment of Law 3635/1956, "About Recognition of Private Elementary Schools for the Deaf and Hard of Hearing Students as Equal to the Public Ones and About Their Programs and Curriculums and About Government Assistance of Such."<sup>20</sup>

The year 1965 brought the recognition of a private high school for the deaf and hearing impaired with the enactment of Law 4466/1965, "About Recognition of the Model Special Educational Institution Operated Private High School for the Hard of Hearing and Deaf Children as Equal to the Public High Schools."<sup>21</sup>

The most recent proposal concerning special education is contained in a 1977 Draft of a "Law on Special Education, Special Professional Training, Employment and Social Welfare of Disadvantaged Persons,"<sup>22</sup> and will be discussed in Chapter V.

Presently Greek education of handicapped children is achieved by both public and private institutions and varies according to the goals established by each institution. There are presently sixteen schools for mentally retarded children, nine private and seven public. The staff totals 147 with 54 teachers, 33 scientific personnel, 55 assistants and 5 laboratory personnel. There are five schools for the blind, four private and one public. The staff totals 63 and consists of 29 teachers, 27 assistants, 1 scientific person and 6 laboratory assistants. There are nine schools for the deaf and hard of hearing, seven public and two private. The staff numbers 101 and consists of 54 teachers, 44 assistants and 3 scientific people. The public schools are financed by the government and are free. The private schools charge tuition.<sup>23</sup>

Three representative institutions will be discussed in this section: (1) The Athens School for the Blind, (2) The Athens School for the Deaf, and (3) The Maraslion Primary School, which has a program for the Educable Mentally Retarded.

### Education for the Visually Impaired

#### Greek Education for the Visually Impaired

#### Blind Individuals' Progression through Successive Educational Levels

The primary goal of Greek regular education and special education for the blind is to provide normal development of physical, mental and intellectual faculties of children through six years of

elementary education (see Chapter II). Students with exceptional intelligence, including the blind who can pass the entrance examinations for the secondary school and can keep pace with the above average non-handicapped child are admitted to the secondary school and are integrated or, in modern jargon, mainstreamed. This is done with the assistance of teachers from the Athens School for the Blind. Very few blind students are qualified to enter secondary school much less to complete this phase of their education.

Little effort is given to vocational training and the only vocational training that is provided is that of on-the-job training as telephone operators.

The children who attend the school for the blind are a homogeneous group of blind children. Their only physical handicap is lack of vision.<sup>24</sup> With specialized training in orientation and mobility, training in braille reading and writing and in typewriting, these children probably could be successfully mainstreamed in regular school programs. Mainstreaming the visually handicapped child with high or even average intelligence is not considered by most educational planners in spite of its educational, social and economic advantages. Mass screening as known in the United States for the early identification of the visually impaired is not done in Greece. Thus, the identification of the visually impaired child in infancy and referral of these individuals to special education preschool programs is nonexistent.

## Curriculum

The Athens School for the Blind utilizes a traditional elementary school curriculum for teaching the blind. The curriculum includes the following subjects: reading and writing braille, arithmetic, listening skills, typewriting, cane travel, physical education, arts and crafts, music and home economics. In addition, the curriculum utilizes the senses of hearing, touch, smell and taste. It also includes adaptations of the general curriculum, specialized materials and equipment.

Reading and writing.--The Greek blind children learn to read braille and to write braille through the use of the Perkins Brailier. They also learn to write braille with the slate and stylus. However, the blind at this school were not being instructed in handwriting or learning to write their signature.

Arithmetic.--Arithmetic is learned in braille and also through mental arithmetic and by the use of the Japanese abacus.

Listening skills.--Attempts at the development of adequate listening skills are being made to enable the visually handicapped child to obtain information from listening and remembering details by use of conversation and tapes.

Physical education.--Physical education is a routine part of the curriculum at the Athens School for the Blind. The physical education teacher assists the visually handicapped child through verbal directions and demonstration to participate in physical



education activities. Gymnastics and dancing are a part of the physical education program.

However, the writer learned through observations and interviews that orientation and mobility, social and daily living skills, early elementary typewriting instruction, individualized instruction, additional stimulation, infant and early childhood self-activity, and use of residual vision were not given emphasis in the curriculum.<sup>14</sup> Therefore, in these aspects the curriculum is incomplete and is not meeting the needs of the blind child.

Orientation and mobility skills.--Orientation and mobility skills are limited to cane travel in the education of the blind. The curriculum emphasizes literacy with little regard to the need for the blind child to sequentially learn to command his environment through the acquisition of orientation and mobility skills.

Orientation and mobility specialists are not employed at the Athens School for the Blind. A regular staff member teaches cane travel to the older blind children and although her intentions are good, since she is not a specialist, her knowledge of the subject is limited and inadequate. Special educators should realize that they cannot be all things to all children.

Social and daily living skills.--The visually handicapped child's parents and teachers can help him to acquire socially acceptable behavior and personality traits through a social and daily living skills program. Greek special educators have no established program in this area and continue to emphasize the

traditional methods of education which concentrate primarily on teaching subject matter. Social and daily living skills are left in the hands of the parents. The lack of special infant school, parent education and preschool programs 0-5 years of age result in a neglect of cultivation of physical and intellectual faculties at a crucial stage of development.

Typewriting.--Typewriting, which is important for the education of the blind, because it is their only means of written communication with sighted people who do not read braille, received little emphasis. The writer learned that typewriting is offered to the children in the sixth grade, the last year of their education. The school does not have a special typewriting teacher or formal typewriting classes.

Individualized instruction.--During the writer's school visits it appeared from observation that the curriculum was not flexible and did not allow for individualized instruction, and additional stimulation. Additional stimulation is necessary to keep the blind child from living a restricted life. The blind children rarely are taken out of the classroom to places that will stimulate their interests. Further, interesting people are invited infrequently to visit the school and to discuss various subjects with the children.

Use of residual vision.--During the writer's visit to the Athens School for the Blind she did not observe any utilization of

residual vision. No optical aids were available to help children maximize the use of their residual vision. Whether this was due to fear that further vision loss would incur if the child were encouraged to use whatever residual vision was present could not be ascertained. It appeared that this area of training, which is also relatively new in the United States, has not been implemented.

#### Specialized Materials and Equipment

The specialized materials and equipment for the education of the visually handicapped in Greece include appropriate lighting, braille materials, tapes, arithmetic aids, and embossed and relief maps.

#### Teacher Preparation

The Greek teachers at the Athens School for the Blind have been trained in the standard two-year elementary teaching curriculum. Consequently, individualization is not stressed. Teachers lack training in diagnostic, prescriptive teaching and individualized instruction. Further individual performance objectives and individualized educational programs fitted to the needs of each child could be utilized. The teachers are fortunate to have on their faculty a blind teacher who received her education at the Perkins School for the Blind in Massachusetts. This teacher gives the other teachers training in methods for teaching the blind.



## Education for the Visually Impaired in Michigan

### Mass Screening

Mass screening programs exist with the goal of finding the visually impaired child at the earliest possible time. This is specified as follows in the Michigan guideline:

Identification of the visually impaired child at infancy is extremely important to parents and child. A determined effort should be made to alert the various public health, welfare and social service agencies and medical facilities of the importance of such early identification, and the procedure for referring visually impaired (V.I.) persons to special education. Particularly strong channels should be developed with the local Department of Public Health Office, which has on file a list of persons who have been identified as having a vision problem. Families of pre-primary children who have been referred to the intermediate district should be contacted promptly by school personnel and appropriate programs developed. Pre-school records and information should be maintained by the school district.<sup>25</sup>

### Definition

Visual impairment is defined as follows:

Rule 8. "Visually impaired" means a person identified by an educational planning and placement committee, based upon an evaluation by an ophthalmologist, or equivalent, and other pertinent information as having a visual impairment which interferes with learning and having 1 or more of the following behavioral characteristics:

- (a) A central visual acuity of 20/70 or less, in the better eye after correction.
- (b) A peripheral field of vision restricted to no greater than 20 degrees.<sup>26</sup>

## Eligibility

Eligibility for special education programs established within regular schools and special classes at intermediate school districts or at the Michigan School for the Blind are based on an in depth evaluation to ascertain the degree of visual impairment and the degree of interference with the learning process. If some vision exists then these individuals are evaluated at low vision clinics to ascertain the need for low vision aid. Following evaluation a program and/or service is recommended. This placement may be at a residential school facility such as the Michigan School for the Blind if it is ascertained that the degree of impairment will result in inability to compete in the integrated regular or special classroom. Efforts are made to keep the child at home if intermediate districts have the expertise to provide an appropriate program for the child; if not, then he is eligible for residential school placement.

The education of the blind is special because it departs from the regular curriculum in areas in which the child needs special consideration. The areas of departure from that of the regular curriculum are first in the methodology of the education of the blind, second in a consideration of the emotional problems caused by blindness and by the specific social atmosphere which blindness creates in the blind child and in his environment.<sup>27</sup>

### Teacher Preparation

The teachers of the visually handicapped in the United States are university graduates. Their education consists of a balance of content subjects and special teaching methods for the visually impaired, student teaching and teaching internships.

Education of teachers of the visually impaired at Michigan State University encompasses a four-year education program culminating in a Bachelor of Arts degree. Selection criteria for acceptance into the program are based on previous experience as well as other factors. These include intensity of interest in education of the visually impaired as evidenced in tutorial and/or volunteer work with the blind. Evidence of commitment to the field is another factor, as well as previous academic preparation and achievement. Finally, the candidate is evaluated in terms of interpersonal relationships, child relationships and personal characteristics with relevance to teaching the visually impaired.

Admission to special education comes in the third year of university. The applicant must have a minimum of 60 credit hours of experience as a teacher aide in a class of visually impaired children; summer camp for visually impaired children; recreation program for visually impaired children and/or half-way house experience for visually impaired.

The bachelor of arts program for teachers of visually impaired children includes the following credit hours: 18 hours of language arts; 18 hours of social science including psychology; 18 hours of science-mathematics including physiology of the eye;

30 hours of fine arts including music, art, humanities and creative dramatics; and 50 hours of elementary education including student teaching.

The special education requirements include the following credit hours: Educational Provisions for Visually Handicapped (3 hrs.); Curriculum Methods and Materials for Visually Handicapped (4 hrs.); Braille (4 hrs.), Low Vision and Its Facilitation (3 hrs.); Daily Living Skills for Visually Handicapped (3 hrs.); Communication Modification for Visually Handicapped (3 hrs.); Education for Exceptional Children (3 hrs.); Provisions for Physical Education (3 hrs.); Educational Procedures for Mentally Retarded (3 hrs.); Psychological-Educational Characteristics of the Emotionally Disturbed (3 hrs.); Intern Teaching Visually Handicapped (17 hrs.); Field Practice: Teacher Aide (3 hrs.); Field Practice: Low Vision Facilitation (1 hr.); Field Practice: Daily Living Skills (1 hr.); Typewriting (2 hrs.); Recreation Handicapped; Creative Dramatics (3/4 hr.); Special Education (core 15 hrs.); Laboratory Field Teaching Optacon (1 hr.).

Upon satisfactory completion of this program the individual is certified to teach Special Education Visually Handicapped K-12 and elementary, all subjects K-8.<sup>28</sup> The teacher must also possess a valid Michigan teacher's certificate.

### Blind Individuals' Progression through Successive Educational Levels

The visually handicapped children in the United States are given equal educational opportunity to progress through the successive educational levels which are made available to seeing children. In addition, recent legislation guarantees the rights of maximization of potential through special education for handicapped individuals by making it possible for blind persons to remain in school through their twenty-fifth year.

Early childhood education.--Parent involvement is important in pre-school years when the child is at home. Parent involvement with the child's education enhances and encourages the child's development. The school or other agencies are helpful in training parents in ways to help the visually handicapped child learn to command his environment. Early intervention, infant and pre-school programs are provided for ages 0-5 in Michigan. In preparation for school it is stated in the guidelines that:

Parents should be helped to provide orientation instruction for their visually impaired infant so that he may develop a healthy self-image and establish interaction with his environment. Parents can be helped to encourage their child to develop independent mobility. In the school setting, a mobility instructor can work in coordination with teachers, parents and with the individual child to encourage independent travel.

Programs and/or services are a requisite for the pre-school visually impaired child. Such programs should include a home training service for parents of visually impaired infants, leading into center programs or group experiences for the pre-primary child. The family should have early and ongoing support of a teacher or a teacher consultant for the visually impaired.

Communication skills are improved by emphasis on auditory and tactile methods of sensory stimulation, which utilize residual vision. Social adjustment should be emphasized so that the child may learn to relate to his peers.<sup>29</sup>

Students in programs for the visually impaired are to be insured accessibility to the curriculum components of the regular school program. To accomplish this end, certain special provisions are essential. These include, but are not limited to:

Regular vision examinations; the availability of low vision aids, with instruction in their use in order to help students utilize residual vision; the availability of instruction in orientation and mobility; provisions needed to guarantee the participation of visually impaired students in both outdoor and indoor recreational and social activities beginning at an early age; and total planning for students which includes ongoing contact and coordination with the parents, medical authorities, community agencies and resources.<sup>30</sup>

Programs for the visually impaired student must include mobility instruction at all age levels as part of the personal adjustment component (R 340.1733b). In order to implement the minimum content of personal adjustment, and of pre-vocational and vocational training, the curriculum for visually impaired children should provide general academic studies, and should include home economics, shop instruction, and orientation and mobility instruction at all age levels in order to help achieve a high degree of personal independence. It is essential to teach daily living skills and self-care activities to each visually impaired individual from his earliest years to the end that he may become an acceptable and personable being--free of blindisms, and socially attractive to others. It is important that school personnel foster a positive attitude in the student toward the use of special devices. The students developing a sense of humor and a healthy self-concept may constitute the difference between adequate and inadequate life adjustment.<sup>31</sup>

Kindergarten.--Visually handicapped children are encouraged to participate in as many activities as early as possible. The blind child is not at a disadvantage in oral activities such as listening to stories and telling about his experiences and interests.

Modifications are made in playing with motor activities. Braille reading readiness activities are included in the kindergarten program.<sup>32</sup>

Early elementary education.--Specialized instruction in reading print or braille for the visually handicapped child begins in the first grade. In the event that the child is mainstreamed into the regular school program, the itinerant teacher or resource room teacher provides the specialized materials and instruction. The materials and aids are brought into the class in which the child is enrolled; regular print books, large print books, optical aids, and braille are furnished to each child. The special teacher gives visual training and any other remedial work necessary to help the child adjust into the regular grades.

Middle grades fourth through ninth.--At this stage the visually handicapped child is expected to learn the same information learned by the seeing children. The curriculum parallels that of the regular school and is supplemented by materials such as talking books, recorded audio lessons and remedial work.

Secondary education.--The blind child of average intelligence can be mainstreamed in the regular secondary school. He is helped by readers, itinerant teachers and resource rooms. However, he can continue his education in a specialized school for the blind if he desires to do so. Visually handicapped students at the Michigan

School for the Blind have the option and opportunity to continue their education through twenty-five years of age.

The curriculum on the junior high level should include a continuation of orientation and mobility instruction and physical education. At this level, home economics, industrial arts, spelling and typing, and skills of taping and transcription are important. New emphasis should be placed on occupational information and elements of sex education.

The senior high school level should further perfect skills already well developed in the visually impaired student relative to orientation and mobility, physical education, speech and communication techniques. Student performance objectives might relate to: braille shorthand; the use of recording devices; record keeping and note taking; vocational education and the refinement of home care and personal care skills.<sup>33</sup>

Vocational education.--High school vocational training for the visually impaired is available at the Michigan School for the Blind as well as in the intermediate school district schools.

High school students may require placement at Michigan School for the Blind for vocational training. Michigan School for the Blind offers a number of vocational education courses such as: Personal Service Occupations (Massage Therapy, Child Care Aid); Clerical and Sales Occupations (Computer Programming, Distributive Education, Medical Transcription); Bench Work Occupations (Piano Tuning and Repair, Home Industries); Machine Trades Occupations (Volkswagon Technician, Small Engine Maintenance and Repair).

For those students who are qualified and plan to go on to college there exists the Bureau of Blind Services, Michigan Department of Social Services, which can provide evaluation and testing services, medical services, special aids and appliances, and underwrite certain expenses incurred in college training of the legally blind. Partially sighted



students may be eligible for similar benefits under Vocational Rehabilitation Services, Michigan Department of Education.<sup>35</sup>

Class size.--Specific requirements for programs for the visually impaired are described in the Michigan guidelines as follows:

(A) Class size shall be determined primarily by the severity and multiplicity of the impairments of the visually impaired. A special class with one teacher shall have an enrollment of 1 of the following:

(I) Not more than the equivalent of 7 full-time pupils diagnosed as being blind.

(II) Not more than the equivalent of 10 full-time pupils diagnosed as being partially seeing.

(III) Not more than the equivalent of 8 full-time pupils when blind and partially seeing are grouped together, with not more than 4 being blind or visually impaired and also otherwise handicapped.<sup>36</sup>

## Curriculum

The curriculum throughout the educational process is flexible and allows for the educational method to be determined by the student's needs. A personally prescribed program of education is prepared based on the individual child's degree of residual vision, capabilities and social and emotional needs. It entails an interdisciplinary team approach, diagnostic, prescriptive teaching, individual performance objectives and an individual education program for each child. Skillful teachers utilize a modification and adaptation of educational methods and equipment in teaching the academic subjects. In addition, Lowenfeld's principles for teaching the blind which are based on the psychological effects of blindness

and include individualization, concreteness, unified instruction, additional stimulation and self activity are incorporated in the curriculum for the education of the blind. These principles are discussed in the following sections.

Individualization.--The curriculum for the education of the blind is flexible and allows for individualization of instruction. Teachers are trained to recognize individual differences which exist among visually handicapped children. Factors which are considered in determining differences among blind children are intelligence, degree of visual impairment and home backgrounds. In addition, teachers determine the special teaching problems caused by these intellectual, physical and environmental factors. Thus, they are able to plan individual educational programs which are fitted to the particular needs of each child.

Teachers recognize that educationally the blind student gains knowledge from hearing and touch and takes this into consideration by providing him with the necessary concrete objects which he can touch and manipulate. In this way the student learns to understand the world that is designed for the sighted. The difference and distortion of models of objects are explained to the blind child. Further, wherever possible, the real object rather than the model is observed.

Unified instruction.--The blind child's inability to see makes it necessary for him to rely on experiencing things and situations through the senses of hearing, smell and touch. However, without the sense of vision the child merely receives impressions and is

unable to experience things and situations in their totality. It is necessary, therefore, that these impressions be unified and structured in order to become meaningful experiences. For example, a sighted child entering the grocery store will see the relation of shelves and objects in space. The teacher of the visually handicapped child supplies him with information which he cannot gain by observation or casual contact. Through the unit plan of instruction units on the grocery store give the blind child information which seeing children can obtain naturally.

Additional stimulation.--The blind child receives deliberately planned experiences which stimulate his interest. Additional stimulation is necessary because if blind children are left alone they will live a restricted life. Teachers of the blind plan instruction within the curriculum guidelines which include provisions for many and varied opportunities for experiences which the blind child cannot gain on his own. The blind children are taken on excursions, field trips, and museum visits where they gain actual knowledge of objects and situations. In addition, the teacher invites community resource people to visit the classroom and to share their interests with the children. Classroom visits by interesting people are stimulating and educational for blind children. Preparation and follow-up work are essential parts of these activities.

The blind child receives experiences through systematic stimulation. Programmed stimulating experiences provide the child a means by which he can learn his way in familiar and unfamiliar

surroundings. These experiences begin when the child begins to walk and continue through his school years. Mental orientation begins by having the child find his way around the classroom through the use of a map; later, he is oriented to the larger school and finally he is oriented to the community through travel instruction.

Self-activity.--A seeing child learns actions and skills through visual imitation. Since the blind child cannot see an action or skill being performed, many actions and skills are difficult and slow in developing. Therefore, self-activity is initiated which enables the blind child to learn from his environment.

The blind infant is not visually attracted to objects and will not reach out for an object. He must know of its existence by smell or hearing. Thus, his rate of development may be slower than that of the sighted child. This is evident in such areas as walking, talking, prehension and socialization. The blind child's maturation is aided by parents and teachers and he is given opportunity and encouragement to do things for himself. By learning to do things for himself he becomes active and "blindisms" are overcome.<sup>37</sup>

Orientation and mobility.--The attitude that blind children will travel independently has only recently and gradually developed in the United States. For many years it was assumed that the majority of blind children would be unable to learn to travel on "their own."<sup>38</sup>

Orientation and mobility skills in the United States are stressed as one of the important areas in the education of the

blind. It is recognized as important because curriculum which emphasizes literacy without regard to the greatest limitation imposed by blindness, which is the inability to move and travel independently, is unrealistic and impractical. The area of orientation and mobility requires expertise which in the United States is acquired by specialists at universities. The current curriculum trend for the education of the blind in the United States is the introduction of orientation and mobility training for young blind children by specialists.

Marilyn Jane Bailey observed that:

With the help of specialists, teachers can broaden their knowledge of basic concepts of size, shape, and perception of space as they relate to independent travel and teach for transfer. Teachers can help specialists to recognize that the content of orientation and mobility instruction includes more than a particular collection of techniques and that the necessary matrix of experience is not acquired by most children through incidental learning.<sup>39</sup>

Teaching command of the environment to the blind child begins at an early age. The blind child and his parents are helped to overcome fear of new experiences and injury. Parents are cautioned against over-protection. The blind child's early experiences parallel those of a sighted child and he experiences freedom for control of himself and his environment.

Richard Droulliard and Sherry Raynor advocate that the blind child from early childhood ought to be provided the opportunity to develop his strength and muscles through physical activity on the playground and in the yard. The child should be given the opportunity to explore and to discover new things.<sup>40</sup>

Edith Kirk has devised a mobility evaluation report for parents which was used as an evaluation of mobility skill instruction by both parents and teachers in the Detroit school program in 1968. The program operated on the premise that mobility skills must be shared at home as well as at school.

Detroit's Mobility Evaluation Report was developed by teachers of the visually handicapped in consultation with the mobility instructors and the supervisor. It was determined that the report should have the following five sections: (a) Posture and Walking, (b) Use of Senses, (c) Use of Basic Knowledge and Concepts, (d) Indoor Mobility, and (e) Outdoor Travel. Later a section entitled Needs or Inadequacies was added. The ratings used are "S" for satisfactory, "N" for needs to improve, and "X" for not expected to accomplish at present. The report is signed by both the mobility instructor and the special teacher.<sup>41</sup>

The Detroit schools mobility evaluation report improved school-parent communication. It assured parents of the child's mobility readiness at each level of the program. Parent fears were eliminated and in addition they were informed on ways by which they could help their child with mobility skills at home.

The inclusion of orientation and mobility skills in the educational curriculum for the blind results in blind adults who are independent, socially active and vocationally employable. L. Knowles studied characteristics of the blind in relation to success in vocational rehabilitation and reports: "Orientation and mobility led the list of 13 variables which correlate with success."<sup>42</sup> The area of personal mobility and independence is significant to the development of poise and independence, in self-respect and in gaining the acceptance and respect of others.

A crucial determinant of a blind individual's personal, social and emotional adjustment is the degree at which he can command his environment. Command of his environment involves learning to move about with ease, in finding objects and places and self-orientation to new physical and social situations.<sup>43</sup> By learning to command his environment the blind child will have a high estimation of himself as an individual which will contribute toward the development of a positive self-image. The types of vocations, avocations and recreational activities that will be available to him in adulthood will depend on how well he can command his environment.

Command of environment includes other aspects of daily living in addition to mobility skills. It involves independent eating habits and the ability to use a knife and fork. It involves marking and organizing one's clothing for coordinated good grooming.

Social and daily living skills.--The visually handicapped child's parents and teachers help him to acquire socially acceptable behavior and personality traits. It is recognized that in addition to teaching subject matter education ought to develop the personality which is the total impression that one makes on others. Desirable personality traits are developed with the visually handicapped children by teaching the skills of successfully determining what is customary in grooming, eating, etiquette and the social graces.

Most blind children are at a personal and social disadvantage by their very appearance. Cosmetic upgrading is among the first goals in their education. Training in grooming, dress, manners, and

self-confidence are essential parts of the curriculum for the visually handicapped.

Additional goals include training in specific habits that make life more pleasant for the visually handicapped child and for his associates. These habits may include health and safety practices as well as occupational routines and recreational activities.

On the relationship of mannerisms to vocational success

Geraldine T. Scholl reports:

One superintendent observed at an earlier meeting that he felt appearance was an important variable in determining successful employment. Utilizing data from the Michigan sample, one graduate student did find that the more successful subjects tended to have fewer mannerisms (Sherwood, 1970). Those subjects with a single or no reported mannerisms tended to be among those employed for a greater percentage of time, more were found in the upper income levels, and more were employed in occupations with a higher socio-economic index.<sup>44</sup>

Typewriting.--Typewriting is an important aspect in the curriculum for the education of the blind in the United States because it is recognized as being the only means of written communication that the blind individual will be able to use with sighted people who do not read braille. Typewriting instruction begins in the third or fourth grade and is given in a special typewriting class by a teacher who has specialized in teaching typewriting in addition to his specialization in teaching the blind.

The children learn to type from dictation, to transcribe braille on the typewriter and to compose on the typewriter. Typewriting permeates all subjects of the academic curriculum. In addition it is integrated with the language arts program. Typewriting



proficiency can lead to future careers in medical and legal transcription.<sup>45</sup>

Optacon training.--One of the latest innovations which is currently being used at the Michigan School for the Blind for teaching reading to the blind is the Optacon. The Optacon is a portable electronic device weighing only four pounds which produces a tactile likeness of print symbols on the finger of the blind person. It scans print and converts print into 144 tactile pins. These pins, when activated by the print, produce a vibratory image of the letter on the finger of the blind person. The Optacon is used in a variety of reading situations.<sup>46</sup>

Another curriculum addition in some schools for teaching the blind is compressed speech. "Perhaps it would be more meaningful to use the term "time-compressed speech" rather than "compressed speech," for it is the time that is compressed, not the speech."<sup>47</sup> Recent research on compressed speech indicates it is possible for a blind person to comprehend recorded voices at 275 words per minute which is comparable to reading print.<sup>48</sup>

Use of residual vision.--One of the major relatively recent additions to the curriculum at the Michigan School for the Blind is specific training for the utilization of residual vision through the low vision clinic.<sup>49</sup> Most legally blind children have some residual vision. Both near and far vision aids are prescribed and used under the direction of an ophthalmologist. Instruction in the process of learning to see and in the use of visual aids is gradual. As the

child learns to interpret the images he sees and to increase his concentration, his visual efficiency improves.<sup>50</sup> Research results by Natalie Baranga in 1964<sup>51</sup> indicated that visual perception can improve through use and training and that it is not harmful to use whatever sight an individual may have.

### Education for the Hearing Impaired

#### Greek Education for the Hearing Impaired

Interviews with the principal at the Athens School for the Deaf indicated that there are 1,500 known hearing impaired children in Greece. Only 600 (40%) of these children have been diagnosed and placed in appropriate programs for the hearing impaired. 900 children (60%) have not been placed in any educational programs.<sup>52</sup> How many additional hearing impaired who have not been identified cannot be estimated. Michigan, with a comparable population to Greece, and which has a mass screening program has identified 3,750 hearing impaired children.<sup>53</sup>

The children enrolled at the Athens School for the Deaf total 170, are ages 5 1/2 to 9 and come from all parts of Greece. The school facilities can accommodate only the admittance of 20 pupils annually.

#### Diagnosis and Placement

The children are placed in special schools for the deaf on the basis of a diagnostic hearing evaluation conducted by an audiologist. Referral is made by parents and family physicians who

diagnose the child as having a hearing impairment. Mass hearing screening programs are not conducted in Greece. The interdisciplinary team approach which involves psychologists, audiologists, physicians, social workers, educational diagnosticians, teachers and parents is not being utilized in determining the educational placement of hearing impaired children.

#### Parent Involvement

Once the child has been placed in a program for the hearing impaired at the age of 5 1/2 or 6 there is very little parent involvement. Parents infrequently make school visits to observe the child in the school setting, nor do they interact with teachers to provide input relative to the educational objectives for the child. In addition, parents are not encouraged to be aware of normal child growth and development.

Early identification, intervention and diagnosis of hearing impaired infants and young children as a means to influence the child's later receptive and expressive language and speech development is not taking place in Greece. There are no pre-school programs for hearing impaired children ages 0-5, nor does the school provide parent education programs to assist parents in the use of specific techniques with which to help their child's receptive and expressive language development. Greek special educators at the Ministry of Education and Religion are aware that the most important developmental period of a hearing impaired child is ages 0-5, yet, these children receive no pre-school training. The proposed "Draft

Law on Special Education, Special Professional Training, Employment and Social Welfare of Disadvantaged Persons, 1977," includes pre-school training ages 3-5 for the hearing impaired.<sup>54</sup>

### Teacher Preparation

Teachers at the Athens School for the Deaf are two-year elementary teacher graduates of the Athens Pedagogical Academy. The only specialized training they have obtained in this area is from other teachers who have received training in foreign nations and through independent reading. During interviews with teachers at the Athens School for the Deaf the teachers told the writer of their personal awareness for the need to be better trained. These teachers recognize that the education of the deaf is technical and complex and that it requires specialized training. However, specialized training in this area is not available in Greece.<sup>55</sup>

A sufficient number of specialized teachers are needed to coordinate and to integrate the various complex and technical aspects of the education of the deaf into a total comprehensive and integrated program. Further, specially trained supervisors or coordinators of the program are needed at the Athens School for the Deaf.

### Curriculum

The curriculum at the Athens School for the Deaf utilizes the oral mode for the education of the hearing impaired. The goals of the program are to develop speech and language through auditory training and the use of residual hearing, speechreading, and reading

and writing. Alternative methods of communication are not provided. In addition, the curriculum includes subjects of the regular elementary school (see Chapter II).

The beginning elementary school years are actually pre-primary level in that attempts are made to prepare the child with language, speech and reading readiness necessary for the elementary school program.<sup>56</sup> However, by the time a hearing impaired child is 5 1/2 to 6 years of age he may already be 6 years educationally retarded if he has not received pre-school training between the ages of 0 - 5,<sup>59</sup> as compared to hearing children of the same chronological age. Thus, the educational objectives of the Greek teachers of the hearing impaired are made even more difficult to attain. In addition, the educationally retarded hearing impaired child without appropriate assessment could be mistaken for a mentally retarded child and deprived the opportunity for appropriate placement.

Interviews with the teachers at the school revealed that although the specialized curriculum includes the essential components for the implementation of the oral method in teaching the hearing impaired these components could be better integrated into the total educational program.<sup>58</sup> Formal speech lessons could better coincide with incidental speech lessons. The curriculum could be more flexible in order to focus on classroom language as the content source of speech and language development and to allow for an integration of all aspects of the school program. There is a need for coordination and integration of the various aspects of the

program for a comprehensive total educational program for the hearing impaired.

Written stories which combine and integrate language and reading and reading with language and speech and which are based on the children's interests, experiences and classroom language could receive more emphasis in the school curriculum.

In addition, the program for the hearing impaired could provide more extra-curricular social experiences outside of the school such as field trips, going out for entertainment at the theater and festivals, eating out at restaurants and shopping at stores. All of these enjoyable social and recreational activities could be stimulating and could create an exciting enthusiasm for speech and expressive language development.

Excessive emphasis on religious teaching and stories about the lives of the saints in the Greek School for the Deaf are irrelevant to the child and subjects to which he cannot relate. Since religious instruction is compulsory in Greece, some religious teaching is necessary.

Individualized instruction.--The classes at this school have a teacher-pupil ratio of 1:8. The children in this class had a severe hearing loss and with this ratio individualization of instruction is possible. However, Greece lacks adequate numbers of teachers with specialized training to meet the needs of the hearing impaired child through diagnostic, prescriptive teaching, individualized instruction and individualized performance objectives.

Individualized instruction involves an understanding of the many environmental factors which influence the hearing impaired child's educational development such as intelligence, degree of hearing impairment, age of onset of hearing impairment, other handicaps and home background. Performance objectives and individual program planning fitted to the needs of each child are not being utilized.

Although speech development for hearing impaired children is the ideal goal for the education of the hearing impaired child at oral schools for the deaf, individual differences exist among hearing impaired children and there are some hearing impaired children who are not capable of developing functional speech and oral communication. These children should be prescribed alternative methods of communication.

#### Special Supplies and Equipment

The classrooms at the Athens School for the Deaf are clean, well maintained and attractive. Since 1972 attempts have been made for the utilization of appropriate amplification for individual pupils on the basis and recommendations of audiological appraisals. The classroom was equipped with group hearing aids and, in addition, each child had his individual hearing aid. Auditory amplification prescribed by the school audiologist for auditory training was used for all instruction as needed.<sup>59</sup> There is a need for audio-visual aids such as movie projectors, slide projectors, instamatic cameras, and overhead projectors.

## The Audiologist

The Athens School for the Deaf has a part-time audiologist who is a physician and full-time member of the medical staff at the Hippocratou Hospital in Athens. His services at the school involve hearing appraisals and prescribed amplification. It was on this audiologist's recommendations that the school was equipped with group hearing aids in 1972.<sup>60</sup> His involvement and support of teacher and pupil needs in educational planning is somewhat limited due to his full-time employment at the hospital.

The writer's interviews at the Hippocratou Hospital with the audiologist and the otolaryngologist, who is also the President of the Athens School for the Deaf, indicated that there is a need for a coordination of audiological and educational services. In addition, speech pre-tests and post-tests are needed along with cumulative progressive records and continuous hearing and educational placement evaluation and re-evaluation of each child.

## Education for the Hearing Impaired in Michigan

"Hearing impaired" means a person identified by an educational planning and placement committee, based upon an evaluation by an audiologist and otolaryngologist, and other pertinent information as having a hearing impairment which interferes with learning.<sup>61</sup>

This broad definition encompasses persons with varying types and degrees of auditory deficits. Appropriate evaluation may require various kinds of supportive intervention and educational services. Children suspected of having a hearing loss are referred for a medical history and evaluation prior to placement.



The education of the hearing impaired is a controversial matter in the United States. Professional educators of the hearing impaired traditionally have differences of opinion concerning the appropriate approaches by which to teach deaf children.<sup>62</sup> Such classical issues as manual vs. combined vs. oral approaches, the day school program vs. the residential school vs. mainstreaming and formal vs. natural methods of teaching speech are still debated. However, although individuals involved with the education of the hearing impaired hold differing views on the methods and placement to be used in teaching hearing impaired children, the one point on which they all agree is that the major emphasis should be on language and communication as this is the means by which a child receives information, receptive language and expresses himself verbally, expressive language.<sup>63</sup> Outstanding oral educators of the deaf such as Dr. S. R. Silverman, superintendent of the Central Institute for the Deaf in St. Louis, Missouri, have agreed on one point and that is that "language is the keynote upon which successful education of the deaf ultimately rests."<sup>64</sup>

#### Current Communication Approaches in the United States

Various modes of communication are used by deaf adults depending on the situation. For example some deaf adults use speech and speechreading in face-to-face communication situations, while others rely completely upon a manual mode of communication in which finger spelling and sign language are used. The majority of deaf adults, however, use combinations of oral and manual modes of

communication depending upon their proficiency and the situation.<sup>65</sup> Receptive manual communication is used during lectures or on television. This is done by having deaf manual language interpreters finger spell and sign the oral language of the speaker to the hearing impaired audience.

There are some oral schools in the United States which exclusively use oral methods of teaching the hearing impaired. Many of these schools are residential private schools such as the Clarke School for the Deaf in Northampton, Massachusetts, and the Lexington School for the Deaf in New York, and the Central Institute for the Deaf in St. Louis, Missouri. These schools and some others do not use sign language or finger spelling because they hold the point of view that manual communication will inhibit the child's development of language and speech and will not prepare him for life in a hearing world.<sup>66</sup>

Many authorities agree that there is a place for oral, manual and combined approaches. The writer's experience in this field leads her to conclude that it is important to determine the approach to be used in teaching the hearing impaired because the individualized education program will evolve and develop on the basis of the approach. Public residential and day schools provide the oral method for those children who are capable of developing oral receptive and expressive language. However, if a child is incapable of developing oral language and speech, then alternative methods such as the combined method are utilized.

The development of communication through speechreading and speech requires many years of training.<sup>67</sup> Excessive emphasis on this aspect of education for the child who is incapable of developing speech could inhibit language development and retard learning. Therefore, most residential schools use a simultaneous approach.

#### Prescreening

In Michigan education of the hearing impaired begins with an interdisciplinary evaluation followed by program placement based on the results. The prime role of the parent is emphasized by the Michigan guidelines and is considered critical for appropriate placement. It is specified that:

- (a) Parent involvement should include frequent visits to observe the child in the school setting.
- (b) Parent involvement should include input relative to the review of the performance objectives for their child.
- (c) Parent involvement should include participation in organizations related to hearing impaired children.
- (d) Parents should be encouraged to be aware of normal child growth and development.<sup>68</sup>

The program provides hearing aids and emphasis on language, and communication skills is the keynote of the curriculum. Depending on the degree of disability, the class load may be as low as 1:1 basis but must not exceed seven full-time students having a severe hearing impairment. Initial placement and/or instructions begin as soon as the diagnosis is made. Thus there is provision for a pre-primary program.

## Curriculum

Individualization.--For the education of the hearing impaired the oral approach to language and speech development with its ultimate goal of speech and speechreading as a mode of communication is the ideal goal of exclusively oral schools of the deaf such as the Clarke School. The oral approach is also provided in public schools for the deaf to all hearing impaired children in the early school years. However, if it is observed that individual differences and environmental factors make it impossible for a child to develop speech and speechreading skills, then he is provided with alternative modes of communication. The fact that some children, because of various individual differences, are not capable of developing functional speech does not preclude or mean that they are also incapable of developing intelligible language or are uneducable.

The curriculum in Michigan is based on an individual educational program plan for each child. This plan is determined by a consideration of the factors which influence the educational development of individual hearing impaired children such as degree of hearing loss, level of comprehension, interest<sup>69</sup> and rate of learning. In addition, his ability to generalize, draw conclusions, and make use of subtle cues<sup>70</sup> are observed and individualized educational programs are then designed on this basis and fitted to each child's needs.

"Interest is the prerequisite to all learning, and the foundation for all motivation and accomplishment."<sup>71</sup> The curriculum is flexible and allows for deviations from the usual scheduled

courses enabling teachers to observe the child's interests and behaviors. In this way attention is given to the child's interest when he makes the plea for attention.<sup>72</sup>

Degree of hearing loss.--An understanding of the degree of a child's hearing loss and the limitations imposed by it on his ability to develop oral speech and language are important to his educational development. For example, a child with a severe hearing loss (71 to 90 decibel level) has considerable residual hearing and with the help of a hearing aid combined with intensive speech, language, speech-reading and auditory training instruction usually develops language and speech. On the other hand, a child with an extreme hearing loss, at a level of over 90 decibels, has difficulty developing oral language and speech, even with hearing aids and intensive speech training. "For the child with an extreme hearing loss, the ultimate goal should be intelligible speech, but not at the cost of inhibition or sacrifice of language development."<sup>73</sup>

An understanding of the influence of the degree of hearing loss enables the teacher to adapt the curriculum content to the child's needs by determining whether or not the child is making a genuine effort at intelligible speech according to the degree of his residual hearing and the limitation resulting from his hearing loss. Through an understanding of the child's limitations, teachers are able to set realistic goals for the child. When these goals are attained, he will be motivated to reach out for the next goal, a little higher up.<sup>74</sup>

The following is the instructional content for hearing impaired pre-primary and elementary school children in Michigan:

Pre-primary.--The most crucial period of life for a child with hearing impairment is before he is five years of age. This means that early intervention should occur as soon as the hearing loss has been diagnosed, even prior to the first year. Intervention with the parent and infant often has a profound influence on the child's later ability to listen meaningfully and to use language effectively. It is the objective of early intervention to give:

1. Family guidance in understanding and accepting the hearing impaired infant as a family member,
2. Parent training to help them understand and use sound principles of growth and development,
3. To enhance the utilization of residual hearing through amplification and auditory training. The audiologist serving the child should be involved in this process, and
4. To encourage the development of receptive and expressive language through natural vocabulary and sentence structure within the child's environment.

The goals of the infant program are best achieved through home visitations by the teacher, therapy sessions at a clinic or school, inservice workshops, group meetings and discussions. Close parent-teacher relationships must be maintained in an effort to evaluate, report and record progress of the hearing impaired infant.

Placement in a pre-school program is based upon the individual child's overall readiness. Goals for the pre-school program include:

1. Developing the auditory function,
2. Providing experiences which develop receptive and expressive language in accordance with the normal child's language development,

3. Encouraging the development of speech.
4. Developing perceptual skills, motor-sensory skills and encouraging creativity.
5. Developing social skills through interaction with peers. This is enhanced by carefully planned participation in Headstart programs, and local nursery schools with children who are good language models, and
6. Helping the child to adjust to the school situation and nurturing healthy psychological and emotional growth.

Supportive services, as deemed necessary, are utilized in attaining the above goals. Parent education and participation are provided in the infant and pre-school program.<sup>75</sup>

Elementary.--On completion of the pre-primary goals and the attainment of age six the child is appropriately placed in an elementary school.

In the elementary school atmosphere a certified teacher of the hearing impaired provides opportunities for each child to acquire the specific skills he needs. The goals for elementary programs include:

1. Listening Skills--The teacher provides each child with an opportunity to develop and reinforce meaningful listening skills progressing towards more effective reception of spoken language,
2. Speech Reading Skills--The teacher provides each child with an opportunity to develop his receptive skills,
3. Speech--The teacher provides each child with an opportunity to develop or remediate his speech skills to the most advanced level of intelligibility,
4. Structured English Language--The teacher provides each child with the opportunity to develop and/or refine the patterns and structures of his expressive language,
5. Language--At all times attempts are made to provide the student with the opportunity to develop communication skills which will enable him to function as "normally" as possible, and

6. Alternative methods of communication for students who cannot communicate orally are varied and prescribed as needed by the individual student.<sup>76</sup>

Dependent on the progress of the hearing impaired student, the standard elementary curriculum is interwoven into the individualized programs.

Language development.--The major emphasis in the curriculum for the education of the hearing impaired is on language development. Language is considered one of the most complex of human skills and the foundation of learning. It includes many facets, one of which is concept formation. Early training in receptive and expressive language enhances the probability that the deaf child will achieve in school and adjust to a hearing society. Language can be expressed non-orally with child-devised gestures, picture drawing, reading, writing, formal speech signs and finger spelling. The oral expression of language is speech.

Classroom language is the content source of all learning activities and particularly of speech instruction. Language instruction includes the incidental (natural) approach and the formal (grammatical) approach. Classroom language includes the child's spontaneous natural language based on his incidental needs of expression and the teacher's structured language input. The child is given the freedom to express his thoughts and ideas spontaneously as the need arises. His ideas may be expressed in speech sounds, child-devised gestures, picture drawings, writing, or by any means that the child can use to convey his ideas. The teacher



through close observation and attention to the child understands what he is trying to say and immediately gives him the necessary speech vocabulary and language pattern with which to express his ideas.

Proponents of the total communication approach advocate that formal speech signs and finger spelling should be used simultaneously at this time with speech to clarify understanding and communication.<sup>77</sup> Further, language and reading are combined because paradoxically the deaf child learns language through reading and reading primarily through language. Deaf children who develop complex language skills usually derive their language facility through experience and reading.<sup>78</sup> Experience is the key to language and reading instruction and development. Experience is the base for the natural or incidental method of language development. Concept formations are based on experience. Thus it is important to provide the deaf child with as many experiences as possible, i.e. social experiences, work experiences, and life experiences.

Classroom language divorced from real life experiences can become routine and limited. This is the reason why it is crucial for the deaf children to have extra-curricular activities such as field trips and social experiences outside of the classroom. When the teacher and class return from a field trip the classroom language becomes alive, exciting and meaningful for the children.

Structured English language.--Structured English language is included in the Michigan curriculum for the education of the hearing impaired.<sup>79</sup> In addition to a sequential language pattern the child needs to develop a vocabulary to understanding word meanings and to express relationships. The greatest aid to the development of language from its simple to its complex forms is through reading and writing.<sup>80</sup>

The goals of an awareness for and an understanding of speech and language as a meaningful communication tool are achieved through incidental instruction. Incidental instruction is the consistent attention to the child's speech throughout the day as an equal part of the communication process. It is here that the teacher should serve as a speech model for the child as he imitates and approximates her speech production.<sup>81</sup>

The teacher's expectations are very important determinants in the child's achievement. Therefore, if the teacher wants the child to make expressive speech a habit he should expect him to use both speech and signs and encourage him at his attempts.<sup>82</sup>

One of the greatest attributes of total communication is that the simultaneous use of speech and signs helps the teacher to immediately understand what the child is attempting to say at which time she can give him the language vocabulary and correct speech with which to express his thoughts. The visual representation of language on the hands will serve to reinforce the spoken word by minimizing ambiguity in both oral and aural input for the child.<sup>83</sup>

Speech development.--Teachers of the deaf strive to have an understanding of the deaf child's limitations and do not insist on perfect speech sounds but instead encourage the child in his speech attempts by accepting intelligible approximations of speech sounds. Speech development and improvement come slowly, but it begins with the first attempt. The earlier speech training is begun the higher the probability that the deaf child will develop functional speech. The later speech training is begun the less likely the probability that the deaf child will acquire functional speech. This is why pre-school training for the deaf is crucial and is provided in Michigan.<sup>84</sup>

Reading.--Language development and reading achievement for the deaf child takes many years of dedicated effort on the part of the teacher and the child. It is made interesting and motivating for the child if the language and reading lessons are based on the child's real and personal experiences and are presented at his level of intellectual development and in a form which he can understand.

Speechreading.--Speechreading or visual speech perception has as its optimal goal the processing of language through interpretation of the oral mouth movements of speech and facial expression.<sup>85</sup> Speechreading for deaf children permeates the teaching of language, speech, and the regular school subjects. When the teacher talks to the children they are speechreading by watching her lip movements and facial expression. Speechreading is combined with use of hearing through a hearing aid.

Auditory training.--The optimal goal of auditory training is auditory speech reception or the maximum use of residual hearing to facilitate spoken language or speech. The child's listening skills are refined to help him interpret the vocal patterns he is perceiving.

In regard to the total communication approach and auditory training, Herx and Hunt report:

In a total communication program auditory patterns are supported and clarified by the simultaneous use of signs. Signs offer a medium to create a meaningful auditory experience for the child by continuous association of the auditory clue with familiar visual language.<sup>86</sup>

The audiologist.--New language can be developed auditorily through the development of listening skills. Expressive speech skills can be enhanced through the development of the auditory channel. Effective auditory training programs require frequent and open discussions between teachers and audiologists.

The extent to which the audiologist's influence is beneficial depends to a great degree on his knowledge and experience with deaf children and his understanding of the educational and language problems that are caused by deafness.

Ventry states that:

Recommendations concerning the use of hearing aids and residual hearing and presentations to teachers of the deaf concerning the educational implications of audiological findings are important contributions which the audiologist can make to the hearing impaired child's educational environment.<sup>87</sup>

Barbara L. Jones has written that:

By adopting and modifying audiological tests and techniques traditionally used in clinical settings the educational audiologist can more adequately define and provide

for the acoustic needs of the children. The selection, monitoring, and maintenance of amplification instruments are also more effectively achieved through his services. It is only as an integral member of the educational staff, however, that the educational audiologist can maximize audiological services to the children.<sup>88</sup>

Ventry summarized the following services which the audiologist could perform in the educational environment:

1. Complete audiological evaluation of children related to their admission in the educational program,
2. Annual assessment of children's hearing, including an interpretation of the results to the teacher,
3. Selection, orientation, and maintenance of hearing aids for children,
4. Application of knowledge concerning speech perception and speech pathology to the speech problems of deaf children,
5. In-service training to orient teachers to new procedures and information,
6. Counseling parents,
7. Selection, evaluation and application of amplifying system and/or equipment used in the school,
8. Liaison service between the school and the college or university, and
9. Training program and/or community speech and hearing center and research.<sup>89</sup>

In addition Ventry states that:

It is imperative that the educational audiologist have the experience and information to make meaningful rehabilitative and educational recommendations to educator, parents and deaf individuals. Therefore, he should be a qualified audiologist and should also be trained in language development, language disorders caused by deafness, history of the education of the hearing impaired, educational philosophy and psychological and social aspects of deafness.<sup>90</sup>

It is only through a personal commitment as an integral member of the educational staff that the audiologist can through his services contribute to the provision of high-quality educational programs for the deaf.

High school.--Hearing impaired children have the opportunity in Michigan to continue from elementary school into regular high schools or special high schools for the deaf, and vocational schools depending upon their ability to learn and on their aptitude. Itinerant teachers are provided to help them understand what they miss from regular class instruction. The hearing impaired high school student's program, in addition to providing opportunity for social and vocational competency, provides for continuing programs of oral education to provide the student with the opportunity to improve further the intelligibility of his functional speech. This involves advanced work in functional speech and language, auditory training and speechreading.<sup>91</sup>

#### Special Equipment for the Hearing Impaired

Michigan guidelines require special equipment for teaching the hearing impaired such as movie projectors, slide projectors, visual makers, overhead projectors with a roller and a screen for use instead of the chalkboard so that the children in the class can see the faces of each other and the teacher when writing is being done. Also required are instamatic cameras for use of children, parents and teachers to help in the development of language;

captioned films for the deaf; an appropriate acoustical and visual environment; classrooms tested for internal and external noise; and carpeting, sound absorbing walls and ceilings for electronic media devices.<sup>92</sup>

### Teacher Preparation

Education of teachers of the hearing impaired at Michigan State University involves a four-year program resulting in a Bachelor of Arts degree and certification for teaching the hearing impaired.

Selection criteria for acceptance into the program are based on previous experience as well as other factors. These include intensity of interest in education of the hearing impaired as evidenced by tutorial and/or volunteer work with the deaf. Evidence of commitment to the field, previous academic preparation and achievement are also considered. Finally, the candidates are evaluated in terms of interpersonal relationships, child relationships and personal characteristics with relevance to the teaching of the hearing impaired.

Admission to special education in the College of Education comes in the third academic year. Michigan State University requires that the applicant have a minimum of sixty credit hours of experience as a teacher aide in a class of hearing impaired, summer camp or recreation programs for the hearing impaired.

The basic program for the Bachelor of Arts in hearing impaired includes the following credits at Michigan State University:

18 credits of language arts, 18 credits of social science including psychology, 19 credits of science-mathematics, 30 credits in the fine arts, 46 credits in elementary education including 15 credits of student teaching, 63 credits of special education and core curriculum including language and speech development for the deaf, 15 credits of student teaching in special education, 3 credits of Structures and Foundations of Speech and Hearing Mechanisms, 3 credits of Descriptive Phonetics, 10 credits of Audiology.

Successful completion of the program results in certification to teach Special Education, Hearing Impaired K-12 and elementary all subjects K-8.<sup>93</sup> In addition the teacher must possess a valid Michigan teachers certificate.

#### Education for the Educable Mentally Impaired

##### Greek Education for the Educable Mentally Impaired

The primary goal of regular education and education of the educable mentally impaired is to provide normal development of physical, mental and intellectual faculties of children through six years of elementary education (see Chapter II). Mass screening in order to identify the educable mentally impaired does not exist in Greece. These children are usually identified after they enter elementary school and encounter learning difficulties. As in the fields of the visually and hearing impaired, these children are not identified early enough and special pre-school education programs in this area are nonexistent.



### Student Selection and Placement

Students are selected from regular schools on the basis of their inability to meet passing standards. Parents share in the decision of placing the child in a special class for the educable mentally impaired. Interdisciplinary evaluation for identification of the problem and program placement does not exist. At the Maraslion Primary School in Athens there were twelve students, ages 10-12, in the class for the educable mentally retarded. The I.Q. range of the students was 60 - 85.<sup>94</sup>

Observation of the class for the mentally impaired and discussion with the teacher revealed that one of the children displayed behavior of emotional impairment. The cause and effect of this behavior could be diagnosed by psychologists with the help of teachers, specialists and parents. This might reveal that the child is educationally misdiagnosed and misplaced.

The educational specialists at the Ministry of Education and Religion recognize the need for appropriate diagnostic procedures and placement of children in special classes. This is proposed in the Draft of the Law on Special Education 1977.<sup>95</sup> Accurate assessment of childrens' disabilities will assure appropriate student placement. Individuals who display symptoms of cultural deprivation, emotional impairment or learning disabilities require a different educational program and different instructional methods for the maximization of their potential and on the basis of a diagnostic evaluation would not be placed in classes for the mentally impaired.

Government supported education for the educable mentally impaired is new in Greece. The Ministry of Education and Religion has on its staff several highly qualified specialists in this area of special education. These specialists received their education at United States and European universities<sup>96</sup> and are presently planning special programs for the educable mentally impaired in Greece. A self-contained classroom for the educable mentally impaired was established at the Maraslion Academy Primary School in Athens and had been in operation for one year in 1975.

#### Teacher Preparation

The Athens Pedagogical Academy offers a one-year program for specialization in the area of the educable mentally impaired. Prerequisite requirements for admittance to this program are two years regular elementary teaching requirements and five years of experience in teaching normal children. The Ministry of Education and Religion hopes to increase the present three-year teacher education to four years in the future.

#### Curriculum

The curriculum for the educable mentally impaired in Greece considers the importance of emotional and social factors and their effects on the child's adjustment. Interviews with the teacher indicated that the social, emotional and psychological adjustment of the child is considered with curriculum emphasis on the practical solution of life problems and daily living skills. In addition, language development, oral and written Greek, grammar, arithmetic,

with emphasis on practical knowledge, adaptation to the environment through environmental studies, social studies, geography, history of Greece, religion, science, arts and crafts and physical education are included in the curriculum. Plans are being made with consideration for the inclusion of vocational education in the future.<sup>47</sup> Presently there are no vocations open to the mentally impaired.

### Special Materials

Since special education for the educable mentally impaired is new in Greece, special materials to supplement regular textbooks are not being fully utilized. Teachers are being informed on the importance of adaptation and adjustment of books and materials to the rate of learning of the children. They are also being informed on the need to include sufficient repetitions in a variety of situations for efficiency in learning. However, the reading books do not consider the child's chronological age and corresponding interests which may be six years advanced from his intellectual functioning level.

### Special Remediation

Attention to the individual differences among the educable impaired children is not being fully stressed in Greece. Children who need remedial work in reading, arithmetic, language or in relating abstract ideas are not given detailed diagnosis or introduced to remedial procedures. Children are not referred to educational diagnosticians or remedial reading specialists in Greece.<sup>98</sup>

Education for the Educable  
Mentally Impaired in Michigan

Samuel A. Kirk has given the following definition in determining the educable mentally retarded child:

The educable mentally retarded child has been defined as one who has potentialities for development in (1) minimum educability in the academic subjects of the school, (2) social adjustment to such a point that he can get along independently in the community, and (3) minimum occupational adequacy to such a degree that he can later support himself partially or totally at the adult level.<sup>99</sup>

In Michigan "educable mentally impaired" means a person identified by an educational planning and placement committee, based upon a comprehensive evaluation by a school psychologist, certified psychologist or certified consulting psychologist, and other pertinent information, as having all the following behavioral characteristics:

- (a) Development at a rate approximately 2 to 3 standard deviations below the mean as determined through intellectual assessment.
- (b) Scores approximately within the lowest 6 percentiles on a standardized test in reading and arithmetic.
- (c) Lack of development primarily in the cognitive domain.
- (d) Unsatisfactory academic performance not found to be based on his social, economic and cultural background.<sup>100</sup>

#### Student Selection and Placement

The special diagnosis for the mentally retarded child includes medical, social, psychological, and educational evaluations. Continuous reassessments are made routinely at periodic intervals. The child's level of development in various areas is evaluated.

The assessment gives the teacher an understanding of the child's strengths and weaknesses. In addition, it gives the teacher insight into the developmental abilities, achievement and facts about the child's physical and social status which are necessary in planning an educational program for the child.

The mentally impaired child receives a comprehensive and thorough evaluation. This assessment indicates the cause of the child's failure in school is due to a general mental retardation or whether his inability to learn is the result of social and cultural factors which make him appear to be mentally retarded or is due to a learning disability.<sup>101</sup>

#### Definition

Children are assigned to a class for the mentally retarded only after a differential psycho-educational assessment. If the assessment indicates that the child shows a general mental retardation then he is placed in a special class in the intermediate school district with other children who have lower I.Q.'s than normal. Eligibility for placement in a special class in Michigan is defined as "development at a rate approximately 2 to 3 standard deviations below the mean as determined through intellectual assessment."<sup>102</sup>

Children who are socially deprived or who display learning disabilities remain in regular grades and are helped to adapt by itinerant and resource teachers. Current consideration by United States experts is to keep the educable mentally retarded children in regular elementary education. This requires teachers who are better

informed on the learning characteristics of the educable retarded children and more individualized instruction.<sup>103</sup>

#### Class Load

In Michigan regulations state that there be no more than 15 students in a class for mentally impaired. In addition it is stated that a teacher have responsibility for educational programming of no more than 18 students.

The suggested class size is 8 for pre-primary and not to exceed 15 full-time or 60 student hours per day for elementary and secondary level programs. The administration should reduce the class load where necessary for teachers to achieve the prescribed performance objectives for each student. Consideration should also be made in regard to the employment of a teacher aide to assist in the achievement of the prescribed performance objectives for each student.<sup>104</sup>

#### Supplies and Equipment

In Michigan handicapped persons qualifying for special education programs and services shall be provided supplies and equipment at least equal to those provided to other students in regular education programs and, in addition, those supplies and equipment necessary to meet their defined performance objectives.<sup>105</sup>

#### Facilities

Special education classrooms shall have at least the average number of square feet per student as compared to the average number of square feet per student in regular classrooms in the school district.<sup>106</sup>

#### Purpose and Objectives for the Educable Mentally Impaired in the United States

The purposes and objectives of an educational program for the educable mentally impaired in the United States do not differ

from the general objectives for all children. The major differences between the educational goals for the normal child and for the educable mentally impaired child is that the mentally impaired child requires specific objectives designed within his limitation and deficiency. Diagnostic teaching and individualized instruction establish realistic performance objectives for the child by the modification and adaptation of teaching techniques to meet individual needs. A skillful teacher provides structured lessons at the child's optimal level of understanding so that he will experience success in his response. The teacher is assisted in this endeavor by the help of social, psychological, and educational evaluations.

The ultimate goal for the education of the mentally impaired is to help them to become well adjusted adult members of the community who will be prepared to earn their own living. Thus they will become economic contributors too, as well as social participants in society.

The content of the curriculum exposes the child to experiences which are geared to his needs and abilities. It provides for learning useful services within the home and the community. An attempt is made to develop learning patterns that will increase initiative, imagination and judgment. In addition, drills and exercises in the development of human relationships are stressed. The focus of the curriculum is to develop the habit of independence and doing things for himself.<sup>107</sup>

This is accomplished in various ways but usually mentally impaired children ages nine to fifteen are placed in self-contained

classrooms. The reason for this is that, if the child attends regular grades, he usually experiences failure prior to being placed in an appropriate class for the educable mentally impaired. Regardless of organization the goal of the school is to teach the child skills in the basic subjects of reading, writing and arithmetic. This is achieved by using supplementary materials and adaptations of the subject matter to allow for many repetitions which the retarded child needs in order to learn. The instruction is paced at the learning rate of the child and is presented in a variety of situations to maintain his interest. Both content and speed of learning are prime factors in determining the learning behavior of the mentally retarded.<sup>108</sup> The incongruity of chronological and intellectual levels is recognized and the content of books appeals to the older retarded child whose intellectual development does not correspond to his chronological age. Books are available that will be readable by the child of low reading achievement and yet will relate to his interest and chronological language experiences.<sup>109</sup>

The child is helped to learn about and to adjust to his physical environment through social studies which include many field trips and out of school activities. In this way he learns about his community, town, city, and nation. Further, he learns about his social environment through a study of people, customs and institutions. Finally, he learns about himself.<sup>110</sup> In learning about himself he is helped to make a realistic appraisal of his abilities,



limitations, motivations and aspirations. He learns that in his own way he can become a respected contributing member of society.

## Curriculum

Thomas G. Jordan has outlined the following curriculum for the mentally retarded which is utilized in the United States:

1. The work of the teacher of the educable retarded differs from that of the regular teacher in that:
  - a. There is very often de-emphasis of academic matters.
  - b. There is emphasis on the instrumental value of learning.
  - c. Extra time is given to crafts and social development.
  - d. The class enrollment is smaller.
2. The expectations of the teacher differ from those of parents in that:
  - a. The teacher may not see the best outcome as high academic achievement.
  - b. The teacher may strive for personal growth, while the parent desires academic growth.
  - c. The teacher will not share the parent's expectation that the child will "catch up" as a result of special class placement.
  - d. The teacher may attempt to move the youngster toward some simple occupation, while the parent may retain unrealistic goals for professional training or craft apprenticeship.
3. Specific goals for the first few years are:
  - a. Development of reading readiness.
  - b. Speech development.
  - c. Socialization.
  - d. Independence training.
  - e. Development of a sense of personal worth.
  - f. Continuation of pre-school training in discipline and control.
4. In the intermediate years from about 11 to 14 the special teacher may attempt to:
  - a. Develop skill in reading, writing, and the basic subjects.

- b. Develop good speech.
  - c. Introduce some manual crafts for creative purposes.
  - d. Introduce occupational information.
  - e. Develop concepts of good citizenship.
5. The teen years are planned with the intent to:
- a. Develop a good level of achievement in the basic subjects.
  - b. Prepare boys and girls to enter the labor market.
  - c. Anticipate some of the adjustment problems of adolescence and early adulthood.
  - d. Smooth the transition to workshop training for those requiring additional training. Many retarded young people leave school at 16, though most of them would profit from more schooling or training.
6. Post-school programs for educable young people attempt to:
- a. Give training in simple jobs.
  - b. Adjust the young person to a non-school work environment.
  - c. Develop personal, as opposed to intellectual qualities that help in job placement.
  - d. Identify undesirable traits such as tardiness that can be eliminated before placement in industry.<sup>111</sup>

Kirk and Johnson have listed the purposes of a program for the educable mentally retarded as follows:

- 1. They should be educated to get along with their fellow men; i.e., they should develop social competence through numerous social experiences.
- 2. They should learn to participate in work for the purpose of earning their own living; i.e., they should develop occupational competence through efficient vocational guidance and training as a part of their school experience.
- 3. They should develop emotional security and independence in the school and in the home through a good mental hygiene program.
- 4. They should develop habits of health and sanitation through a good program of health education.

5. They should learn the minimum essentials of the tool subjects, even though their academic limits are third to fifth grade.
6. They should learn to occupy themselves in wholesome leisure time activities through an educational program that teaches them to enjoy recreational and leisure time activities.
7. They should learn to become adequate members of a family and a home through an educational program that emphasizes home membership as a function of the curriculum.
8. They should learn to become adequate members of a community through a school program that emphasizes community participation.<sup>112</sup>

A program for the educable mentally retarded should emphasize social competency, civic and occupational competence. Systematic instruction in the basic subject skills is developed through the application of skills to life situations. Experience units have been successfully used in teaching children about their physical, social, and personal environment. This technique is based on real life experiences which are interesting to children. They grow out of live situations and are consonant and appropriate with the children's social, intellectual and physical maturity. Further, the unit method of instruction develops social skills as well as training in the basic subjects.<sup>113</sup>

### Mainstreaming

The ultimate objective of schooling is to prepare these students for entry into society and to participate in work, social and civic activities. Wherever possible these students should be mainstreamed into regular education programs thus making a smoother transition and integration into life.

## Secondary Program

The educational procedure in the United States is to integrate educable mentally retarded adolescents in the regular high school program in some subjects such as home economics, industrial education, physical education, art and music.

According to Kirk, the curriculum for the educable mentally retarded children in the secondary school should emphasize:

1. Experiences to extend their efficiency in the tool subjects of reading, arithmetic, spelling, and writing. Since this is terminal academic education for the educable retarded child, he should learn to utilize these tool subjects in everyday activities.
2. Development of "home building" skills. During this terminal education the pupils should learn to become participating members of a family and to be responsible for family activities. Home economics for the girls and household mechanics for the boys are important aspects of secondary school curriculum.
3. Occupational education including such attitudes and skills as manners, appearance, methods of getting along with the "boss" or fellow workers, following directions, expressing vocational goals and skills, general job training, and acquiring vocational information. Occupational education should not be confused with vocational education or specific trade training.<sup>116</sup>

Many social learning principles are applied in behavior modification techniques, including the use of programmed learning. None of the principles by themselves will transform the learning process. However, each has a part to play, and in combination these principles tend to maximize learning.

## Curriculum in Michigan

The following are specific suggestions for instructional content and specific recommendations for developing curriculum for self-contained programs for the educable mentally impaired:

Performance objectives are necessary to establish a coordinated program for each student. Objectives are written after a thorough evaluation of the student's strengths and weaknesses in intellectual, academic and learning skills and in social and emotional development. Pre-testing and post-testing are necessary to establish beginning levels of objectives and to evaluate student progress. The objectives should be written by the special education teacher with the assistance of the regular education teacher, psychologist, speech therapist, CRC, parents and other supportive personnel. Instructional content should include the goal of utilizing the regular curriculum and materials to the fullest extent possible.

Instructional content for the educable mentally impaired students should lead to graduation with a regular high school diploma and should reflect aims of: self-realization, human relationships, economic self-sufficiency, and civic responsibility.

While the child who is educable mentally impaired can learn many things, the fact of his slower rate of learning means that his curriculum should consist of what is essential for living; and two key questions that should be asked in deciding whether or not to include an item are (1) Does he need it for life? (2) Will he use the item enough to justify the time which it takes him to learn it?

Consideration should also be given to the setting in which the child lives. Items which would be necessary for children in a rural setting may or may not be necessary for those in urban settings.

Programs should be planned to coordinate with and supplement the offerings of the regular program, providing educable mentally impaired pupils maximum opportunities for educational and vocational development.

An important aspect in planning for instructional content for the educable mentally impaired student should be an emphasis on readiness. Not readiness in the narrow sense as traditionally used to mean readiness for reading, but readiness for any skill or task which the student is asked to do. In order to accomplish this task, consideration should be given to what constitutes readiness for items included in instructional content, and the development of task analyses becomes critical.

The following are specific items to be included in the instructional content for the educable student:

- A. Readiness for language includes: (1) classifying, (2) noting details, (3) making prediction, (4) sequencing, (5) cooperating in group situations, (6) attending, (7) developing positive attitudes, (8) developing independence, (9) developing visual discrimination skills, (10) developing auditory discrimination skills, and (11) developing hand-eye coordination, etc.
- B. Listening skills.
- C. Speech includes: mechanics of speech, expression, functional uses of speech.
- D. Reading skills include vocabulary and sight reading word skills. This should precede word attack skills except in unusual cases when child has demonstrated that he cannot learn sight vocabulary. Comprehension skills, functional reading skills, reading for enjoyment and word attack skills of phonics and instructional analysis should be included.
- E. Written skills cover the mechanics of writing and spelling.
- F. Practical use of communication skills and the expression of ideas should be emphasized.
- G. Mathematics includes: (1) mathematical concepts appropriate to each child's state of development, (2) computation skills, (3) concepts of problem-solving, (4) using computation in the solution of problems, and (5) application of problem-solving to real-life situations.
- H. Science should include: simple machines and their use, useful scientific knowledge for maintaining the home and for becoming occupationally adequate, weather and practical applications of knowledge about weather, plants, animals and relating knowledge about nature to human life.
- I. Health and safety with emphasis on personal hygiene and physical development and safety in the home, on the job and while traveling.
- J. Social studies should emphasize personal and social adequacy as reflected in content on mental health,

feeling of security and personal responsibility. Citizenship in the home, neighborhood, school, community, national and international citizenship should be covered.

- K. Geography includes: (1) how to manipulate the immediate environment, neighborhood, school, city and country, (2) points of interest and need in the locality, (3) generally known points of interest in the nation, (4) generally known points of interest in the world, and (5) useful [necessary] knowledge of state and nation.
- L. History should cover: (1) knowledge of important figures in present history, (2) knowledge of most generally known figures in past history, (3) knowledge of important past events in national or world history, and (4) citizen rights and responsibilities.
- M. Family Life and Sex Education should include the roles of family members, adjustment within the home and human sexuality.
- N. Leisure time activities emphasizing a broader conceptualization than ordinarily thought of in terms of recreational activities.
- O. Practical problems in social living dealing with appropriate attitudes, understanding people who are different and choosing alternatives.
- P. Consumer's education with emphasis on purchasing and maintenance of the home. Special areas to be covered would include: type of homes and advantages and disadvantages of each, heating of homes, lighting of homes, facilities for cooking, financing homes and choosing home sites--advantages and disadvantages of various places to live (city, suburbs, rural).
- Q. Government services available to citizens and how to use them.
- R. Career education provides a common thread that should be woven throughout the curriculum. It includes awareness of careers, exploration into careers, preparation for careers, vocational evaluation and preparation and career decision making. Vocational preparation includes work adjustment techniques, job seeking skills, occupational training, home management skills, vocational placement, job follow up, ways of spending income and the worker as a citizen.<sup>114</sup>

### Teacher Preparation

Education of teachers of the mentally impaired at Michigan State University involves a four-year educational program resulting in a Bachelor of Arts degree and certification for teaching the mentally impaired. This program is typical for the United States. Selection and education of these teachers follows a similar pattern to the education of teachers of the visually and hearing impaired. Selection criteria for acceptance are based on previous experience as well as other factors. These include intensity of interest and evidence of commitment to this field. The candidate is evaluated in terms of interpersonal relationships, child relationships and personal characteristics with relevance to teaching the mentally impaired.

The elementary education subject area totals 74 credits and includes 18 credits of language arts, 18 credits of social studies including psychology and sociology, 18 credits of science and 20 hours of fine arts. The elementary education professional preparation requires 43 credits including 15 credits of student teaching, 3 credits of Exploring Teaching, 3 credits of Curriculum Methods in Elementary Education, etc. The successful completion of the elementary education program and professional preparation qualifies the individual to enter the special education professional programs at the third year. Special education for the mentally retarded involves 63 credit hours including 15 credits of Student Teaching--Mentally Impaired, 3 credits of Psychological and Education Characteristics of Emotionally Impaired, 3 credits of Psychological Educational Characteristics of Mentally Impaired, 3 credits of Curriculum for



Mentally Impaired, 3 credits of Educational Provisions for the Mentally Impaired, 3 credits of Lab and Field Experience of Mentally Impaired, 3 credits of Education for Severely Mentally Impaired, 3 credits of Educational Provisions for Learning Disabilities, 3 credits of Psychological Educational Evaluation of the handicapped and so forth.

After successful completion of the course and attainment of 180 credits, the student receives a Bachelor of Arts Degree and after completion of a practicum of not less than 8 weeks in mentally impaired receives certification to teach the mentally impaired. The teacher must also possess a valid Michigan Teachers Certificate.<sup>115</sup>

## FOOTNOTES: CHAPTER IV

<sup>1</sup>Appendix C, "About the Draft Law on Special Education, Special Professional Training, Employment and Social Welfare of Disadvantaged Persons" (Athens: Ministry of Education and Religion, 1977).

<sup>2</sup>Samuel A. Kirk, Educating Exceptional Children, 2nd ed. (Houghton Mifflin Co., 1972), p. 6.

<sup>3</sup>*Ibid.*, p. 6.

<sup>4</sup>Berthold Lowenfeld, Ph.D., author and educational consultant, Berkley, California, "Equal Educational Opportunity for Visually Handicapped Children: History and Concept," Selected Papers, Association for Education of the Visually Handicapped, Fifty-second Biennial Conference, June 1974, San Francisco, California, p. 2.

<sup>5</sup>Kirk, op. cit., p. 6.

<sup>6</sup>Lowenfeld, op. cit., p. 3.

<sup>7</sup>Kirk, op. cit., p. 6.

<sup>8</sup>*Ibid.*

<sup>9</sup>*Ibid.*, p. 7.

<sup>10</sup>*Ibid.*, pp. 6-8.

<sup>11</sup>Lowenfeld, op. cit., p. 5.

<sup>12</sup>*Ibid.*

<sup>13</sup>L. Lippman and I. I. Goldberg, Right to Education: Anatomy of the Pennsylvania Case and Its Implications for Exceptional Children (New York: Teachers College Press, 1973), p. 31. Cited by Berthold Lowenfeld, "Equal Educational Opportunity for Visually Handicapped Children: History and Concept," Selected Papers, Association for Education of the Visually Handicapped, Fifty-second Biennial Conference, June 1974, San Francisco, California, p. 6.

<sup>14</sup>Public Act 198 of 1971, "The Mandatory Special Education Act of Michigan."

<sup>15</sup>United States Public Law 94-142, "Education for All Handicapped Children Act," 1975, in Guidelines for Special Education Programs and Services in Michigan, revised edition, October 1977, p. G-I-4.

<sup>16</sup>Ibid.

<sup>17</sup>Emergency Law No. 453/1937, "About the Creation of a School for the Abnormal and Disadvantaged Children," Kingdom of Greece, National Ministry of Education and Religion.

<sup>18</sup>Decree Law No. 1049/1938, "About the Revision and Supplementation of Law No. 453/1937," Kingdom of Greece, National Ministry of Education and Religion.

<sup>19</sup>Decree Law No. 1904/1951, "About Protection and Restitution of the Blind," Kingdom of Greece, National Ministry of Education and Religion.

<sup>20</sup>Decree Law No. 3635/1956, "About Recognition of Private Elementary Schools for the Deaf and Hard of Hearing Students as Equal to the Public Ones and About Their Programs and Curriculums and About Government Assistance of Such," Kingdom of Greece, National Ministry of Education and Religion.

<sup>21</sup>Decree Law No. 4466/1965, "About Recognition of the Model Special Educational Institution Operated Private High School for the Hard of Hearing and Deaf Children as Equal to the Public High Schools," Kingdom of Greece, National Ministry of Education and Religion.

<sup>22</sup>Appendix C, op. cit.

<sup>23</sup>Appendix A, "Special Education in Greece, Personal Communication from the Hellenic Republic Ministry of National Education and Religion, 1975."

<sup>24</sup>Visit and interview, School for the Blind, Kallithea, Greece, June 1975.

<sup>25</sup>Guidelines for Special Education Programs and Services in Michigan, Michigan Department of Education, 1974, p. 47.

<sup>26</sup>Ibid.

<sup>27</sup>Berthold Lowenfeld, Superintendent, California School for the Blind, "The Child Who is Blind," Journal of Exceptional Children, December 1952, p. 96.

<sup>28</sup>Bachelor of Arts Program for Teachers of Visually Handicapped Children and Youth, College of Education, Michigan State University, December 1977.

<sup>29</sup>Guidelines for Special Education Programs and Services in Michigan, op. cit., p. 49.

<sup>30</sup>Ibid.

<sup>31</sup>Ibid.

<sup>32</sup>Kindergarten Program, Michigan School for the Blind.

<sup>33</sup>Guidelines for Special Education Programs and Services in Michigan, op. cit., p. 50.

<sup>34</sup>Ibid., p. 48.

<sup>35</sup>Ibid., p. 50.

<sup>36</sup>Ibid., p. 48.

<sup>37</sup>Lowenfeld, "The Child Who is Blind," op. cit., pp. 96-102.

<sup>38</sup>Edith C. Kirk, Supervisor, Classes for the Blind and Partially Seeing, Detroit Public Schools, Detroit, Michigan, "A Mobility Evaluation Report for Parents," Journal of Exceptional Children, September 1968, p. 57.

<sup>39</sup>Marilyn Jane Bailey, "Orientation and Mobility Research at California State College, Los Angeles, University of Southern California, Selected Papers: Association for Education of the Visually Handicapped, 50th Biennial Conference, June-July 1970, New Orleans, Louisiana, p. 591.

<sup>40</sup>Richard Drouillard, and Sherry Raynor, "Move It!," A Guide for Helping Visually Handicapped Children Grow, Ingham Intermediate School District, Mason, Michigan, 1977, p. 91.

<sup>41</sup>Edith C. Kirk, op. cit., p. 60.

<sup>42</sup>Lyle Knowles, "Successful and Unsuccessful Rehabilitation of the Legally Blind," The New Outlook for the Blind, May 1969, p. 132.

<sup>43</sup>Samuel A. Kirk, op. cit., p. 337.

<sup>44</sup>Geraldine T. Scholl, "Implications for Guidance Counselors and Principals of Research on the Vocational Success of the Visually Handicapped," The University of Michigan, Ann Arbor, Michigan, Selected Papers, Association for the Education of the Visually Handicapped, 50th Biennial Conference, "A Look at the Child," June-July 1970, New Orleans, Louisiana, p. 210.

<sup>45</sup>These are practices followed at the Michigan School for the Blind, 1978.

<sup>46</sup>Gale W. Lutz, "Optacon Reading in the Public School," Selected Papers: Association for the Education of the Visually Handicapped, 52nd Biennial Conference, June 1974, San Francisco, California, pp. 54-61.

<sup>47</sup>Aikin Connor, "Compressed Speech, Listening Skills, and Handicapped Students," Selected Papers: Association for the Visually Handicapped, Compressed Speech and Aural Media Center, Sacramento, California, 52nd Biennial Conference, June 1974, San Francisco, California, p. 81.

<sup>48</sup>Ibid., p. 88.

<sup>49</sup>Michigan School for the Blind Low Vision Clinic.

<sup>50</sup>Edith C. Kirk, op. cit., p. 60.

<sup>51</sup>Natalie Baranga, "Increased Vision Behavior in Low Vision Children," Research Series No. 13 (New York: American Foundation for the Blind, 1964). Cited by Samuel A. Kirk in Educating Exceptional Children, 2nd ed. (Boston: Houghton Mifflin Company, 1972), p. 235.

<sup>52</sup>Visit and interview, School for the Deaf, Athens, Greece, June 1975.

<sup>53</sup>State Plan for the Delivery of Special Education Programs and Services, Michigan Department of Education, February 1971, p. 36.

<sup>54</sup>Appendix B, op. cit.

<sup>55</sup>Visit and interviews, School for the Deaf, Athens, Greece, July 1975.

<sup>56</sup>Ibid.

<sup>57</sup>Grace Harris Lassman, Language for the Preschool Deaf Child (New York: Grune and Stratton, 1950), p. 68.

<sup>58</sup>Visit and interviews, School for the Deaf, Athens, Greece, July 1975.

<sup>59</sup>Ibid.

<sup>60</sup>Visit and interviews, Hippocratou Hospital, Athens, Greece, July 1975.

<sup>61</sup>Guidelines for Special Education Programs and Services in Michigan, Michigan Department of Education, 1974, p. 31.

<sup>62</sup>Lassman, op. cit., p. 221.

<sup>63</sup>Samuel A. Kirk, op. cit., p. 262.

<sup>64</sup>Lassman, op. cit., p. 221.

<sup>65</sup>Samuel A. Kirk, op. cit., p. 265.

<sup>66</sup>Ibid.

<sup>67</sup>Ibid., p. 268.

<sup>68</sup>Guidelines for Special Education Programs and Services in Michigan, op. cit., p. 31.

<sup>69</sup>Katherine Sgouris, "It's Not the Method--It's the Technique that Makes the Difference," The Volta Review, December 1967, pp. 668-669.

<sup>70</sup>Samuel A. Kirk, op. cit., p. 270.

<sup>71</sup>Sgouris, op. cit., p. 668.

<sup>72</sup>Ibid.

<sup>73</sup>Ibid., p. 669.

<sup>74</sup>Ibid.

<sup>75</sup>Guidelines for Special Education Programs and Services in Michigan, op. cit., p. 33.

<sup>76</sup>Ibid., p. 33.

<sup>77</sup>Michelle A. Herx, and Frances E. Hunt, "A Framework for Speech Development Within a Total Communication System," American Annals of the Deaf 121 (December 1976):536.

<sup>78</sup>Samuel A. Kirk, op. cit., p. 278.

<sup>79</sup>Guidelines for Special Education Programs and Services in Michigan, op. cit., p. 31.

<sup>80</sup>Samuel A. Kirk, op. cit., p. 278.

<sup>81</sup>Herx and Hunt, op. cit., p. 536.

<sup>82</sup>Ibid., p. 537.

<sup>83</sup>Ibid.

<sup>84</sup>Guidelines for Special Education Programs and Services in Michigan, op. cit., p. 31.

<sup>85</sup>Herx and Hunt, op. cit., p. 537.

<sup>86</sup>Ibid., p. 538.

<sup>87</sup>I. M. Ventry, Audiology and Education of the Deaf (Washington, D.C.: Joint Committee on Audiology and Education of the Deaf, 1965), p. 547.

<sup>88</sup>Barbara L. Jones, "The Audiologist in the Educational Environment," The Volta Review, December 1973, p. 546.

<sup>89</sup>Ventry, op. cit., p. 547.

<sup>90</sup>Ibid.

<sup>91</sup>Guidelines for Special Education Programs and Services in Michigan, p. 23.

<sup>92</sup>Ibid., p. 34.

<sup>93</sup>Bachelor of Arts Program for Teachers of the Deaf, College of Education, Michigan State University, revised May 1976.

<sup>94</sup>Visits and interviews, Maraslion Academy, Program for the Mentally Retarded, Athens, Greece, July 1975.

<sup>95</sup>Appendix C, op. cit.

<sup>96</sup>Appendix A, "Special Education in Greece," as described by the Hellenic Republic Ministry of National Education and Religion, General Directorate of General Education, Directorate of Curriculum and Studies, Section of Elementary Education, 1975.

<sup>97</sup>Visits and interviews, Maraslion Academy, Program for the Mentally Retarded, Athens, Greece, July 1975.

<sup>98</sup>Ibid.

<sup>99</sup>Samuel A. Kirk, op. cit., p. 191.

<sup>100</sup>Guidelines for Special Education Programs and Services in Michigan, op. cit., p. 71.

<sup>101</sup>Samuel A. Kirk, op. cit., p. 212.

<sup>102</sup>Guidelines for Special Education Programs and Services in Michigan, op. cit., p. 75.

<sup>103</sup>Samuel A. Kirk, op. cit., p. 202.

<sup>104</sup>Guidelines for Special Education Programs and Services in Michigan, op. cit., p. 76.

<sup>105</sup>Ibid., p. 78.

<sup>106</sup>Ibid.

<sup>107</sup>Elkan Snyder, "Learning Problems, Program Planning and Curriculum for the Mentally Retarded Child," The Special Child in Century 21 (Seattle, Washington: Special Child Publications of the Seguin School, Inc., 1964), pp. 232-233.

<sup>108</sup>Ibid., p. 225.

<sup>109</sup>Samuel A. Kirk, op. cit., p. 213.

<sup>110</sup>Ibid., p. 210.

<sup>111</sup>Thomas G. Jordan, The Exceptional Child (Columbus, Ohio: Charles E. Merrill Books, Inc., 1965), pp. 159-179.

<sup>112</sup>Samuel A. Kirk, op. cit., p. 198.

<sup>113</sup>Jordan, op. cit., p. 155.

<sup>114</sup>Samuel A. Kirk, op. cit., p. 237.

<sup>115</sup>Guidelines for Special Education Programs and Services in Michigan, op. cit., pp. 76-78.

<sup>116</sup>Bachelor of Arts Program for Teachers of Mentally Impaired Children and Youth, College of Education, Michigan State University, revised February 1978.



## CHAPTER V

### EVALUATION OF PROPOSED GREEK "DRAFT LAW ON SPECIAL EDUCATION, SPECIAL PROFESSIONAL TRAINING, EMPLOYMENT AND SOCIAL WELFARE OF DISADVANTAGED PERSONS," 1977

The Draft Law on Special Education, Special Professional Training, Employment and Social Welfare of Disadvantaged Persons," Republic of Greece, Ministry of Education and Religion, Athens, 1977,<sup>1</sup> hereafter referred to as Draft Law on Special Education, 1977 is scheduled to be adopted in May 1978.

The "Draft Law on Special Education," 1977, goes a long way to establish worthwhile special education programs for the handicapped in Greece. In order to implement the law following its passage it is necessary to (1) adequately fund it, (2) set guidelines in all the affected areas, and (3) establish an Ad Hoc Task Force on Special Education to assess progress of special education programs in Greece and to make recommendations to help implement the letter of the Law and even modify it where needed.

Prior to the "Draft Law on Special Education," 1977, there were only seventeen schools for the educable mentally retarded (9 private and 8 public), five schools for the blind (1 public and 4

private) and nine schools for the deaf and hard of hearing (7 public and 2 private).<sup>2</sup> These were six-year primary schools.

Under the "Draft Law on Special Education," 1977, provisions were made for bringing the private special education schools and institutions under the control and direction of the Republic of Greece Ministry of National Education and Religion.

The content and substance of this proposed legislation should be recognized by educators as well as by most parents and lay citizens as an attempt to provide democratic equal educational opportunity and humanitarian rights for handicapped children to an educational opportunity appropriate to their needs. Further, the law lays the foundation for the development of a national education program for the handicapped children which overrides deficiencies and discriminations against handicapped children which have been practiced in Greece since Spartan times.

The significant features of the "Draft Law on Special Education," 1977, which will provide adequate educational programs for the handicapped in Greece have been extrapolated and commented on. These will be discussed in what the writer considers a descending order of importance beginning with Article 6. Comparisons will be made to programs in Michigan because of a comparable population of 9,157,000 to Greece's 8,736,367 as well as comparable birth rates of 14.9 per thousand to Greece's 16 per thousand.

Article 6, Compulsory Attendance

Article 6 provides for a compulsory attendance for all handicapped children from the ages of 6-16 which could be extended to 18 in individual cases. Whereas Michigan law (P.A. 198)<sup>3</sup> mandates programs for ages 0-25 and Federal law (PL 94-142)<sup>4</sup> requires programming for ages 3-18.

The shortcomings in this provision are that it does not provide for a continuum of educational programs and services from ages 0-25 and beyond, if necessary, to maximize the handicapped person's potential. Early identification and education of handicapped children is necessary for the development of their potential. The developmental years 0-5 are very important for the education of all children, particularly handicapped children. During infant and pre-school training the child should be taught language and speech, sense training, reading readiness, social skills and behavior through a structured environment which, to a "normal" child comes naturally.

For example, a hearing impaired child, who begins school at age six, will be educationally retarded compared to his hearing peers of the same age. This is due, not only to his inability to hear, but his inability to develop language skills and also because he has not received pre-school training. This educational retardation should not be mistaken for mental retardation. Therefore, some effort should be made for pre-school education for the handicapped child in Greece.

The modern special education trend in the United States and particularly in the state of Michigan is to provide handicapped

persons continuous education and supportive services from ages 0-25. This includes early identification, intervention, diagnosis, infant training, pre-school and parent education, elementary education, secondary education, pre-vocational education, vocational education, vocational rehabilitation, evaluation, termination and follow-up.

Public Act 198 of 1971, the Mandatory Special Education Act, was passed by the Michigan legislature and signed by the Governor in 1971. This act provides for (1) compulsory education ages 0-25, (2) accountability, and (3) plans for delivery of special education programs and services.<sup>5</sup>

#### Article 11, The Establishment of a Special Education Coordinating Committee

The creation of a special education coordinating committee is a first step toward the establishment and implementation of special education programs in Greece. However, if it is to accomplish its purpose, which is to promote and to coordinate special education programs, then the following stipulations should be considered.

There should be formulation of specific guidelines for the interpretation of the law, and for the establishment and implementation of special education programs. In addition to providing compulsory education for handicapped persons the Greek "Draft Law on Special Education," 1977,<sup>6</sup> should include a provision for accountability in the delivery of special education programs and services and a provision for a system of national and regional plans for the delivery of special education.

The members of the Special Education Department within the Ministry of Education and Religion along with special educators need to promulgate rules dealing with eligibility, review procedures regarding the placement of persons for special education programs and services, size of classes, methods of instruction and types of disabilities to be served. These rules should be developed in conjunction with special educators throughout the nation.

Guidelines for special education programs and services for the hearing impaired, visually impaired, educable mentally impaired as well as physically impaired, severely mentally impaired, trainable mentally impaired, emotionally impaired should be promulgated in order to carry out the law. In addition, guidelines for special education programs and services for teacher consultants, audiologists, orientation and mobility specialists, curriculum resource consultants, occupational therapists, physical therapists, the homebound and hospitalized, the learning disabled and the multiple handicapped should be established. Finally, guidelines for special education pre-vocational evaluation and work activity center services, special education work study programs, school psychological services and school social work services will be established. Guidelines applicable to the visually impaired, hearing impaired and educable mentally impaired should be proposed and can be based on practices in Michigan.

The Michigan Department of Education in conjunction with special educators across the state formulated general guidelines and rules for the interpretation, establishment and implementation of the

provisions of Public Act 198, "Mandatory Special Education Act 1971." These guidelines and rules required more than a year to formulate and became effective on October 10, 1973.<sup>7</sup> They are presently undergoing revision to bring them in compliance with Federal Law PL 94-142.

Part 1 provides a general overview of the procedures for determining eligibility and providing programs and services for handicapped persons. Part 1 applies to all special education programs and services.

Part 2 provides sections which apply to each specific type of special education program and service.

Guidelines are meant to interpret laws and administrative rules.<sup>8</sup>

#### Article 5, Section 1, Diagnosis and Placement

As stated in Article 5, Section 1, impaired persons are placed in special education programs and/or special professional (vocational) education programs on the basis of a diagnostic examination which determines the nature and the degree of the handicapping condition. Provisions are made for a diagnostic examination to determine the nature and degree of the handicap but does not specifically state the examining specialists' areas of expertise and the type of diagnostic test to be administered. In addition, there is no requirement that a formal procedure be followed at referral for the diagnosis, evaluation and placement of persons suspected of being in the categories of the physically or mentally impaired persons as stated in the Law in order to determine the eligibility of such persons to special education programs.

Further the Greek "Draft Law on Special Education," 1977,<sup>9</sup> does not specify that a formal procedure utilizing the interdisciplinary team approach should be used in the establishment of an

educational planning and placement committee with the authority to determine the student's eligibility for special education programs and services. The composition of the Educational Planning and Placement Committee should include as a minimum, as does the Michigan law, a representative of the administrative personnel, instructional personnel, diagnostic personnel and parents. Parent involvement and participation in establishing education placement and educational objectives for their children is not included. Nor does the "Draft Law on Special Education," 1977,<sup>10</sup> specify the parents' rights to be involved in the evaluation, assessment, and placement of their child. If the parents disagree with the child's evaluation and placement they do not have the right to contest, through a formal hearing procedure, what they consider to be an invalid diagnosis or an inappropriate placement.

There is a need for a referral system which is designed to identify every handicapped child and a procedure established to see that each child is referred to the appropriate agency. The establishment of regional clearing offices for referrals and keeping a record, possibly in the Ministry of Education and Religion, of all the services rendered to the child is essential.

The Michigan Guidelines<sup>11</sup> specify that a formal procedure be used at referral for determining the eligibility for special education programs and services for students suspected of being severely mentally impaired, trainable mentally impaired, educable mentally impaired, physically and otherwise health impaired, severely multiply impaired and/or learning disabled. The formal procedure in

Michigan culminates in the convening of an educational planning and placement committee (EPPC) meeting which determines the student's eligibility for special education programs or services. Referral for persons who indicate the need for an educational and behavioral diagnosis, the homebound and hospitalized and the students who need speech or language correction or remediation require somewhat different procedures.

Students who are having academic, social or behavioral problems with unidentified causes are referred to the school psychologist and/or school social worker for diagnosis. It is the responsibility of the school psychologist and/or social worker to forward these cases to the EPPC if the evaluation indicates that the student may be in need of special education services. Students who are referred to the school psychologist and/or school social worker and are not suspected of having an emotional impairment, learning disability, mental impairment or physical disability, are not required to go through the EPPC process.

In regard to the homebound and hospitalized programs only students who have a permanent disability or long-term illness or injury must be referred to an EPPC. Referrals for speech and language programs do not require an EPPC.

All parties should agree to the appropriateness of the committee's (EPPC) decisions. Eligibility is determined by the consensus of the committee. The parents have the right to disagree with the determination of eligibility, evaluation, and placement. They can contest this decision through a hearing.<sup>12</sup>



Article 3, Special Education, Special Professional  
Training, Employment and Social Care

Article 3 recognizes the importance of providing a continuum of special education programs and services for the handicapped. It includes pre-school education, elementary education, secondary education and lower professional training for handicapped persons. Further, it states that the government will provide free public special education and training for the handicapped. However, for clarification purposes of the Greek terminology it is necessary to point out that pre-school in Greece is actually comparable to kindergarten programs in the United States and provides educational programs for children ages 3-5. The term lower professional training is actually vocational training.

Article 3 proposes that the government establish and support special education kindergartens, elementary schools and secondary schools for the hearing impaired and for the visually impaired. It also proposes special education elementary parallel classes within regular schools for the educable mentally impaired, schools of lower professional training and pilot classes for the purpose of scientific teaching which will lead to a better understanding of the learning problems of handicapped children.

In addition, Article 3 proposes that vocational training be provided in schools, laboratories, factories and in all types of businesses. It also provides for sheltered workshops for persons whose limitations make it necessary for them to function in a protective environment.

Shortcomings in Specifications and  
Requirements Based on Michigan  
Guidelines

Continuum of Special Education  
Programs and Services

The shortcomings of Article 3 are that the proposals are not specific and do not call for the establishment of guidelines for the implementation of special education programs and services ages 0-25 which should include a continuum of educational programs and services from early identification, intervention, infant training, parent education, pre-school, elementary education, secondary education, pre-vocational education, vocational education, vocational rehabilitation, evaluation, termination and follow-up.

Vocational Education

Vocational education for the handicapped is proposed but does not specifically provide for pre-vocational education, personal adjustment, vocational education, vocational rehabilitation with the ultimate goal of employment through job placement and follow-up. Nor does it specify vocational alternatives available for the handicapped. In addition, it does not specify for annual evaluation, termination, and follow-up of persons in special education programs and the continuous role of the educational planning and placement committee (EPPC) in the evaluation and re-evaluation of individual performance objectives and individualized educational programs.

## Michigan Guidelines

Selected guidelines which are basic to all disabilities are outlined by the Michigan Department of Education as follows:

The educational planning and placement committee must determine the most appropriate special education placement for the student, based on the information obtained from the complete diagnostic process. In addition, the committee considers the severity of the problem and the total needs of the student when recommending a special education program or service.<sup>13</sup>

The rules which establish minimum instructional content for all disability areas are as follows:

1. "Normal course of study" means a regular education program leading to a high school diploma, or a special education program approved in the intermediate plan leading to a high school diploma which as a minimum includes personal adjustment, pre-vocational and vocational training (R 340.1701 sub-rule 5).<sup>14</sup>

The minimum content for special education students who cannot meet the performance standards set for the regular program is prescribed. Personal adjustment, pre-vocational and vocational training are defined in the same rule as follows:

2. "Personal adjustment education" means instruction designed to assist the handicapped to develop personal and social skills needed for adult independent living, including but not limited to activities of daily living, homemaking, mobility, personal health and appearance, recreation and use of prosthetic devices and sensory aids (R 340.1701 sub-rule 7).<sup>15</sup>
3. "Pre-vocational education" means instruction needed as a prerequisite to vocational education, such as reading and writing, knowledge of commonly used tools, utensils and processes, familiarity with a broad range of occupations and extent of vocational limitations caused by a handicap and the use of prosthetic devices for the purpose of identifying interest, aptitudes and abilities for individual vocational planning (R 340.1701 sub-rule 8).<sup>16</sup>

4. "Vocational education" means vocational or technical training or retraining which is given in schools or classes, including field or laboratory work is incidental thereto, under public supervision and control, and is conducted as part of a program designed to fit individuals for gainful employment as semiskilled or skilled workers or technicians in recognized occupations, but excluding any program to fit individuals for employment in occupations which the superintendent of public instruction determines, and specifies to be generally considered professional or as requiring a baccalaureate or higher degree. The term includes vocational guidance and counseling in connection with the training, instruction related to the occupation for which the student is being trained or necessary for him to benefit from the training, and the acquisition and maintenance and repair of instructional supplies, teaching aids and equipment, and the construction or initial equipment of buildings and the acquisition or rental of land (P.A. 198 of 1971).<sup>17</sup>

Vocational education programs for the handicapped must also include work study services (R 340.1701 sub-rule 15).<sup>18</sup>

5. A curriculum plan based upon individual student performance objectives shall be written by the teacher in conjunction with other school personnel for each handicapped person in accordance with his needs in the cognitive, affective and psychomotor domains with special attention to needs for personal adjustment training, pre-vocational and vocational training, the student performance objectives shall be available to the parent and may be reviewed by the superintendent of public instruction or his designee, the methods of instruction shall be consistent with the performance objectives written for each handicapped person (R 340.1733 B and C).<sup>19</sup>

#### Annual Evaluation of Student Progress

6. The superintendent of the operating school district is responsible to direct a review at least annually of the programs and services provided each handicapped person and advise the superintendent of the district of resident and the parents of the handicapped person of the findings of that review (R 340.1722 D).<sup>20</sup>
7. An intermediate school district plan . . . shall . . . describe the means by which the local school district and the intermediate school district will determine the effectiveness of special educational programs and

services, and the educational plan for each handicapped person. The follow-up system shall include a procedure for determining the school-community adjustments of handicapped persons for not less than 1 year following termination of their special education programs and services (R 340.1832, Section 1.5).<sup>21</sup>

These Michigan Guidelines could be helpful in the implementation of the Greek "Draft Law on Special Education."

#### Curriculum and Individual Student Performance Objectives

The "Draft Law on Special Education," 1977,<sup>22</sup> does not specify a curriculum plan based upon individual student performance objectives in accordance with his needs.

#### Schools for the Hearing Impaired and the Visually Impaired

Provisions for the establishment of secondary schools for the hearing impaired and for the visually impaired are made but do not specify whether these schools will be residential schools, day school programs, or a combination of both.

#### Mainstreaming

The "Draft Law on Special Education," 1977,<sup>23</sup> does not consider mainstreaming handicapped students in regular school programs with the assistance of supportive services, psychologists, social workers, itinerant teachers, special education consultants, and resource teachers.

Michigan Guidelines state that any special education program or service should be planned to assist the impaired student to remain

in regular education as much as possible or return to regular education as soon as possible.<sup>24</sup>

Article 3, Section 3 (h), Sheltered  
Workshops for Handicapped  
Individuals

This section proposes the establishment of sheltered workshops for handicapped individuals whose mental limitations or physical disabilities require a protective environment placement.

Article 3, Section 4 (j), Parent  
or Guardian Associations

This section provides for parent-teacher associations but does not specify programs for parent education or specific guidelines to provide situations for group interaction at the P.T.A. meetings. Further, this section does not specify parent rights or parent involvement in the decision making for the education of their handicapped child. In addition, specific services to parents to provide information on their child's disability, opportunity for parent classroom observations, parent-teacher conferences, evening parent teacher meetings, report cards, progress reports, school-home communication, or periodic group meetings conducted by a school social worker and appropriate disability area specialist are not specified. Michigan Law does not contain any provisions pertaining to this topic.

Article 14, Post-Graduate Studies  
and Specialization of Personnel

This article provides for the establishment of a special education teacher training institution but it does not provide guidelines for a curriculum or techniques which will teach prospective special education teachers how to apply prescriptive teaching, individualized instruction, individual performance objectives and individualized educational programming in their methods.

Article 14, Section 1

Specialization of personnel through post-graduate study is accomplished by the stipulations of Law Decrees 1922/1972 and 227/1975 or through the foundation of State Scholarships or through attendance of overseas seminars and conferences and visits to foreign special education institutions, or by attending overseas training programs as stipulated in Law Decree 232/1975.

Article 14, Section 3

This section proposes the establishment of a three-year post-graduate special education institution. Admission to this institution will be granted to graduates of lyceums or to graduates of the former sixth grade of the gymnasium. Matters concerning the creation, organization, operation, faculty composition, curriculum, examinations, supervision, etc., are stipulated by presidential decrees issued upon the recommendations of the Ministers of Education and Religion and Finance.

Adequately trained professional and para-professional personnel are the mainstays of quality programs and services. An ongoing updating and upgrading of training is mandatory if the goals of education are to be achieved. In-service training can be a very important part of updating and upgrading the professional and para-professional personnel. This article should specify in-service training as well as the training of para-professional staff.

Michigan special educators perceive in-service education as

. . . the continuous process of improving the professional competency of special education staff upon completion of their professional training sequences within the university and after employment. The need for in-service education increases with the discovery of new knowledge in the field of special education, the changing role of individuals who are assigned to a different job category, changing conditions within the school community, or a change in educational status. Thus, the need for quantity and quality of in-service education should be reassessed regularly in order to meet the demands of changing conditions.<sup>25</sup>

#### Article 14, Section 4

This article stipulates that the private special education institutions are subject to the present law.

#### Article 26, Model Special School of Athens

Article 26 provides for the establishment of the Model Special Education Teacher Training School for mentally retarded children at the Maraslion Academy in Athens. The purpose of the Model Special Education Teacher Training School is to provide practical training to teachers taking post-graduate studies in special education for the mentally retarded. This school will



undoubtedly improve the quality of teacher education for the mentally retarded, if it develops an appropriate curriculum based on individual student performance objectives and individualized educational program planning. The school hopefully will serve as a model for other institutions. Again, the education of para-professional personnel is not included.

Article 22, Operational Adjustments of Private  
Institutions of Special Education Institutions

Provision for the improvement of special education programs is intended by Article 22 which states that within a five-year period of the enactment of the present legislation all private special education institutions must adjust their educational programs and teacher qualifications according to the stated stipulations of this law.

All teachers except those stated in Article 21 of the present draft will be required to take post-graduate special education evening classes provided free of charge by the government. This proposal should improve special education programs by improving teacher qualifications for both public and private special education schools.

Article 20, Legitimation of Schools and Other  
Units of Special Education

Article 20 is significant for the improvement of special education because it provides for bringing the private special education schools and services under the control, direction and regulations of the National Ministry of Education and Religion. In

addition it provides for organizational and operational standard requirements of all special education schools and services public and private.

All special education schools and services must meet the Ministry of Education and Religion standard operational requirements in order to receive a government permit to operate. Special schools and units operating without a permit will not be allowed to operate beyond the completion of the end of the academic year following the enactment of the present law.

The Minister of Education and Religion upon the recommendation of the Inspector of Special Schools has the authority to discontinue the operation of schools or services for the handicapped which do not adhere to the standards required by the Ministry of Education and Religion regardless of the status of their application to operate.

This article designates authority to the Ministry of Education and Religion to maintain standards which is a necessary part of achieving the goals of the "Draft Law on Special Education," 1977.<sup>26</sup>

#### Article 13, Inspectors of Special Schools

Article 13 provides for inspectors of special schools to enforce adherence to government standards in the organization, administration and operation of all special education schools, units and services. However, in order to enforce adherence to the law, guidelines should be established for use by both the inspector as well as the inspected.

Article 21, Conversion of Private Schools of  
Special Education into Public Schools

Article 21 makes it possible for private special education kindergartens, schools, classes and special education schools that are parts of institutions or associations to become public.

Article 12, Divisions Specialization

This article specifies the number of specialists, teachers, sociologists, and psychologists. There is no breakdown as to how many of each of these professionals will be assigned to each area. It is interesting to note that there are 555 positions in Category A. In Michigan we have in the educable mentally handicapped area 2,148 teachers, in the hearing impaired area 238, and in the visually impaired area 90 teachers. This total of 2,476 teachers does not include the other handicapped areas and other professionals. The provision of only 555 positions in Category A to cover all of the teaching programs for the handicapped is very inadequate. This is more apparent when one considers that there are plans in Michigan for increasing the number of teachers to 3,809 in order to meet the needs of only the educable mentally handicapped, visually impaired and hearing impaired.<sup>27</sup>

Based on teacher provisions in Michigan the proposed staff is inadequate to achieve the goals of the Law. The need for teachers alone would be on the order of 7,000 (Table 3) if the Michigan program were used as a model. The Michigan model is based on a teacher student ratio of 1:6 for the visually impaired, 1:6 for the hearing impaired, 1:12 for the educable mentally impaired. Based on

TABLE 3.--Teacher Needs in Michigan Handicapped Programs.

Disability Area	No. Students	Teacher-Student Ratio	No. Teachers
Educable mentally impaired	37,500	1:12	3,110
Trainable mentally impaired	7,500	1:10	716
Severely mentally impaired	2,500	1:4	598
Hearing impaired	3,750	1:6	583
Visually impaired	750	1:6	116
Orthopedically impaired	12,500	1:8	311
Emotionally impaired	<u>12,500</u>	1:8	<u>1,552</u>
	77,000		6,986

NOTE: Ages 5-19.

Michigan data we may expect to find approximately 77,000 handicapped children ages 5-19 in Greece. The breakdown if it follows Michigan statistics would be as indicated in Table 3.

## FOOTNOTES: CHAPTER V

<sup>1</sup>Appendix C, op. cit.

<sup>2</sup>Appendix A, op. cit.

<sup>3</sup>Appendix J, Public Act 198 of 1971, "The Mandatory Special Education Act of Michigan."

<sup>4</sup>United States Public Law 94-142, "Education for All Handicapped Children Act," 1975, in Guidelines for Special Education Programs and Services in Michigan, revised edition, Michigan Department of Education, October 1977, p. G-I-4.

<sup>5</sup>Guidelines for Special Education Programs and Services in Michigan, op. cit., p. 1.

<sup>6</sup>Appendix C, op. cit.

<sup>7</sup>Guidelines for Special Education Programs and Services in Michigan, op. cit.

<sup>8</sup>Ibid., p. 1.

<sup>9</sup>Appendix C, op. cit.

<sup>10</sup>Ibid.

<sup>11</sup>Guidelines for Special Education Programs and Services in Michigan, op. cit., p. 2.

<sup>12</sup>Ibid., p. 12.

<sup>13</sup>Ibid., p. 21.

<sup>14</sup>Ibid.

<sup>15</sup>Ibid.

<sup>16</sup>Ibid.

<sup>17</sup>Ibid.

<sup>18</sup>Ibid., p. 29.

<sup>19</sup>Ibid., p. 22.

<sup>20</sup>Ibid., p. 27.

<sup>21</sup>Ibid., p. 29.

<sup>22</sup>Appendix C, op. cit.

<sup>23</sup>Ibid.

<sup>24</sup>Guidelines for Special Education Programs and Services in Michigan, op. cit., p. 1.

<sup>25</sup>Ibid., pp. 16-17.

<sup>26</sup>Appendix C, op. cit.

<sup>27</sup>State Plan for the Delivery of Special Education Programs and Services, Michigan Department of Education, February 1971, pp. 30, 36, 39.

## CHAPTER VI

### SUMMARY AND RECOMMENDATIONS

#### Summary

Historical development of modern Greek education dates back to the liberation of Greece in 1821 from 400 years of oppressive Turkish occupation, a period for Greece comparable to the dark ages. During the Turkish occupation from 1453-1821 Greek schools were closed because they were thought to be centers of revolutionary activity. However, the Greek Church maintained krypha scholia (secret schools) as a means of preserving their culture, tradition, language and religion.

In 1822 the first Greek constitution provided for free compulsory elementary education. Greek education slowly evolved during the next century affected by the Church, government instability, wars, and by French and Bavarian education, particularly in terms of the curriculum, school organization and textbooks. Centralized control of education was introduced by the Bavarians and prevails today. In 1834, the Elementary Education Law was passed, modeled after the French Guizot Law of 1833.

In spite of the recognition of the mistake of copying foreign education systems no significant changes were made from that time until 1929, when Law 4397/1929 was passed concerning the reorganization of education providing a six-year elementary school



and Law 4373/1929 established a six-year secondary school. Greek education today is still under the provisions of these two laws which require compulsory elementary school attendance for both sexes from the age of six to twelve. Reforms and other changes were discussed and proposed but not implemented because of wars, disorders, change of government, and resistance by those in power who wished to maintain the status quo, and who held that education, especially higher education, was for the selected few, such as those destined for government service and the professions and was not intended for the masses.

Modern Greek education reflects the culture of the Greek Orthodox Church and its Hellenic heritage. Another factor to keep in mind is the close relationship between Church and State. This has resulted in a highly literary-classical education designed for the children of the elite. The objectives of elementary education are to create literacy and to develop a knowledge of the Greek Orthodox faith, while secondary education is primarily academic, emphasizing the preparation of students for entrance into universities and the professions of law, education, medicine, politics and the Church.

Modern Greek education has achieved its present position in spite of government instability, assassination of its leaders, wars and attempts by other nations to control the destiny of this strategically located country.

World War II resulted in the devastation and occupation of Greece by the Germans, Italians and Bulgarians. This was followed

by a four-year bloody civil war in which there was a Communist attempt to take over the country. The Greek education system was destroyed and set back, regressing almost to the level of post-Turkish occupation. The country was not only educationally but also economically exhausted.

Following World War II the Greek education system was rebuilt based on the 1929 laws and goals. Many needed educational reforms to carry Greece into modern nationhood were proposed but they were not undertaken due to economic circumstances, as well as resistance by the conservative element.

The revised constitution of 1952 and subsequent laws and decrees to implement elementary and secondary education restored pre-war educational levels with some modifications. Education continued to be administered centrally by the Ministry of National Education and Religion. A Supreme Educational Council was established to assist the Ministry. The country was divided into ten individual regions, each headed by a Councillor of Education. These Councillors carry out top level decisions on scientific and pedagogical matters, as well as administer primary and secondary schools.

In 1957 a movement began to reform Greek education. However, this has been difficult because of the Hellenic and Orthodox traditions supported by the Church and the University of Athens. In spite of this, an eleven-member committee was appointed in 1957 to make recommendations for educational change. The committee suggested a six-year elementary school and a six-year secondary school. One of

the most significant recommendations was the reorganization of vocational and technical education. The recommendations were never implemented.

Need for reform was recognized and educational discontent unprecedented in Greek history peaked in the 1960's with student riots against the government which fell and was replaced by a more liberal party headed by Papandreou. Education reformation was begun and partially achieved. In 1964 the reform act Law 4379 was passed which resulted in free education at all levels of the public school, compulsory attendance from ages 6-15, the restructuring of the pre-university general education into a three-year gymnasium and a three-year lycea and the establishment of an academic certificate which, if granted, entitled students to enter higher education institutions. Further, a pedagogical institute was established. Some of the curriculum changes were as follows: Latin was dropped as a compulsory subject, additional studies in science and mathematics were incorporated, the social studies were strengthened.

Reform of Greek education then suffered another setback with the overthrow of the Papandreou government by a military junta in 1967 which vowed to destroy all reforms. Restoration of democracy was again achieved in 1974. Since then the most important reform was the adoption of the demotic form of Greek as the language of instruction, thus eliminating class distinctions based on language.

Though the educational process in Greece leaves much to be desired, education alone cannot increase productivity of the individual and thus increase the quality of life. This must be a

joint effort by the educational, cultural, social, political and economic components of the society.

Modernization of Greek education since the civil war was resisted and resulted in little change of the basic concept of education. As recently as 1973 it was stated by the Ministry of National Education and Religion that "The aim of education is to instill into the minds of Greek youth the Greko-Christian moral values, especially deep respect toward the institutions of Nation, Religion, and Family."<sup>1</sup>

Presently there are six years of free compulsory schooling. Secondary education is available to only those who qualify by examination. Less than 50% of those students who complete primary school go on to secondary school.

Greece is one of the poorest countries in Europe, having low levels of technical efficiency resulting in low industrial productivity. The lack of technical competence of the agricultural and manufacturing labor force has resulted in inability to produce maximally agriculturally and industrially. This was compounded by poor administration at the managerial level. These deficiencies were traceable to educational deficiencies. Education has received a relatively low priority. In 1974 only 1.6% of the gross national product was spent on education.

Greek education planners have attempted to bring about Greek economic development by providing elementary education to Greece's backward rural areas because they believed that literacy would lead to economic development. The elementary schools'



objectives during the nineteenth century were to create a literate population that would be engaged in agriculture and other low-level jobs in the primary sector of the economy. Expenditures for education have not kept pace with educational needs. Thus, adequate economic development was not achieved and Greece was unable to benefit appreciably from membership in the European Common Market.

The objectives of secondary education continue to be a classical education in preparation for university education and the prestigious professions of law, education, medicine and the Church. This secondary classical education did not meet the needs of a changing Greek society and stifled growth in scientific, technical and vocational education at a time when Greece was relying on industry for its economic development and was in need of more skilled technicians, scientists, engineers and trained personnel.

Greek developmental planning did not realistically take into account the predominantly agricultural character of the nation and profound backwardness of the rural area. Secondary schools did not provide agricultural, vocational education and scientific farming, necessary to make the country agriculturally self-sufficient. If agricultural and vocational education can be achieved, then new opportunities of an industrial nature could be generated to give livelihood to the unemployed and raise the standard of living for the entire population. It is clear at the present time that Greek education has failed to meet the needs of the country. This then represents a political problem for those in power who must create a receptive atmosphere as well as incentives to attract foreign

investors, including those of Greek heritage, to establish industries in Greece. The demand for products in the Greek market must be met by industries located in Greece and not elsewhere, if a stable economic base is to be attained. This would create jobs, educational opportunities and ultimately increase the quality of life for each and every individual.

Development of Greek education is intimately related to the education setting including the key people in the educational process such as the teacher, student, administrator, as well as the community setting. Teacher education is evolving from minimal education for the elementary teacher to total teacher education programs as spelled out by Law 842/1971, "On the Reorganization of the Pedagogical Academies." This law recognizes the importance of adequately trained teachers for the social and cultural advancement of Greece. Requirements are delineated concerning admittance to the pedagogical academies, qualifications and curriculum. The curriculum of the two-year program for elementary teachers is impressive by its scope, though it is questionable that this breadth of subjects can be mastered in the allotted time and still allow time for professional laboratory experience. In addition, this law does not include training for teachers of special education except for one course on the education of the mentally retarded.

Although some courses are offered in school administration, the program in this area could be expanded.

Preparation of secondary school teachers was updated by Decree Law 748/1970 and has resulted in the preparation of highly

specialized academicians. Neither law calls for the training of vocational special education teachers.

Education is highly centralized with the Minister of National Education and Religion at the top of the pyramid and the students at the base. In between come the administrators whose role is to execute the rules and regulations established by the Minister of Education and his staff. The inflexibility of the structure and lack of independence of individuals such as the principal does not allow for adaptation of educational programs to communities according to their need. Urban and rural communities use the same curriculum. The system allows the teachers to express opinions at faculty meetings but the final decision is always made by the principal within the framework of the rules and regulations. There are no faculty committees to (1) formulate school policy, (2) innovate curriculum, (3) work on class scheduling and teacher load, (4) establish discipline codes. Teacher organizations with the aim of collective bargaining is a new trend in Greece.

Teacher-pupil relationships have been one of superior-subordinate relationship. The student's role is relegated to meeting the standards established by the Ministry of National Education and Religion and enforced by the teacher. Questioning the teacher or the teacher's capabilities occurs primarily in the metropolitan areas and is a sign of change in the system.

Community involvement in education is a new concept and hopefully will result in modification of the education system to meet the unique needs of each community. This may be accomplished



by the interdisciplinary team approach involving administrators, teachers, parents, psychologists, sociologists, scientists, key people in the community and laymen.

Greek education is at a crucial point and improvement of the system hinges on the implementation of the laws, modernization of the system and particularly in the change of the teacher-pupil relationship to that of the teacher being looked upon as a capable, friendly individual who guides and assists the pupil to achieve the goals of education.

In view of the slow evolution of education in Greece and the need for additional funding and reform one is justifiably pessimistic about special education.

The Greek nation has come a long way from the ancient practice of infanticide of the abnormal infant, but the progress has been slow. Historically, Greek society's attitudes and treatment toward the handicapped person have passed through stages of neglect, protection and isolation. These attitudes are being replaced with attitudes of acceptance and maximization of potential.

Historically, in Greece, special education dates back only forty years. The need for special education programs and instructional methods for the handicapped was recognized in 1937 with the Emergency Law 453/1937, "About the Creation of a School for the Abnormal and Disadvantaged Children," and Law 1049/1938 which supplements Law 453/1937. These laws provided for the establishment of special education schools for the mentally retarded. A few

schools were established but the programs and teacher training were inadequate and had little effect.

It was not until Greece was well underway to recovery from the ravages of World War II and the Communist attempt at takeover that a Law 1904/1951, "About Protection and Restitution of the Blind," was passed in 1951. This law allowed schools for the blind and compulsory education for blind children to be established. These were private institutions with inadequate programs and instructional methods.

In 1956, recognition of the need for education of the deaf and hearing impaired resulted in the enactment of Law 3635/1956, "About Recognition of Private Elementary Schools for the Deaf and Hard of Hearing Students as Equal to the Public Ones and About Their Programs and Curriculums and About Government Assistance of Such."

The year 1965 brought the recognition of a private high school for the deaf and hearing impaired with the enactment of Law 4466/1965, "About Recognition of the Model Special Educational Institution Operated Private High School for the Hard of Hearing and Deaf Children as Equal to the Public High Schools."

Today Greek education of handicapped children is limited and provided by both public and private institutions and varies according to the goals established by each institution. In 1973 there were sixteen schools for mentally retarded children, nine private and seven public. Five schools for the blind, four private and one public. Nine schools for the deaf and hard of hearing, seven public

and two private. The public schools are financed by the government and are free. The private schools charge tuition.

The political philosophy of a society determines the education of that society and is reflected in the type of school atmosphere, the quality of education, and the availability of equal educational opportunity to all of the children, including the handicapped, in that society. The democratic political philosophy of the United States adheres to the belief that the state exists for the welfare of the individual. Education provided by the state exists for the welfare of the individual child, regardless of his limitations, and schools operate within a democratic framework to provide equal educational opportunity to all children. The American democratic philosophy of education is implemented in the schools where modifications of regular school programs adapt and individualize instruction to meet the needs of each child.

Historically, the concept of educating each child to the limits of his ability is relatively new. Society's view of those who deviate has reflected changes in attitudes from persecution, neglect, mistreatment, protection and pity to accepting the handicapped and integrating them into society.

The early American schools did not have an understanding of individual differences, and individualized instruction to meet the needs of each child. The curriculum was confined to religion and the rudiments of reading, writing and arithmetic. The public school movement began in the 1800's and has developed into public

school programs to meet the needs of all types of handicapped children.

The idea of free and compulsory education for all who are educable and scientific concern for individual differences is less than 100 years old. Economic changes in the United States have affected the role, function and scope of education of all citizens including the handicapped.

The psychological mental testing movement in the early 1900's refined techniques for assessing individual differences. These diagnostic methods made possible modern concepts and recognition that differing types and degrees of handicap require differentiated methods and programs. The particular characteristics of each handicap and their effect on the intellectual, social, emotional, and physical development of each child necessitated attention to individual differences and modern special education programs. Special education programs in Michigan, as in many other states, mandated diagnostic prescriptive teaching, specific means of remediation, individualized instruction, individual performance objectives and individual education programs fitted to the needs of each child.

In recent years there has been an educational rights movement toward accepting the handicapped and integrating them into society with normal peers to whatever extent is compatible with his fullest potential development. Federal and state mandatory education acts for the handicapped are the outcome of the educational rights movement.

Many states have passed legislation that established mandatory education for all handicapped children. For example, the Michigan Mandatory Education Act, P.A. 198, 1971. Further, Federal legislation, Education for All Handicapped Children Act, Public Law 94-142, 1975, guarantee handicapped children equal educational opportunity. Critical stipulations of the Federal act which must be adhered to by all states as well as public school districts include the following:

1. Assurance of extensive child identification procedures.
2. Assurance of full service goal and detailed timetable.
3. A guarantee of complete due process procedures.
4. The assurance of regular parent or guardian consultation.
5. Maintenance of programs and procedures for comprehensive personnel development including in-service training.
6. Assurance of non-discriminatory testing and evaluation.
7. Assurance of special education being provided to all handicapped children in the least restrictive environment.
8. A guarantee of policies and procedures to protect the confidentiality of data and information.
9. Assurance of the maintenance of an individualized program for all handicapped children.
10. Assurance of an effective policy guaranteeing the right of all handicapped children to a free, appropriate public education at no cost to parent or guardian.
11. Assurance of a surrogate to act for any child when parents or guardian are either unknown or unavailable, or when said child is legal ward of the state.<sup>2</sup>

### Visually Impaired

In Michigan the goal of special education for the visually impaired is that of equal educational opportunity to progress through the successive educational levels which are made available to children with vision. In order to maximize the visually impaired individual's potential, schooling is made available for ages 0-25. This begins with early identification, intervention, diagnosis,

parent involvement and education in the infant and pre-school years until the completion of the educational process culminating in vocational training and placement or college education.

Teachers of the visually impaired are specialists in this area and college graduates. Their education consists of a balance of content subjects and special teaching methods for the visually impaired.

The curriculum is a personally prescribed program of education based on the individual child's degree of residual vision, capabilities, social and emotional needs and other handicaps. It entails an interdisciplinary team approach, diagnostic, prescriptive teaching, individual performance objectives and an individual educational program for each child. Use of residual vision is maximized through perceptual training and optical aids at the low vision clinic.

The general curriculum guidelines at the Michigan School for the Blind include braille, listening skills, orientation and mobility, social and daily living skills, personal management, optocan training, typing, handwriting, self-sufficiency training, physical education, occupational therapy, physical therapy, speech therapy, music, music therapy, home economics, industrial arts, occupational information, pre-vocational skills, vocational education and elements of sex education. In addition, extracurricular activities such as athletics, dramatics, forensics, banquets, proms, class parties, student senate, human relations club, other clubs reflecting students interests, Boy Scouts and Girl Scouts. The Michigan School for the Blind employs a recreation director who helps visually impaired students learn to plan enjoyable leisure time

recreational activities in which they participate after school hours. In addition, the Michigan School for the Blind has its own camp and camp director, where students are provided with all season outdoor educational experiences.

Vocational training programs are available at the Michigan School for the Blind or in the intermediate school districts. The vocations range from massage therapy to medical transcription. The student-teacher ratio varies from 1:1 to 1:7 depending on the degree of visual impairment and other handicaps. Maximum utilization of residual vision is emphasized with the assistance of low vision clinics. Those students who qualify are mainstreamed into regular schools at the earliest possible time.

In Greece the primary goal of special education for the blind is that of regular education which provides literacy with little regard for psychological adjustment, personality development, vocational training and eventual employment.

The Greek teachers at the Athens School for the Blind are regular elementary school teachers who have graduated from the Athens Pedagogical Academy. They have learned special methods for teaching the blind from other teachers who have studied in the United States.

The curriculum includes reading and writing braille through the use of the Perkins Brailier, arithmetic, listening skills, typewriting, cane travel, physical education, arts and crafts, music and home economics for girls.

Orientation and mobility skills are not emphasized as being one of the important areas for the education of the blind and specialists in this area are not included on the school staff.

There is no established program for social and daily living skills, nor parent involvement and education programs or infant and pre-school programs for ages 0-5.

Typewriting is included in the curriculum in the sixth grade which is the last year of the child's education and the staff does not have a special typewriting teacher or formal typewriting classes.

The curriculum could be more flexible to allow for individualized instruction and additional stimulation.

The maximum use of residual vision through perceptual training and optical aids at low vision clinics is not being implemented.

The blind individuals' progression through successive educational levels from elementary to secondary education is limited to blind students who are capable of passing the secondary school entrance examinations and who can keep pace with the above average non-handicapped child.

#### Educable Mentally Impaired

In Michigan, education for the educable mentally impaired is compulsory to the age of 16. However, educable mentally impaired individuals have the right and opportunity by law to continue their education through the age of 25.

Teachers of the educable mentally impaired are four-year university graduates with specialization in teaching the mentally



retarded. In addition, they are required to have student teaching and laboratory field experience.

Children who cannot show successful progress in classes with normal children undergo a medical, social, psychological and educational diagnostic evaluation which incorporates an interdisciplinary team approach. If the child has been identified as educable mentally impaired he is assigned to a special class with children of equal capability. These children receive individualized instruction based on their individual needs and learning potential.

The curriculum is geared to achieve a socially and emotionally acceptable individual with some degree of occupational competence. These individuals are then assisted by job placement in the community.

Although skill in the basic subjects of reading, writing and arithmetic are included in the curriculum, the primary emphasis is on personal and emotional adjustment through individualized instruction. Many supplementary special materials are used to compensate for the educable mentally impaired child's learning rate and books appeal to the chronological age interests of the child as well as to his intellectual level and reading ability. In addition, the secondary school program not only includes vocational training and pre-employment skills but also physical education, music, art and home economics.

In Greece, government supported education for the educable mentally impaired is new. Experts at the Ministry of Education and Religion have obtained their education at United States and European

universities and are establishing programs for the educable mentally retarded in Greece.

Teachers of the educable mentally retarded are required to have three years of education at the Pedagogical Academy--two years of regular elementary education and one year of specialized training. In addition, they must have five years of experience in teaching normal children prior to admittance to the specialized program for teaching the educable mentally retarded.

The curriculum parallels that of the regular elementary school. It includes little individualized instruction and special instructional materials. Occupational education is not part of the curriculum but is being considered for inclusion in the future.

Students are selected for special class placement on the basis of failure to pass standards of the regular class. Psycho-educational assessments and diagnostic evaluations incorporating the multi-disciplinary team approach are not being utilized.

### Hearing Impaired

Greek education for the hearing impaired is limited to children between the ages of 5 1/2 to 12 years of age. There is a lack of a mass screening program to identify the hearing impaired. There are 1,500 known hearing impaired ages 5 1/2 to 9. Only 40% (600) are enrolled in special education programs. Interdisciplinary team evaluation of each child for educational diagnosis and placement does not exist. There is a lack of early identification, intervention, parent education and pre-school programs for hearing

impaired children during the critical formative years of ages 0-5. Thus, the child is educationally retarded upon admission to the special education elementary school program for the hearing impaired. There is almost no parent involvement in the program. Teacher training is limited to two years at the Pedagogical Academy. Individuals who coordinate and integrate the various technical aspects of the education of the hearing impaired have very little training. Early primary education is tantamount to pre-school training. Though a favorable teacher-student ratio of 1:8 does exist for the severely hearing impaired, it is an unfavorable ratio for the extremely hearing impaired, many of whom need a 1:1 relationship for maximal progress. The school does not have the necessary audio-visual aids such as movie projectors, slide projectors and so forth. As previously stated there is inadequate ongoing evaluation of the child's progress by audiologists and ancillary personnel. At the maximum the program can achieve an improved means for communication for the hearing impaired child. The goal of developing a self-sufficient individual capable of acceptance into society is not accomplished by this limited program.

In contrast, education for the hearing impaired in Michigan begins promptly upon identification of the problem by mass screening programs. The parents are intimately involved in the development of the child during the pre-school and school years. The child is evaluated by an interdisciplinary team of experts and individual programs are established. Education begins at the pre-primary level in order that the children will hopefully not be educationally

deprived of elementary school readiness. Elementary schools emphasize further development of listening skills, speechreading and language and speech development. Where indicated the standard elementary curriculum is interwoven into the child's program. Hearing impaired children upon the completion of the elementary program then progress to the secondary school level. They are either mainstreamed into regular school or into special high schools for the deaf or vocational schools depending upon their ability to learn and aptitude.

The goal of United States and Michigan special education for the hearing impaired is to develop self-sufficient individuals who can be accepted and integrated into society.

The provision of equal educational opportunity to all children in any country necessitates quality education to develop the potential of each child. In order to do this the following requirements are necessary: (a) trained teachers and administrators; (b) research to find methods to meet the needs of each child; (c) adequate programs and guidelines for the implementation of these programs; (d) early identification, intervention, diagnosis, placement, infant and pre-school programs, and parent education; and (e) special facilities in school and community to meet the physical and recreational needs of these youngsters.

Draft Law on Special Education,  
1977

The most recent proposal in Greece concerning special education is contained in a 1977 Draft of a "Law on Special Education,

Special Professional Training, Employment and Social Welfare of Disadvantaged Persons."

The Draft of the Special Education Law 1977 establishes the right of handicapped persons from the age of 6 through 16 to equal educational opportunity within Greece's public and private schools. The Law establishes mechanisms for the delivery of programs and services to handicapped persons and the Law requires a centralized school program for the delivery of special education programs and services.

The Law does not require the Ministry of Education and Religion to promulgate rules regarding eligibility, review procedure for the identification and placement of handicapped children, size of classes and type of instruction.

The proposed law represents an important first step for the education of the handicapped including the visually impaired, hearing impaired and educable mentally impaired. Numerous shortcomings have been discussed including the lack of provision for early intervention, infant and pre-school training and parent education, the need for an interdisciplinary team approach in the establishment of an educational program planning committee in the diagnosis, evaluation and establishment of individualized performance objectives and an individualized educational program to meet the needs of each child. The lack of provisions for periodic evaluation, possible mainstreaming in regular school programs, establishment of pre-vocational education, personal adjustment programs, vocational education programs, alternative vocational programs, vocational rehabilitation,

vocational guidance counselors, evaluation, termination and follow-up is pointed out.

Implementation of the Law necessitates adequate funding, guidelines in all the affected areas, as well as the establishment of an Ad Hoc Task Force on Special Education to continually evaluate progress and make recommendations to enhance implementation. Provision for such a task force within a specified time is not included in the Law.

Finally there is a need for a more realistic estimation of the number of teachers needed to achieve this program.

Although Greek education has come a long way in spite of many adversities, greater effort ought to be achieved if the quality of life for all of its citizens is to be improved.

### Recommendations

Recommendations in this dissertation are limited to special education and particularly address recent legislation concerning the handicapped. Many of these recommendations have application to both general and special education. Overall recommendations for special education are initially made followed by recommendations in three specific areas: the visually impaired, the hearing impaired and the educable mentally impaired.

The "Draft Law on Special Education, Special Professional Training, Employment and Social Welfare of Disadvantaged Persons, 1977" submitted to the parliament for enactment in May 1978 is a wisely conceived document. A number of minimum points of

consideration for the implementation of the Law are offered. It is recommended that:

1. Special education should be adequately funded and the expending of these funds should be controlled by expert special education personnel who are qualified in school operation and business management.
2. Since the degree of expertise in special education is limited in Greece, outstanding teachers from abroad in all areas of special education should be invited to visit the Ministry and the special schools to evaluate the programs and recommend desirable modifications. Specialists of Greek origin in other countries should be utilized where available. This practice would open channels of communication and thus result in improvement and adoption of the latest curriculum and methodology in special education. Young, promising Greek special education teachers should be sent abroad to study with the stipulation that they return to apply their newly acquired knowledge.
3. There should be a thorough evaluation of the present Greek special education curricula with the goal of improving current curricula and classroom procedures.
4. The curricula should be flexible in order to allow for diagnostic, prescriptive teaching and individualized instruction based on the needs of each child.
5. Along with the curricula, special teaching methods needed for the visually impaired, the hearing impaired, and the educable mentally impaired should be introduced.

6. Teacher education programs for prospective teachers of the visually impaired, the hearing impaired and the educable mentally impaired should be developed.

7. Research in all areas of special education is needed to provide adequate programs and teaching methodology.

8. Special education programs for the emotionally impaired, learning disabled and multiple handicapped should be established.

To effectively pursue recommendations four through eight, an interdisciplinary team approach might be utilized. This should involve the efforts of administrators, teachers, psychologists, sociologists, educational diagnosticians, parents, and citizen advisory committees.

9. Placement of individual students in appropriate special education programs should be made by an educational program and planning committee based on a complete physical, educational and psychological diagnosis. The educational program and planning committee should include administrators, teachers, physicians, psychologists, educational diagnosticians, social workers, and parents.

10. The special education curriculum should be flexible to allow for diagnostic prescriptive teaching, individualized instruction and individual educational programs should be planned for each child. Special schools should provide planned leisure time and recreational activities in which the students can participate.

11. Pre-school programs and parent education should be provided. In addition, parent involvement in the decision-making of the child's short-term and long-term educational program should be encouraged.



12. The teaching staff should be expanded and strengthened and continuous in-service training provided. Faculty salaries should be commensurate with other professions.

13. A special well equipped library should be provided at each institution.

14. Classrooms should be adequately supplied with the necessary instructional materials and equipment for special education.

15. Student personnel services should be made available so that counseling can be given based on the student's skills, interests and capabilities by trained guidance and counseling personnel.

16. Student government should be encouraged, as well as extracurricular activities.

17. An Ad Hoc committee of professional specialists should be appointed to establish guidelines, to reevaluate the programs on a continuing basis and to recommend changes in light of new developments.

#### Recommendations for Greek Education for the Visually Impaired

It is desirable to have the following:

1. Early identification, intervention, parent education and infant and pre-school programs ages 0-5.

2. Specialized teachers in the area of education for the visually handicapped.

3. A flexible curriculum which considers individualized instruction and additional stimulation based on degree of impairment and continuous evaluation and modification of the curriculum.

4. Social and daily living skills programs.
5. Early introduction of orientation and mobility programs.
6. Establish continuing typewriting programs from the third grade on to progressive levels of education and an integration of typing with the language arts program.
7. Residual vision programs through the establishment of low vision clinics.
8. Continuous education through progressive levels pre-school through secondary school.
9. Occupational and vocational training programs.
10. Consideration of mainstreaming.

Recommendations for Greek Education  
of the Hearing Impaired

1. Teacher education programs for prospective teachers of the hearing impaired should include training in speech development, speechreading, language development, structured Greek language development, pre-school language development, audiology, auditory training, language disorders caused by deafness, child growth and development, finger spelling and sign language.
2. The classroom procedure should revolve around the child's interests, level of comprehension, and degree of hearing loss.
3. The curriculum in addition to including language, speech, speechreading and auditory training as special subjects should integrate all of these aspects of education for the hearing impaired into a totally coordinated program where each area supports and reinforces the other. The teaching of these subjects should follow a

sequential development program and should take place within a framework of total communication for consistency and continuity of language and speech development.

4. The curriculum should consider the environmental and psychological factors which influence the educational development of deaf children.

5. The curriculum should provide for structured Greek language development and should allow for classroom language to be the content source of all learning activities and particularly of speech instruction.

6. The curriculum should provide for many interesting real life experiences to which the hearing impaired child can relate and which will motivate language and speech development.

7. Language vocabulary and reading vocabulary should coincide. Sequential vocabulary development should build from the simple to the complex.

8. Progressive cumulative records should be kept on each child's language and speech development.

9. Children who cannot develop functional speech should be prescribed alternative modes of communication.

10. The audiologist should combine clinical and educational practice and should be an integral member of the educational staff.

#### Recommendations for Greek Education of the Educable Mentally Impaired

1. A psychoeducational assessment should precede the placement of children assigned to special classes for the educable mentally impaired and an individualized educational program should be designed on the basis of the psychoeducational assessment. The individualized

educational program should provide for individualized instruction where realistic performance and behavioral objectives are designed for each child within his intellectual capacity and learning ability.

2. Children with learning disabilities or from socially disadvantaged backgrounds, or children who display emotional impairment require a different program and should not be placed in a class with the mentally retarded.

3. In the event that the Greek regular elementary curriculum should change to allow for individualized instruction and in the event that elementary teachers will be better informed in the learning characteristics of individual differences then the educable mentally impaired child could be placed (mainstreamed) in the regular school program.

4. The classroom procedure for the educable mentally retarded should allow time for careful planning so that the optimum level at which a child can function is attained. In this way the child will not experience failure. In addition, classroom procedure should provide the opportunity for the child to experience success.

5. The curriculum should provide for programmed sequential learning compatible to the child's level of comprehension and intellectual development. In addition, the curriculum should provide for long-term language training to determine if language facility can be permanently improved in educable mentally impaired children.

6. The curriculum should provide for a systematic instruction in the basic tool subjects through the application of skills to life situations.

7. Social and daily living skills should receive appropriate emphasis in the curriculum.

8. The cumulative curriculum goal for the education of the educable mentally impaired ought to be the development of well adjusted, participating social, civic and economic members of the community.

Suggestions for Further Study  
and Investigation

Research for special education programs is needed in the areas of the severely mentally impaired, the trainable mentally impaired, the emotionally impaired, the speech and language impaired, the physically and otherwise health impaired, the learning disabled and the multiple-handicapped.

## FOOTNOTES: CHAPTER VI

<sup>1</sup>Education in Greece, op. cit, p. 9.

<sup>2</sup>Guidelines for Special Education Programs and Services in Michigan, op. cit., p. G-I-4.

## APPENDICES

**APPENDIX A**

**LETTER FROM GREEK MINISTRY OF NATIONAL  
EDUCATION AND RELIGION**



HELLENIC REPUBLIC  
 MINISTRY OF NATIONAL EDUCATION  
 AND RELIGION  
 GENERAL DIRECTORATE OF GENERAL EDUCATION  
 DIRECTORATE OF CURRICULUM AND STUDIES  
 SECTION OF ELEMENTARY EDUCATION

15, Hermou str., Athens 118/Greece

Re: "Special Education in Greece."

With reference to your letter, we are glad to supply you with the following information on educational provision in Greece:

1. TYPES OF SCHOOLS AND OTHER ESTABLISHMENTS

Type of School	E.M.R. Children	Trainable	Emotionally Disturbed	Socially Maladjusted	Crippled-Spastic	Deaf and Hard of Hearing	Blind and Partially Seeing	Hospitals and Clinics	Orphanages	Total
Public	28*	-	-	4	4**	7	1	1***	1****	46
Private	9	1	1	-	3	2	4	1	1	22
Total	37	1	1	4	7	9	5	2	2	68

\* 20 more schools for E.M.R. will be in operation in the next two years.

\*\* One of them is a kindergarten

\*\*\* Neurological and Psychiatric Institutions

\*\*\*\* For orphan girls and girls of broken homes, with emotional problems.

## 2. FINANCING OF SPECIAL EDUCATION

- a. Public Schools: They are financed by the State (Ministry of National Education and Religion, Ministry of Justice, Ministry of Welfare, etc).
- b. Private Schools: Organizations, Tuition fees, subsided by the Ministry of Welfare, etc.

## 3. SCREENING OF CHILDREN

For the screening of the children we are using American and European tests, adapted to Greek reality.

The diagnostic work is done by:

- a. Centers of Mental Health.
- b. Medical and Pedagogical Stations
- c. Teacher Training Colleges
- d. The Psychology Departments of the Universities of Thessaloniki and Ioannina

## 4. LAWS AND REGULATIONS

Our legislation in this area is not complete. The existing legislative decrees cover the following cases:

- a. Organization and operation of Schools for Socially Mal-adjusted Children
- b. Organization and operation of School for Deaf and Hard of Hearing
- c. Establishment of Schools for Mentally Retarded
- d. Postschool adjustment (rehabilitation) of blind.

The Special Education Office of the Ministry of Education (established in 1969) is working out a Draft of Law about the organization of Sp. Ed. Administration of Special Schools, etc.

## 5. STAFF\*

	Type of School	STAFF				Total
		Scientific	Teaching	Assistant	Laboratory	
1	Mentally Retarded	33	54	55	5	147
2	Orphanage	3	8	31	-	42
3	Socially Maladjusted	12	18	91	6	127
4	Deaf and Hard of Hearing	3	54	44	-	101
5	Crippled-Spastic	25	19	9	41	94
6	Blind	1	29	27	6	63
Total		77	182	257	58	574

\*Data of 1972.

Many of the educators dealing with Sp. Ed. are holders of degrees from American and European Universities (M.Ed., Ed. Sp., Ph.D., etc.).

Elementary education teachers, who want to work in Special Schools, specialize in teaching Mentally Retarded Children by completing a year's in-service Special Training.

APPENDIX B

QUESTIONS POSED TO THE MINISTRY OF NATIONAL  
EDUCATION AND RELIGION ON GREEK EDUCATION  
AND WRITTEN REPLIES, JULY 1975

1. How is education organized in Greece at the national, regional and local levels?

A. The Greek educational system is a centralized one. All important decisions for primary, secondary and higher education are taken by the Ministry of Education in Athens.

The agents who are responsible for the application of the national educational policy to schools are:

- a. in big regions: a number of educational counselors and general inspectors.
- b. in counties: county inspectors (separate for primary and secondary education).
- c. in each school: the headmaster.

2. What are the different types of schools--primary, secondary, higher education?

A. Primary education:

- 1. Six year schools for normal children
- 2. Special schools for exceptional children
- 3. Three-year technical schools (admit primary school leavers)

B. Secondary education:

- 1. Six year high school (gymnasium) of general education differentiated at the third grade into academic-type (classical) and practical-type (math-science) high school.
- 2. Technical schools
- 3. Six-year high schools of economics
- 4. Six-year commercial high schools
- 5. Seven-year religion (ecclesiastical) schools (for educating candidates for priesthood)

C. Higher education:

- 1. Universities comprising faculties of Greek and foreign languages, philology, law, medicine, divinity, etc.
- 2. Higher school of commerce (marketing)
- 3. Higher school of political science

4. Higher school for industrial management
  5. Polytechnical institute in Athens (Note: The Universities of Thessaloniki and Patras have polytechnical schools, too)
  6. Higher School of Fine Arts
  7. Military Schools
  8. Physical Education Colleges
  9. Teacher Training Colleges
  10. Kindergarten teacher training colleges
  11. Home-economic colleges
  12. Centers of higher technical education.
3. Are there both public and private schools? What is the difference? Who controls the private schools?
- A. There are public (state) as well as private schools (kindergarten, primary and secondary). Both types of school apply the same curriculum and are under state control.
- The difference between them is that private school students pay fees.
4. How are the schools financed in Greece? Taxation? Rates? Tuition? Is it at both the federal and local levels?
- A. The state schools are financed by the government. The private schools charge fees.
5. How are the schools administered? Is there something comparable to the local school boards in the United States?
- A. The Greek schools are administered by the Ministry of Education, educational counselors, general inspectors, county inspectors, regional inspectors and headmasters.
6. What is the curriculum at the various levels? Who determines the curriculum?
- A. The subjects taught at each grade of primary and secondary (academic) schools can be seen in the attached photo copies.
- The curriculum is determined by the Ministry of Education.
- One should note that presently a committee of our Directors designing new primary and secondary school curricula.
7. What are the methods of instruction?
- A. Basically, the methods of instruction depend on the teacher, the kind of school and the level of education.

Usually young teachers practice child-centered methods while traditional teachers follow conservative methods (emphasis on lecturing rather than the child's activities).

8. How are teachers prepared? Is there a difference in preparation depending on the level the teacher is going to teach?

- A. (a) Primary and kindergarten teachers are prepared during a two-year course in the teacher training colleges.
- (b) Secondary teachers are prepared in the Universities (three or four year courses depending on the specialty).
- (c) There are also in-service (two-year) courses and various short courses (seminars) for both the above categories of teachers.
- (d) There are differences in preparation between primary and secondary teachers, but not within each category, i.e., all primary teachers are trained similarly and no differentiation exists in the preparation of every specialty of secondary teachers.

9. Are there any professional teacher's organizations? Who controls them?

- A. There are four professional teachers' organizations.
  - a. Primary Teachers' Federation
  - b. Secondary Teachers' Federation
  - c. Private School Teachers' Union (The same union for both primary and secondary teachers)
  - d. Union of graduate primary and kindergarten teachers who have not yet been appointed in state schools.

All the above organizations are controlled by elected councils.

10. What is done in the area of special education? Mentally handicapped? Blind? Deaf? Physically handicapped?

- A. Data on what is done in the area of special education in Greece are given in the attached paper, number 2.

11. Where are the textbooks obtained?

- A. The selection, publication and distribution of the textbooks is undertaken by the Ministry of Education. The official textbooks which are distributed by the Ministry are free.

12. Is Greece influenced by any other country in her educational system?

- A. The persons who are responsible for designing our educational policy consider the educational systems of all the educationally

advanced countries. Nevertheless the Greek educational system is adapted to the reality and needs of this country.

13. What part do examinations play in the educational system? How are students promoted from one class to another? How do they gain admittance to the various educational systems?

A. Exams play an important role.

Formal written examinations at the end of the school year start from the fifth grade of primary school and continue throughout schooling (primary and secondary). There are also informal (oral and written) examinations (tests) during each school year in every grade of primary and secondary education.

Apart from the above formal examinations, which are necessary to get promotion from grade to grade, there is a written exam for entrance to secondary school and another examination for secondary leavers who want to continue their studies in a school of higher education.

14. What assistance is given to students? Financially? Study abroad?

A. There are no tuition fees and textbook charges in higher education.

There are state and private scholarships for a small number of students who are at the top of their class in almost every type of school or higher education. Good students who do not get a scholarship can apply for a loan which is paid back by them when they get a job, after finishing their studies.

College and University graduates who wish to continue their studies abroad have the chance to take a scholarship from the State Scholarship Foundation (after a successful competition) or from elsewhere.

15. How has Greek education developed over the years?

A. It is difficult to answer this question briefly. However, one could refer to some important developments which have occurred during the last 15 years. Among them we underline:

a. primary and secondary education

1. the building of new school buildings
2. the enrichment of schools with modern teaching aids
3. the continuous improvement of teacher-pupil ratio
4. the increase of the number of primary and secondary teachers who attend in-service courses



5. the increase of the number of kindergartens and the running of two-year in-service courses (since 1974-1975) for nursery school teachers.
6. the effort to expand special education by training primary teachers in this area and establishing special schools in every teacher training college of the country and the major urban centers of Greece.
7. the expansion of secondary technical and vocational education (both in number of schools and in number of specialties)

b. in higher education

1. The most important development here is the establishment of three new universities\* and the expansion of technical and vocational education through the newly established Centers of Higher Technical Education (K.A.T.E.). \*Old universities; In Athens and Salonica --New universities in Patras, Ioannina and Thrace.
2. The increase of the number of students attending higher education.
3. The increase of scholarships, loans to students and student residence halls.
4. Free text books.

16. What attempts have been made to equalize educational opportunity in Greece? What is being done for the children of the rural agricultural sections? What is being done for the children in the laboring class?

- A. More kindergartens and branches (three or four grades) of high schools have been established in rural and laboring class areas.

However, as the most important step toward equalizing educational opportunity is considered here the goal of "free education for all."

17. What is being done to plot Greece's educational needs according to the exigencies of demographic change and a changing society?

- A. The overgrowth of the big urban centers of the country has resulted in an urgent need for more school buildings in the above areas. Unfortunately these needs cannot always be satisfied. This means that in many cases two schools have to use the same school building. One school in the morning and the other in the afternoon.

18. What effect has the development of the European Economic Community, the postwar political vicissitudes and changes on the world scene had on Greek education?
19. Have scholars and experimenters of Greece participated more closely and in complementary ways with colleagues in other countries?

A. 18-19

In view of our connection with the European Economic Community a committee has been appointed by the Ministry of Education to study the consequences of this event for the Greek education and to suggest measures that have to be taken.

With the increase of postwar international contacts and the development of international relationships and cooperation it has been understood that, if Greece wants to be in touch with the developments in our changing world more emphasis has to be given in foreign language learning and the teaching of social studies in our schools.

The increase of scholarships for post-graduate studies abroad and the progress in the areas of:

- a. student exchanges
- b. cooperation of Greek scholars with colleagues in other countries
- c. of the representation of Greece in international conferences and
- d. the recent establishment of a "Ministry of Culture and Science."

All of the above reveal a new spirit in our post-war educational philosophy.

20. Instead of displaying exclusively the best that Greece has to offer and justifying a continuance of the old regime have at least some Greek researchers and scholars in a position of influence shown readiness to cooperate in a comparative approach to the problems perplexing all of us?

A. Question not clear. This is the basis for present educational reform, but some resistance is posed by traditional educators, the church and the University of Athens.

21. What is being done in the area of Guidance and Vocational Counseling? Are students encouraged to train for occupations to meet present and long-range manpower needs? Is information given on how career opportunities are changing with new developments? Do Greek educational planners view development as depending upon



changes in the essential characteristics of people rather than on economic factors?

- A. Vocational guidance in our country is not developed as much as in the educationally advanced countries. Testing in schools for vocational guidance purposes is almost non-existent.

A Vocational Guidance Center which is in Athens is more or less an institution of underlining the importance and need of vocational guidance and not an agent providing Vocational Guidance.

There are also guidance services in a number of urban areas of the country. These services give advice to parents of primary school leavers about the existing vocational opportunities for children who do not enter into an academic secondary school.

22. How are students in higher education channeled into careers for which there is a demand? Are scholarships offered to recruit students into professions where there is a demand? Are limiting admissions quotas set for professions where there is an over supply?

- A. The number of candidates who get admission in schools of higher education is decided each year by the Ministry of Education, according to the existing demands in each professional area.

Since the number of candidates for each professional school is always much bigger than the number of those who are to be accepted, no scholarships or any other advantages are offered in order to attract candidates.

23. What impact have student strikes and demonstrations had on educational reform?

- A. One could not easily assess the degree of influence of student strikes and demonstrations upon educational reform. The only thing that can be said here is that student demonstrations are always influencing the educational policy regarding higher education.

24. How has the arrival of television in Greece altered the orientation of education and its instrumentation?

- A. So far the arrival of T.V. has had no influence in the orientation and the instrumentation of education. However, a committee has been recently appointed by the Ministry of Education to study the possibility of putting into operation a T.V. channel for educational purposes.

25. What is being done to solve the language problem? What happens to a child when he speaks one language at home and another language at school?
- A. There is a Turkish speaking minority in the North Greece. Education to children of this minority is provided by schools with Turkish speaking teachers. These teachers are prepared in a special Teacher Training College in Thessaloniki.
26. Do school administrators receive any special training? How are school principals appointed? What criteria is used? Does the Ministry of Education provide a handbook for school principals with necessary guidelines?
- A. No special training is given to school headmasters. The criterion of becoming a headmaster is to have spent over 15 years in teaching children successfully.
- A teacher who gets promotion and becomes a headmaster continues to teach a class of children, but he teaches less periods per week than other teachers.
- There are books about the duties of headmasters, but they are not provided by the Ministry of Education.
27. What is the formal professional relationship between principal and teacher? What is the informal relationship between principal and teacher? Do teachers have the right to change school policy by majority consent? How are faculty meetings conducted? Is democratic procedure followed in faculty meetings?
- A. (a) Each headmaster has the right to inspect the teachers of his school and submit a report to the local inspector. The inspectors make their own inspections and reports, but they also take into account the headmasters' reports.
- (b) In most of the schools headmasters and teachers cooperate with each other friendly.
- (c) Faculty meetings are conducted by the headmasters and the procedure followed is generally democratic. However, if there are differences between the headmaster and one or more of the teachers the one who resolves the conflict is the inspector.
28. What kind of teacher-pupil relationship exists in Greece? What is the formal teacher-pupil relationship? What is the informal teacher-pupil relationship? Do the schools have extra-curricular activities?
- A. Modern teachers are in favor of informal and friendly relationships with pupils. Conservative teachers have some

reservations as regards this policy. (Corporal punishment is not something unknown in many schools, though officially it is forbidden.)

With reference to formal relationships the teachers are responsible for teaching their pupils, giving homework to them, examining and marking them frequently.

Extra-curricular activities exist in many forms. Teachers are responsible for many of them (e.g. attending church services with their pupils, teaching Sunday Schools, lecturing to classes of adults, etc.)

29. What kind of school-community relations exist in Greece? Is the school an integral part of the community with lay citizen participation or is it apart from the community? Does the P.T.A. have an input in school program and instruction? Does the P.T.A. participate actively in school functions? (P.T.A. = Parent's Organization)

- A. School-community relationships depend on the area of the school. The school is an integral part of the rural community. In urban areas there is not usually such a close relationship between teachers and parents. However, one can find in some urban schools an admirable spirit of cooperation between teachers and parents.

School Committees (appointed by the inspectors in every school) and P.T.A. (existing in some schools as independent associations, elected by the parents) participate actively in school functions, but they do not have any input in school program and instruction.

30. What is being done in the area of home education? Adult education? Continuing education? Lifelong education?

- A. There are frequent lectures in every school during each session aiming at educating the parents and the other members of the community.

Apart from these lectures the "Department of Adult Education" in the Ministry has established committees throughout the country. These committees work out programs of adult education, (lectures, discussions, film projections, organization of libraries and courses for illiterate adults). There are night schools (private and state) of continuing education.

31. What is being done in the area of moral education?

- A. Moral education is closely connected with religious education. The subject of religion is taught in every grade of both

primary and secondary schools. There are also Sunday Schools for every level of education.

32. What proposals are now being considered for educational reform?

- A. (a) Reform of primary and secondary school curricula
- (b) Establishment of new universities in Crete and in the Ionian Sea Islands
- (c) Improvement of teacher-pupil ratio
- (d) Abolishment of entrance examinations from primary to secondary schools
- (e) Expansion of compulsory education from six to nine years
- (f) The use of "demotiki" (popular) instead of "katharevousa," (official-formal) language in the primary school textbooks, and in some textbooks of secondary education
- (g) The expansion of special education.

**APPENDIX C**

**DRAFT LAW OF 1977**



# About Special Education, Special Professional Training, Employment and Social Welfare of Disadvantaged Persons

## CHAPTER ONE

### DEFINITIONS-PURPOSE-IMPLEMENTATION

#### Article One

##### Objectives

The object of the present draft is to provide special education and professional training to disadvantaged individuals. The enactment of social care legislation and the individuals' inclusion according to their capabilities, in the social and professional activities of the society through the implementation of special education programs in accordance with medical and other specific social provisions.

#### Article Two

##### Disadvantaged Persons

1) The term "disadvantaged persons" as used in this draft includes children and adolescents, which for physical, psychological or social reasons appear to have disturbed psychosomatic structure to such a degree that forbids, impedes or seriously disturbs their attendance and understanding of the general or professional education given to the general public and their inclusion to societal activities.

2) Among the disadvantaged people are included:

- a) The blind and those having serious eyesight disturbance.
- b) The deaf and hard of hearing.
- c) Those having kinetic disturbances.
- d) The epileptics.
- e) The lepers.
- f) The mentally retarded.
- g) The mutes.
- h) Those having mental illnesses.
- i) Those who are or have been in mental institutions and because of this show emotional depressions and withdrawal from society.
- j) Those suffering from diseases requiring prolonged treatments and stay in treatment centers, clinics or institutions of disease control.
- k) Those having specific difficulties in comprehension or those who in general are educationally inaccessible or immature.
- l) Those showing antisocial behavior, antidisciplinary tendencies and those being in moral danger.
- m) Anybody among children and adolescents not included above who shows personality disturbances regardless of causes or reasons.

### Article Three

#### Special Education, Special Professional Training, Employment and Social Care

1) Special education and special professional training are divided in pre-school, elementary and lower professional training, either private or public. Public special education and training is the obligation of the government and is provided free of charge.

2) Under special provisions the government is allowed to establish high schools for the deaf, hard of hearing, blind and

other physically disabled persons whose disability requires special care or medical attention.

3) The special education, professional training and social care of disadvantaged persons is provided through schools or other units of special education. These include:

- a) Specialized kindergartens or independent special schools for their possible inclusion in special programs.
- b) Specialized schools, classes or groups operating in special branches within psychiatric, orthopedic or children's hospitals and reformatories.
- c) In exceptional cases special education will be provided for individuals at their home and at the same time information will be given to their families with regards to the handling of handicapped persons under the observation of specialists.
- d) Specialized lower professional schools or specialized sections of professional education within such educational institutions.
- e) Specialized kindergartens and independent special schools.
- f) Specialized parallel classes, sections or groups operating within regular schools of elementary schools of lower professional training, special classes and sections under observation operating for the purpose of better understanding and the problems of disadvantaged individuals for their possible inclusion in special programs.
- g) Learning schools, laboratories and factories or in any kind of businesses.
- h) Specially protected teaching laboratories and production lines, especially designed for professional training of people with substandard capabilities.
- i) Institutions, associations, chronic disease control centers, shops for the under aged, etc., where children and adolescents who regardless of reasons are subject to special living conditions and under the danger of being institutionalized or show antisocial deviations.

4) By presidential decree issued after the recommendation of the Minister of Education and Religion the following are specified:

- a) The selection and enrollment of students on the appropriate type and grade of institutions or in other units of special education.
- b) The organization, operation and supervision of schools and other units of special education.
- c) The registration, transfer, program, promotion and discharge of the students included in "Article One" above or those attending the institutions or schools mentioned in paragraphs 2 and 3 of Article Three including the models of such.
- d) The examinations of any kind.
- e) The beginning and end of the academic year.
- f) The suspension of classes due to extraordinary conditions.
- g) The diploma certifications.
- h) The internal structure by grades, the faculty structure by sex and the number of students per class.
- i) The maximum limit of weekly work load for the faculty of the specialized schools and the lower professional training centers.
- j) The composition of the faculty and the Parent or Guardian Associations.
- k) The procedure to be followed for registration, transfer and enrollment of blind, hard of hearing and physically impaired persons into schools of general and professional education.
- l) Every necessary and related detail.

5) If the units included in subsection of paragraph 4 operate within institutions under the supervision of other ministries, their minister should also collaborate in the issue of the presidential decrees.

#### Article Four

##### Establishment and Abolition of Schools and Other Units of Special Education

1) The establishment or the promotion of schools mentioned in Article Three, paragraph 3, and the additional capacity achieved through such actions is brought about by presidential decrees following the recommendations of the Minister of Education and Religion.

2) The abolition, demotion or merger of the above and the decrease in capacity resulting from such actions is brought about by presidential decrees following the recommendations of the Minister of Education and Religion and other persons of authority.

3) The needed financing for the establishment, operation and equipment of the above schools and units of special education is provided by the government and part of the budget of the Ministry of Education and Religion or any other ministry responsible for the operation of those units.

#### Article Five

##### Medical Care Services

1) Special education and special professional education are provided following diagnostic examination for determination of the type and degree of impairment of the disadvantaged.

2) The diagnostic examination takes place in Medical Care Stations as specified in the Law Decree 104/1975, "About Mental Health and Care of the Mentally Retarded."

## Article Six

### Compulsory Attendance

1) The attendance of the disadvantaged persons at schools and other units of special education is compulsory from the sixth up and until the end of the sixteenth year of their life.

2) In extraordinary cases the attendance could be prolonged up to and including their 18th year.

3) By presidential decree issued following the recommendation of the Minister of Education and Religion the following is specified:

- a) The individuals that are exempted from compulsory attendance
- b) The criteria and the procedure to be followed for extension of class attendance for students until the end of their 18th year.

## Article Seven

### Special Programs

1a) For the purposes of special education and professional training, special programs are established for the individuals depending upon the type and degree of their disadvantage, their capacity to apprehend and their professional and societal adaptability subject to the social, economic and cultural conditions as they exist in their environment.

1b) By presidential decrees issued following the recommendations of the Minister of Education and Religion, the analytical and hourly schedules along with the curriculums are established.

2) By resolutions by the Minister of Education and Religion or other competent authorities courses in therapeutical child care could be added in the curriculums of the following institutions: Child Care Academies, Schools of Pre-School Teachers Academies of Physical Education, Higher Schools of Home Economics. Schools of Social Labor, Higher Schools of Nursing, Schools of Infant Care Personnel, and any other school which trains people for services to infants, children and adolescents.

#### Article Eight

1) The inclusion in the professional activity is based upon the ability of the disadvantaged individuals and it is accomplished through the care of a competent authority in:

- a) The several branches of economic activity.
- b) The protected work centers.

2) The inclusion of the disadvantaged persons in professional activity is regulated by presidential decree issued following the recommendation of the Minister of Employment.

#### Article Nine

##### Social Care

Social care, as broadly defined, includes any measure aimed at the provision of medical, pharmaceutical, therapeutical and institutional care. Social employment and crime in accordance with the laws of the period.

## Article Ten

### Executive Agencies

The responsible executive agencies for special education, professional training, employment and social care for the disadvantaged persons are as follows:

1) For matters of special education and professional training, the Ministry of Education and Religion. The above mentioned functions as generally described in Article Twenty-One of the Presidential Decree 147/1976, "About Organization of the Internal Structure of the Ministry of Education and Religion" are exercised by the therein established office of the director of Special Education.

2) For any matters dealing with medical help (prevention, protection, diagnosis and care) and social care for the disadvantaged: the Ministry of Social Services and Supervision of Institutions for Care of the disadvantaged and Treatment Center as mentioned in Article Nine above.

3) For any matter concerning the absorption of the disadvantaged in the labor force and also the improvements of their working conditions as specified in Article Eight above (responsibility is assumed) by the Ministry of Employment.

4) For any matter concerning the prevention and curtailment of juvenile crime and for such reasons creation, organization, operation and supervision of reformatories, medical and educational centers, excluding those under the responsibility of the Ministry



of Education and Religion, responsibility is assumed by the Ministry of Justice.

5) Independent units at the departmental level one created by the Ministries of Justice, Social Services and Employment. For the purposes of exercising the related functions of these ministries and automatically became integral parts of the ministerial structure as specified by Law Decree 51/1975. The composition and naming of these units follow the stipulation of the above law decree.

6) Special education, professional training and social care are also provided by individuals with training in the fields of public and private justice, associations or cultural and charitable organizations.

7) By presidential decrees issued following the recommendations of the Minister of Education and Religion or any other person of authority, the following are stipulated: prerequisites and conditions to be met; the necessary documents to be submitted and the procedure to be followed for the creation and operation of schools and other units of special education as defined in the previous paragraph; including institutions for care of the disadvantaged which were set up by individuals in the field of private justice or by associations or individuals with cultural and charitable aims.

## Article Eleven

### Committee of Special Education Coordination

- 1) A Coordinating Committee for Special Education is created with the following composition:
    - a-b) Two representatives of the Ministry of Education and Religion, upon the recommendation of higher education administrators serving in the Office of the Director of Special Education.
    - c-e) One representative from each of the Ministries of Justice. Employment and Social Services, preferably selected among Special Education Specialists serving in appropriate positions in their ministries and recommended by the ministers themselves.
    - f-g) Two scientists specializing in matters of special education.
  - 2) The committee is under the auspices of the Ministry of Education and Religion and assembles regularly once every two months and on special occasions if the need arises.
  - 3) The agenda is composed from topics suggested by the appropriate committee members. Other subjects concerning the committee . . .
- Article Eighty of the Presidential Decree 147/1976 "About Organization of the Internal Structure of the Ministry of Education and Religion" applies.
- 4) The committee has the following powers and duties.
    - a) It coordinates the actions of the Special Education Units of Article Ten.
    - b) It suggests measures for the promotion of the work of Special Education.
    - c) It advises on questions referred to the committee, by any of the Article Ten specified units that are not included on the present draft.

- d) Following common agreement by the Ministers of Justice, Education and Religion, Employment and Social Services.

## CHAPTER TWO

### PERSONNEL

#### Article Twelve

#### Divisions--Specializations

1) The personnel of schools and units of any kind of special education as described in paragraph 3 of Article Three is determined by division and specialization as follows:

#### Permanent Personnel

##### Category A

	<u>No. of Positions</u>
a) Child Education Specialists	300
b) Education Specialists	100
c) Speech Specialists	15
d) Technical Education Specialists	20
e) Physical Education Teachers	20
f) Music Teachers	10
g) Sociologists	20
h) Psychologists	20
i) Physical Trainers	20
j) Technical Educators	15
k) Nurses and companions	<u>15</u>
Sub Total	555

##### Category B

a) Technical Educators	30
b) Administrative Personnel	25
c) Hospital Attendants	<u>15</u>
Sub Total	70

If for any reason the filling of two positions of the Category A nurses and companions becomes difficult. Nurses with limited experience are hired. Leaving equal number of positions for Category A open for later fulfillment.

Category C

a) Ushers	20
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Under Contract Personnel

a) Cooks-busboys	30
b) Cleaning Persons (Janitors)	<u>30</u>
	60

Total 705

2) By presidential decree issued once, following the recommendations of the Ministers of Governmental Structure, Education and Religion and Finance or other persons of authority are specified the distribution of the permanent positions by ministry department and seniority excluding the positions of Special School Inspectors which are mentioned in Article Three above. Also by presidential decrees issued following the recommendations of the Ministry of Governmental Structure or any other person of authority are specified: the minimum qualifications of the applicants for their appointment at a specific position and the procedure to be followed for the fulfillment of these positions by appointment, transfer, promotion or detachment from other positions.

3) In any case of difficulty in obtaining permanent personnel the hiring of salaried temporary as such is allowed

while serving on Category A or B Specialists in institutions of public or private justice. This action requires a joint decision of the Minister of Education and Religion, Finance and Social Services and is not subject to stipulations with regard to dual employment in the Public Sector.

4) The positions created in paragraph 1 are filled in stages and according to the needs of creation and operations of schools and other units of special education.

### Article Thirteen

#### Inspectors of Special Schools

Article Twenty-Two of Law Decree 309/1976 "About Organization and Administration of General Education" is supplemented with the following:

1) Three positions of Inspector of Special Schools at the ninth wage scale and one at the tenth wage scale are created.

2a) Following a selection process educators are promoted to the positions of Inspector of Special Schools, if they meet the following requirements: over fifteen years of governmental service in the educational field. The qualifications set forth in Article Fifteen below and also specialization in special education acquired at the Maraslion Academy or at a foreign institution from which they graduated.

2b) The concerns with regards to selection process which could employ written examination and interview and also any other

needed details are specified in presidential decrees issued upon the recommendation of the Minister of Education and Religion.

3) In case of a vacancy to the position of Inspector of Special Education at the tenth wage scale an Inspector of the ninth wage scale with a minimum of three years of successful service at that post is promoted.

#### Article Fourteen

##### Post Graduate Studies and Specialization of Personnel

1) The post graduate education and specialization of personnel of any kind in matters of special education and special professional training is accomplished by: the stipulations of the Law Decree 1222/1972, "About Post Graduate Studies of the Elementary Education Faculty etc., along with the stipulations of Law Decree 227/1975, "About the Post Graduate Studies on Special Education at the Maraslion Academy etc." or through the Foundation of State Scholarships or finally through their sending overseas (in special education institutions) for visits, trips, seminars or conventions based on programs drawn up by special education administrators and in accordance with the present stipulations regarding the grant of sabbaticals or overseas training programs including those on paragraph 3 of Article Two of the Law Decree 232/1975, "About Post Graduate Education of Public Servants."

2) The prerequisite for the implementation of the present article stipulations, the procedure to be followed for the approval of the programs and any other detail are stipulated by resolutions

from the Ministers of Education and Religion and Finance or any other appropriate authority.

3) For post graduate education of special education a three-year educational institution is established. Admission is granted to graduates of lyceums or the former sixth grade of high school. Matters concerning the creation, organization, operation, faculty composition, curriculum, examinations, supervision, granting of diplomas and other detail are stipulated by presidential decrees issued upon the recommendations of the Ministers of Education and Religion and Finance.

4) The private educational or post graduate institutions for special education are subject to the present law stipulations.

#### Article Fifteen

##### Professional Discretion

1a) With the special law stipulations and the special duties of the public servant preserved including those which are derived from higher moral order or social duty. All employees of any institution for the disadvantaged, regardless of their position, are expected to show discretion about private consultations or other matters that come to their attention while working there in their professional capacity.

b) In case the above mentioned employees are called to testify in a court of law or any other authority about such discreet matters, they are required to declare their professional

identity and all their commitments with regard to the profession of their professional discretion.

c) They are also required in order to protect their professional discretion to guard the files and the correspondence of their services.

### CHAPTER THREE

#### SPECIAL STIPULATIONS

##### Article Sixteen

##### Special Allowance

1) The public servants and the employees of the public corporate body which are occupied with special education, as stipulated on this draft, receive a bonus equal to one fourth of their basic pay (for persons on the sixth wage scale) or one fifth for persons on the seventh and eighth wage scale. The personnel entitled to such bonus is specified upon the decisions of the Minister of Education and Religion and Finance.

##### Article Seventeen

##### Accreditation of Degrees (Diplomas) from Overseas

1) For the purposes of accreditation of diplomas on special education from overseas and also for the purpose of their recognition by level the Minister of Education and Religion appoints a committee of three knowledgeable scientists.



Article 18Subsidies Loans E.T.C.

1a) For reasons of improving their performance, institutions or associations serving special education could be directly subsidized or equipped with the necessary laboratory equipment, utensils, instruments, machinery, educational books etc., following the decision of the Minister of Education and Religion or any other person of authority. The expenditures are written in the budget of the ministry responsible for their supervision which is exercised concurrently with the Ministry of Finance with regards to the allocation and use of the money and material involved.

b) Under the same procedure the measures for improvement of the disadvantaged with regard to their professional performance can be specified regardless of their age. These include special economic benefits (low or no interest loans, subsidies, etc.) and supply of equipment, utensils, instruments and machinery or any articles for the assistance of the scientists involved.

2) Special instruments used for the neutralization of treatment of the physically handicapped or for their education are imported free of tax.

3) Expenditures paid by insured or non-handicapped individuals, regardless of their age, and which under Article Eleven of the Coordinating Committee are judged to be necessary for reasons of special education, are regarded to be of medical and pharmaceutical relief/nature and are recognized as such by the government or the insurance funds involved.

## CHAPTER FOUR

## FINAL AND TRANSITORY DISPOSITIONS

Article NineteenRecognition of Schools and Other Units as Special

Schools and other units whether public or private, domestic or foreign operating in Greece, which provide education to the disadvantaged and are recognized by the Minister of Education and Religion or any other person of authority as specialized in their following the opinion of the inspector in charge. These schools and units, following their recognition, become subject to the stipulation of the present draft.

Article TwentyLegitimation of Schools and Other Units  
of Special Education

1) Legal persons of public or private justice, or persons who provide special education or professional training to the disadvantaged without permit (for the creation and operation of such educational units) are required within a year to take the appropriate steps for the creation and operation of such units, otherwise they disqualify themselves from their right to provide special education and training upon the completion of the academic year which ends following the enactment of the present law.

2) The Minister of Education and Religion can, at any time, discontinue the provision of special education by anybody if he

decides along with the Inspector of Special Schools that the individual in question did not keep high standards with regard to the provision of special education, regardless of the status of his application (for creation and operation of educational units).

### Article Twenty-One

#### Conversion of Private Schools E.T.C. of Special Education into Public

1) By orders of the Ministers of Education and Religion and Finance it is possible for private special kindergartens, schools, classes and special educational schools that are parts of institutions or associations directed by persons of public or private justice to become public following their application to become such.

2) The faculty serving the above described institutions are appointed to public education positions and are at the disposal of the Ministry of Education and Religion which appoints them, preferably, to the schools where they were previously serving if:

- a) They possess the qualifications for their appointment into a position in the public education sector.
- b) They have served a minimum of two years at a special school or institution for disadvantaged persons.
- c) On the basis of the criteria used regarding priority appointments by the Ministry of Education, all the teachers and child care specialists who graduated during that academic year have already been appointed for positions.

3) Depending on the years of service, such personnel joins the list of public below their colleagues which have graduated at the same year and now serving in the public education sector and is also called upon to attend post graduate studies in the special

education field or five years of minimum service in such units while being over 40 years old.

4) Following the decisions of the Ministers of Education and Religion and Finance or any other persons of authority. The remaining personnel of the special kindergartens and schools, etc., described in paragraph 1 of the present article are similarly appointed and assume public education positions in the appropriate categories, branches and levels as described in Article Twelve of the present law if they possess the anticipated qualifications.

#### Article Twenty-Two

##### Operational Adjustments of Private Institutions of Special Education

1) Within a five-year period of the enactment of the present legislation, all private institutions of special education, regardless of their type and level, are required to adjust their educational programs and the qualification of their faculty according to the stipulation presented here.

2) The post graduate education is provided by the government free of charge, preferably in evening sections which the personnel is required to attend with the exceptions stated in Article Twenty-One, paragraph 3, of the present draft.

3) All subjects, regarding the implementation of the stipulations presented here, are decided by decrees from the Ministers of Education and Religion and Finance, when public expenditures are involved.

Article Twenty-ThreePersonnel Issues in Regulations of  
Public Special Education Schools

1a) The educational personnel consisting of child care specialists and teachers which at the time of the enactment of the present legislation are serving in public special kindergartens, schools, etc., and which have not received post graduate education in special education are at the disposal of the appropriate Inspection Committee for appointment on a regular school of the same district or they can remain in the same position which they hold, if they so wish, assuming that they have a minimum service of five years in special education institutions.

b) Those in the second case are called upon the post graduate studies in special education if they have not passed the 40th year of age and with all the entrance examinations requirements waived in exception to the rule.

2a) The remaining educational personnel hold on to the position and are enlisted in the corresponding categories branches and levels of Article Twelve of the present, assuming they possess the required qualifications of the time.

b) The enlistments are determined by the Ministers of Education and Religion and Finance or any person of authority.

c) The subjects concerning the post graduate studies in special education are determined by the Ministers of Education and Religion and Finance.

3) The graduates of the year-long session of post graduate studies in special education at the school of public education and those having a long-term post graduate diploma are becoming of the same rank of those having a two-year post graduate studies diploma in special education.

#### Article Twenty-Four

##### Graduates of the Social Therapeutical Child Care School

Those who until the publication of the present law have graduated from the social therapeutical child care school of the Center of Psychology of Northern Greece can be appointed as special educators to the special kindergartens, schools, etc.

#### Article Twenty-Five

##### Special Educators from Other Schools

1a) During the first enactment of the present law and until the creation of special educators in special schools, it is allowed in order to satisfy existing needs to appoint to the positions of special educators graduates of the school of Home Economics, Social Labor, Infant Care, Child Care.

b) Those appointed in accordance with the provisions of the previous paragraph are required without exception before assuming their positions to attend an educational seminar on matters of special education at least three months in length in accordance with the stipulations of Article Fourteen.

Article Twenty-SixModel Special School of Athens

The Emergency Laws 453/1937 "About Creation of a School for the Abnormal and Disadvantaged Children," and 1049/1938, "About Revision and Supplementation of 453," are revoked and from this moment the Model Special School of Athens is subject to the stipulations of this act and it is annexed by the Maraslion School of Public Education on a Full Model Special School for mentally retarded children for the purposes of providing practical training to teachers taking post graduate studies in special education.

**APPENDIX D**

**COMPULSORY LAW 2193/1940**



About Creation of Public Grade Schools, Orphanages, or  
Other Public Utility Institutions and Amendment and Completion of  
Some Educational Stipulations.

GEORGE THE 2ND  
KING OF GREEKS

Following the recommendation of the Ministerial Council we  
decided and order:

Article One

1) Within the existing orphanages or other public utility  
institutions, regardless whether they are private or public, are  
allowed to operate public schools of elementary education under  
the authority of the Ministry of Education and Religion, which shall  
be created in accordance with the presently existing stipulations.

2) The curriculum of the elementary education schools of  
the previous paragraph is similar to that of the rest of the  
elementary schools, and any deviation (from such a curriculum) is  
allowed only after the recommendation of the local general  
Inspector of Elementary Education and the approval of the Higher  
Council of Education.

3) The stipulations of Article 3, paragraph 4, section 2,  
of the Law Decree 4397/1929 "About Elementary Education" are  
allowed to be implemented for the elementary schools of the  
present article of the institution assumes the responsibility of

returning to the National Treasury at the beginning of each three month term, a sum equal to the additional expenses assumed by the government due to the implementation of the above stipulations or determined by the Minister of Finance.

### Article Two

For the institutions of the previous paragraph is allowed the creation of an additional faculty position for physical education following a Royal Decree issued after the recommendation of the Minister of Education and Religion and with the approval of the Higher Council on Education. That position is subject to the article of Law Decree 6359/1934 (Governmental Register issue 376) dealing with numbers of teaching and physical education positions.

### Article Three

During the initial filling of the positions established in Article One of the present law, it is allowed following the recommendations of the Institute administrator to appoint the existing Institute faculty by passing the present stipulations with regards to appointments of elementary and secondary education personnel. The appointees continue to serve until the positions are officially established and their previous educational service to the Institute is acknowledged with regards to the present stipulations regarding promotions.

#### Article Four

Disregarding the present stipulations for the priority of appointments to the Honokopios Higher School of Homemakers in Kallithea is added one faculty position for an Instructor of Literature in which it can be transferred or appointed a certificated philologist with ten years of service as a teacher in a public primary school and one teacher of homemaking sources. The positions created in the present article are subject to the stipulations of Article Four, paragraph 4, of the Compulsory Law 1849/1939 "About Secondary Education" as they have been revised by Article Three of the Compulsory Law 1863/1939 (Governmental Register 308/7-31-1939) regarding the upper limits of teaching personnel positions.

#### Article Five

Article Eleven of the Compulsory Law 782/1937 "about organization of the Central Agency of the Ministry of Education and Religion" is replaced by the following:

"If the General Director is absent hindered or the positions unfilled he is substituted by one of the other directors serving in the General Directory. The director is substituted by another director or one of the department heads serving in the General Directory or one of the office heads serving in the same department. In all cases above the substitute is appointed by a ministerial order following the concerns of the Administrative Council."

### Article Six

Article Eight, paragraph 4, of the Compulsory Law 782/1937 "About the Structure of the Central Agency of the Ministry of Religion and Education" is replaced by the following:

1) To the position of Director on the Physical Education Directory is appointed a certificated instructor of physical education with a minimum of two years special studies on physical education in Europe and with a minimum of ten years' successful service in a secondary education institution or a Pedagogic Academy or in the position of General Inspector of Physical Education or Director of the Physical Education Academy. In the same position can be promoted a certificated Physical Education Instructor and Department Head of the first level of the Central Agency, having three years of service on such or a minimum of five years' service in the position of Department Head of the first or second level with at least twenty years of governmental service.

### Article Seven

Article Thirty-One, paragraph 2, or Law Decree 1849/1939 About Secondary Education Schools Governmental Register 300/7-25-1939 is replaced as follows:

2) Section 1 of Article Fifty-One of Law 1242 A "About Secondary Education" (Governmental Register 190/1919) is revoked by enactment of the stipulations of Article Seven, paragraph 2, of the present law in addition to the laws which legislate the successive abolition of the six grade high schools and technical

lyceum of the past. For promotion to the position of the Director of a Technical Lyceum in addition to the certificated physics majors of the Physical Science and Mathematics Department of the domestic universities also qualify the chemistry majors of such.

#### Article Eight

In the Vellon Seminary starting with the 1939-1940 academic year. The two lower grades of the six grade high school and the two upper grades of the elementary school established by Article Four of the Compulsory Law 247/1936 (Governmental Register 460/10-7-1936) are consolidated into the four lower grades of the six grade high school established by the Compulsory Law 1849/1936 (Governmental Register 300/7-25-1935) without an increase in the number of active faculty positions of the seminary.

#### Article Nine

The until October 1939 extension of the 1939-1940 academic year registration dateline for secondary education institutions given by the Minister of Education and Religion is approved (and becomes law).

#### Article Ten

The appointment of General Inspectors to the positions specified in Article Thirty-Four of the Compulsory Law 2180 (Governmental Register 14/1-21-1940) is allowed within 2 months following the enactment of the present law without the restrictions of Article Thirty-Five, paragraph 1.

ATHENS, JANUARY 24, 1940  
KING GEORGE THE SECOND

THE MINISTERIAL COUNCIL  
PRESIDENT J. METAXAS

Members:

Agis Tampakopoulos, J. Doureutes, J. Aovanites, Agg. Economon,  
Hel. Kriubon, M. Spentzos, St. Polyzogopoulos, M. Papacleunos,  
P. Economakos, Ar. Demetratos, K. Bourbonhs, Th. Hicoloudis,  
K. Maniachakis, M. Kiriakopoulos.

Approved and officially sealed  
Athens, January 27, 1940

Minister of Justice  
Agis Tampakopoulos

## **APPENDIX E**

**LAW 1904/1951**

About Protection and Restitution of the Blind.

PAUL  
KING OF GREEKS

Following the unanimous agreement of the Parliament we  
decide and order

Article One

As used in the present law, blind is defined any person  
that:

- a) is totally deprived of light perception, or
- b) has an optical sharpness below the one twenty fifth  
that of the normal and in either case unable to do any kind of  
work due to his blindness.

Article Two

1) A blind person is eligible for the benefits of the  
present law if he is registered in the lists for the blind of the  
Ministry of Social Care and possesses a special identity card.

2) Any details with regards to the registration procedures  
and the place where identity cards can be obtained, one to be  
specified in a Royal Decree.

Article Three

Royal Decrees issued following the recommendations of the  
Ministers of Social Care, Education and Finance will specify

- a) The compulsory registration of the blind children in  
special schools.



b) The creation of such schools which should not exceed four throughout Greece, including the ones already in existence, with the necessary stipulation that at least fifty students should be registered in each one. Such schools should operate like public corporate bodies.

c) The division of such schools according to their contents, the subjects to be taught and also the degree of equivalence of their diplomas to those of the rest of the public schools, including the ones already operating.

d) The sanctions to be taken against parents or guardians who neglect the registration of blind children to the schools.

e) Any detail regarding the education of blind children.

#### Article Four

##### Professional Restitution

Within the limit of the resources in its disposal the government looks after the able to work blind persons by providing for their learning of a profession or a trade.

By Royal Decree issued following the recommendations of the Ministers of Social Care and Finance one specified all the details regarding the professional restitution of the blind, including any assistance to those working at their homes.

#### Article Five

##### Relief

To the blind who for reasons of age or physical or psychological inability to learn, are unable to work a relief is

provided which becomes part of the budget of the appropriate governmental agency and which is arranged by a common decision from the Ministers of Social Care and Finance. Eligible are the blind who cannot receive any private or public financial relief and who are deprived of such needs as medical attention and treatment and lack the basic means of living as jointly determined by the Minister of Social Care and the Council for the Protection of the Blind of Article Six. Such a relief can be of a monetary nature and according to the decision of the Minister of Social Care can be given either to the blind person himself or to the family that he is living with, or to the proper institute for the protection of the blind that provides care for the person.

The above described relief is given for the first two years since the enactment of the present, only to the totally deprived of light perception blind persons, and it is possible to include those of Article One following a joint decision by the Ministers of Finance and Social Care and agreement by the Council for the Protection of the Blind.

#### Article Six

The Ministry of Social Care is in charge of creating a "Council for the Protection of the Blind" which advises the Minister in related subjects. The composition, operation and authority of the Council is specified by Royal Decrees.

Similarly by Royal Decrees are specified the details regarding the authorities of the social care centers dealing with

the implementation of the present law which is assigned to the Minister of Social Care.

The present law which passed through the Parliament is ratified and sent for Publication in the Governmental Register, thus becoming the law of the land.

ATHENS, JULY 28, 1951  
PAUL THE 2ND  
Approved and officially sealed  
The Minister of Social Care  
For. Zaimis  
Athens, August 1, 1951  
The Minister of Justice  
A. Bouropoulos

**APPENDIX F**

**LEGISLATIVE DECREE NO. 3635/1956**

About Recognition of Private Elementary Schools for the Hard of Hearing or Deaf Students as Equal to the Public Ones, Establishment of Their Programs and Curriculums and About Government Assistance of Such.

PAUL  
KING OF THE GREEKS

Having knowledge of the directives of Article Thirty-Five of the Constitution, and the since November 14, 1956, expressed approval of the appropriate Parliamentary Committee (as described in the same Article Thirty-Five, paragraph 2) and following the recommendation of the Ministerial Council we decide and order:

#### Article One

The "Model Special Education Institution," a private school on Ecinikas in Athens, which includes kindergarten and grade school for the hard of hearing and deaf children is recognized as equal for the public kindergarten and grade schools and the Certificates of Studies issued by it have the same validity with the Certificates of Studies issued by the public grade schools.

#### Article Two

By Royal Decrees issued following the recommendations of the Minister of Education and Religion and the Central Advisory and Administrative Council on Education the recognition of other private kindergartens and grade schools for the hard of hearing and deaf children as equal to the public ones is allowed if they are

legally established by persons belonging to the public corporate body.

### Article Three

The kindergartens and grade schools for the hard of hearing and deaf children mentioned in Articles One and Two of the present are required to include in their curriculum courses corresponding to those of the public schools. However, due to their special nature, the schools can through their internal statute adjust their educational and pedagogic programs to correspond to the internationally accepted on such without having to follow the program guidelines established in schools for regular students.

### Article Four

To the private grade schools for the hard of hearing and deaf children of the present Legislative Decree, which are recognized as equal to those public ones, the provision of financial assistance approved by the Minister of Education and Religion is permitted. This assistance becomes part of the special appropriations of the budget of the Ministry of Education and Religion in accordance with Legislative Decree 3558/1956 "About Unification of Expenses" mentioned in Compulsory Law 1556/1950 and Royal Decree 2663/1953, and it should lie within the limits or fractions specified in the above Legislative Decree.

### Article Five

The present Decree goes into effect immediately following its publication in the Governmental Register.

Athens, November 16, 1956  
PAUL THE SECOND  
For the Ministerial Council  
For Presiding Vice President  
ARIDREAS APOSTOLIDES

Members:

D. Helenis, D. Makris, P. Levonitis, Ch. Thebeos, St. Koliades,  
A. Bournias, K. Isalsos, D. Davakis, H. Athananiou, D. Alibrandis,  
H. Montis, Ch. Korapipieris, Tr. Triandajillakos, D. Manentes,  
J. Pseneas.

Approved and officially sealed  
Athens, November 16, 1956  
The Minister of Justice  
K. Papalostanvinou

**APPENDIX G**

**LAW DECREE NO. 4466/1965**



About Recognition of the "Model Special Educational Institution" Operated Private High School for the Hard of Hearing and Deaf Children as Equal to the Public High Schools.

CONSTANTINE  
KING OF THE GREEKS

Following the unanimous agreement of the Parliament we decide and order:

Article One

The private high schools for the hard of hearing and deaf children established in Kallithea, Athens, under the title "Model Special Education Institution" is recognized as equal to the corresponding public high schools of the Legislative Decree 4379/1964 and the certificates awarded by it have the same validity with those of the public high schools.

Article Two

To the above equal to the public established high school is annexed the "Model Special Education Institution" of Kallithea, Athens, an elementary school for the hard of hearing and deaf children which was established by the Legislative Decree 3635/1956 on equal to a public grade school.

Article Three

The above high school for the deaf and hard of hearing students is expected to offer the same courses offered in the public high schools. The possible necessary deviations from that program

due to the school's special nature, one approved from the Minister of Education and Religion following the recommendation of the officials of the Pedagogic Institute assuming these deviations conform with the international by accepted educational and teaching methods.

#### Article Four

1) By a Royal Decree issued following the recommendation of the Minister of Education and Religion the establishment of a private lyceum of the deaf and hard of hearing students is allowed and the lyceum is annexed to the above mentioned "Model Special Education Institution." There it would operate as equal to the public lyceums and it should offer the same courses as they do. Possible necessary deviations from the approved programs are approved by the Minister of Education and Religion following the agreement of the Pedagogic Institute.

2) The admission of students into the lyceums follows entrance examinations, which are stipulated by the Minister of Education and Religion following the agreement of the Pedagogic Institute.

3) In the following Article Five of the present law, and in the second sentence the term "and a possible established lyceum" should be added following the word, "high school."

#### Article Five

To the above established as equal to public, private high school for the deaf and hard of hearing children can be provided a

financial assistance by the Minister of Education and Religion which is itemized in the Ministry budget.

The above law after passing through the Parliament is ratified by me and will be published in the Governmental Register, thus becoming a law of the land.

ATHENS, APRIL 21, 1965

CONSTANTINE THE 2ND

The President of the Government and Minister of Education

George Papandreou

Approved and officially sealed

Athens, May 4, 1965

The Minister of Justice

Nicholaos Bacopoulos

**APPENDIX H**

**ROYAL DECREE NO. 702/1969**

About the Analytical Hourly Curriculum of Elementary  
Schools.

CONSTANTINE  
KING OF THE GREEKS

Having knowledge of:

- a) Article Twelve of the Compulsory Law 129/1967 about  
"organization and administration of general education, etc."
- b) The acts 51, 66, 96, 102 of 1968 and 18, 22, 30, 34, 36  
of 1969 of the Highest Advisory Council of Education and
- c) The 758/1969 advisory act of the State Council which  
followed the recommendation of my Minister of Education and  
Religion, we decide and order:

The hourly analytical program of the courses taught in  
elementary schools, starting with the academic year 1969-1970 is  
specified as follows:

Article One

Elementary School Goals

The goals of the elementary schools are:

- a) To create and consolidate in the heart of the student  
his love for the Greek nation, the Christian Orthodox beliefs and  
the moral life.
- b) To give to the students the correct perceptions with  
regards to their environment according to children's understanding.

c) To make the students adaptable to their school environment, to make them understand the importance of the individual's engagement to society life.

#### Article Two

##### Weekly Hourly Programs of Courses

## A) One-teacher Grade Schools

Courses	Hours of teaching by grades (classes)					
	A	B	C	D	E	F
1. Religion		2/2		2/2		3/2
2. Greek language	6/2	6/2	6/2	6/2		7/2
3. History				2/2		2/2
4. Study of Environment		4/2				
5. Physics, Chemistry and Health Elements				2/2		4/2
6. Geography				2/2		2/2
7. Arithmetic & Geometry	2/2		2/2	3/2		3/2
8. Political Science						1/2
9. Technological Workshop	Tacit Works					
10. Music		2/4			2/2	
11. Physical Education		2/4			2/2	
TOTAL HRS. OF TEACHING				36½		

## B) Two-teacher Grade Schools

Courses	Hours of teaching by grades (classes)				
	A	B	C	D	E
1. Religion		2/2	2/2	2/2	3/2
2. Greek language	6	6	7	8	8
3. History			2/2	2/2	2/2
4. Environmental studies		5/2			
5. Physics, chemistry and health elements			2/2	2/2	5/2
6. Geography			2/2	2/2	2/2
7. Arithmetic & geometry	3/2	3/2	3/2	3/2	3/2
8. Political science					1/2
9. Technological Workshop					
10. Music		3/2			3/2
11. Physical education		3/2			3/2
		34			34
TOTAL HRS. OF TEACHING BY SECTIONS	78				



## C) Three-teacher School

Courses	Hours of teaching by grades (classes)					
	A	B	C	D	E	F
1. Religion		2/2		2		3
2. Greek language	8	8	9/2	9/2		9
3. History				2		2
4. Environmental studies			3			
5. Physics, chemistry and health elements				3		4
6. Geography				2		2
7. Arithmetic & geometry	3/2	3/2	3	3	5/2	5/2
8. Political science						1
9. Technological workshop	6/2		4			3
10. Music		4/2	4/2			4/2
11. Physical education		4/2		4/2		4/2
		30		32		33
TOTAL HRS. OF TEACHING BY SECTIONS		95				

## D) Four-teacher School

Courses	Hours of teaching by grades (classes)					
	A	B	C	D	E	F
1. Religion		2/2	2	2		3
2. Greek language	8	8	9	10		9
3. History			2	2		2
4. Environmental studies		3				
5. Physics, chemistry and health elements			3	3		4
6. Geography			3	3		2
7. Arithmetic & geometry	3/2	3/2	3	3	5/2	5/2
8. Political science						1
9. Technological workshop		6/2	4	4		3
10. Music		4/2	4/2	4/2		4/2
11. Physical education		4/2	4/2	4/2	4/2	4/2
		30	30	31		33
<b>TOTAL HRS. OF TEACHING</b>	<b>124</b>					

## E) Five-teacher School

Courses	A	Hours of teaching by grades (classes)				
		B	C	D	E	F
1. Religion		2/2	2	2	3	3
2. Greek language	8	8	9	10	9	9
3. History			2	2	2	2
4. Environmental studies		3				
5. Physics, chemistry and health elements			3	3	4	4
6. Geography			3	3	2	2
7. Arithmetic & geometry	3/2	3/2	3	3	5	5
8. Political science						1
9. Technological workshop		6/2	4	4	4	3
10. Music		4/2	4/2	4/2	4/2	4/2
11. Physical education		<u>4/2</u>	<u>4/2</u>	<u>4/2</u>	<u>4/2</u>	<u>4/2</u>
		30	30	31	33	33
TOTAL HRS. OF TEACHING	157					

## F) Six-teacher School

Courses	Hours of teaching by grades (classes)					
	A	B	C	D	E	F
1. Religion	2	2	2	2	3	3
2. Greek language	9	9	10	10	9	9
3. History			2	2	2	2
4. Environmental studies	4	6				
5. Physics, chemistry and health elements			3	3	4	4
6. Geography			3	3	2	2
7. Arithmetic & geometry	3	3	4	4	5	5
8. Political science						1
9. Technological workshop	6/2	6/2	4	4	4	3
10. Music	3/2	3/2	4/2	4/2	4/2	4/2
11. Physical education	<u>3/2</u>	<u>3/2</u>	<u>4/2</u>	<u>4/2</u>	<u>4/2</u>	<u>4/2</u>
	24	26	32	32	33	33
TOTAL HRS. OF TEACHING	180					

**APPENDIX I**

**ROYAL DECREE NO. 723/1969**

About the Hourly Analytical Curriculum of High Schools  
 CONSTANTINE  
 KING OF GREEKS

Following the recommendation of our Ministerial Council we decided and order:

Having knowledge of: 1) paragraph 2 of Article Two, paragraph 2 of Article 8, paragraphs 2 and 4 of Article Ten, and paragraph 1 of Article Twelve of the Compulsory Law 129/1967, 2) paragraph 3 of Article Twenty-Seven of the Law Decree 3971/1959 as is related with paragraph 9 of Article Two of the Law Decree 4379/1964, 3) the opinions of the Highest Educational Council as they appear in their No. 56, 60, 61, 63 and 70/1969 acts along with the opinions of the Highest Advisory Council on Education as they appear in their No. 8, 10, 12 and 16/1969 acts, 4) the No. 682/1969 opinion of the Council of State and also following the recommendation of the Minister of Education and Religion, we decided and order:

The hourly analytical curriculums for high schools are specified in the following articles:

PART ONE  
 Daily Classical High School  
 ARTICLE ONE  
 Hourly Programs of Courses

Subjects (Courses)	Hrs. of Teaching						Totals
	Lower Division			Upper Division			
	A(1)	B(2)	C(3)	D(4)	E(5)	F(6)	
1. Religion	2	2	2	3	2	2	13
2. Modern Greek language and grammar	4	4	4	4	4	4	24
3. Ancient Greek language and grammar	5	6	6	7	7	8	39
4. History	3	3	3	3	3	3	18
5. Elements of philosophy, psychology and logic					2	2	4
6. Political science			1st semester			1	1½
7. Professional search and orientation			2nd semester				½
8. Mathematics	4	4	4	4	4	4	24
9. Cosmography						1	1
10. Geography	2	1	2	1	1		7
11. Physics and chemistry	2	3	3	3	3	3	17
12. Biology			1			1	2
13. Anthropology		1			1		2
14. Foreign languages	3	3	3	2	2	2	15
15. Latin language and grammar				3	3	2	8
16. Health, elements and first aid		1			1		2
17. Physical education (men)	3	3	3	3	3	3	18
Physical education (women)	3	3	3	3	3	3	18
18. Technological workshop	1	1	1	1			4
19. Music	1	1	1	1			4
20. Home administration (for women)	2	1	1	1	1		6
TOTAL HRS. (MEN)	30	33	34	35	36	36	204
TOTAL HRS. (WOMEN)	32	34	35	36	37	36	210

PART TWO  
Daily Practical High School

Article Three

Hourly Program of Courses



Subjects (Courses)	Hrs. of Teaching						Totals
	Lower Division			Upper Division			
	A	B	C	D	E	F	
1. Religion	2	2	2	3	2	2	13
2. Modern Greek language and grammar	4	4	4	4	4	4	24
3. Ancient Greek language and grammar	5	6	6	6	5	4	32
4. History	3	3	3	3	3	2	17
5. Elements of philosophy, psychology and logic					2	2	4
6. Political science			1st semester				1½
7. Professional search and orientation			2nd semester				½
8. Mathematics	4	4	4	6	6	7	31
9. Cosmography						1	1
10. Geography	2	1	2	1	1		7
11. Physics and chemistry	2	3	3	5	5	6	24
12. Biology			1			1	2
13. Anthropology		1				1	2
14. Foreign language	3	3	3	2	2	2	15
15. Health elements and first aid		1			1		2
16. Physical education (men)	3	3	3	3	3	3	18
Physical education (women)	3	3	3	3	3	3	18
17. Technological workshop	1	1	1	1	1	1	6
18. Music	1	1	1	1	1		4
19. Home administration (for women)	2	1	1	1	1		6
TOTAL (MEN)	30	33	34	35	36	36	204
TOTAL (WOMEN)	32	34	35	36	37	36	209

Article Four

Analytical Program of Courses

Lower Division (Grades 1-3)

The subjects taught at the corresponding grades of the classical high schools.

Upper Division (Grades 4-6)

Religion.

For Grades 4, 5, 6: The subjects taught at the corresponding grades of the classical high schools.

Modern Greek language and grammar (contemporary Greek).

For Grades 4, 5, 6: The subjects taught (covered) at the corresponding grades of the classical high schools.

Ancient Greek language and grammar (ancient Greek).

Grade 4: (6 hrs. weekly) The subjects taught (covered) at the fourth grade of the classical high schools.

Grade 5: (5 hrs. weekly)

- A. Glossology - Topics covered at the fifth grade of a classical high school (1 hr. weekly for the entire year).
- B. Translation of works.
  - a) Reading and translation of "Kriton" by Plato like they do at the fifth grade of the classical high schools (2 hrs. weekly for the first quarter).
  - b) Reading and translation on simple harangue by Thoukidides, like they do at the fifth grade of the classical high schools (2 hrs. weekly during the second quarter).
  - c) Reading and translation of one of the rapsodies in "Iliad" like they do at the fifth grade of the classical high schools (1 hr. weekly during the first quarter).

- d) Reading and translation of one dramatic work by Euripides as in the fifth grade of the classical high schools (3 hrs. weekly during the second quarter).
  - e) Reading and translation of the "Defence of Socrates" by Plato and extraordinary parts of the "Memoirs" by Xeuophon as in the fifth grade of the classical high schools.
- C. Grammar - Subjects covered at the fifth grade of the classical high schools.

APPENDIX J

MICHIGAN MANDATORY SPECIAL EDUCATION ACT,  
ACT NO. 198, PUBLIC ACTS OF 1971,  
DECEMBER 22, 1971

Act No. 198  
Public Acts of 1971  
Approved by Governor  
December 22, 1971

STATE OF MICHIGAN  
76TH LEGISLATURE  
REGULAR SESSION OF 1971

Introduced by Reps. McCollough, Kol. Symons, McNesly, Jowett, O'Neill,  
Vaughn, Dively, Gearlings, Mahoney, Snyder, De Stigter, Weber,  
Sietema, Mittan, Law, Cawthorne, Bennett, Tierney, Roy Smith, Hun-  
singer, Richard A. Young, Walton, Payant, Defebaugh, Elliott, Thomas  
H. Brown, Kildea, Stopczynski and Mrozowski  
Reps. Warner, Bryant, Ruth, Jacobetti and Brodhead  
named as co-sponsors

## Enrolled House Bill No. 4475

AN ACT to amend sections 291a, 317a, 318a, 601, 613 and 732 of Act No. 289 of the Public Acts of 1955, entitled "An act to provide a system of public instruction and primary schools; to provide for the classification, organization, regulation and maintenance of schools and school districts; to prescribe their rights, powers, duties and privileges; to provide for registration of school districts, and to prescribe powers and duties with respect thereto; to provide for and prescribe the powers and duties of certain boards and officials; to prescribe penalties; and to repeal certain acts and parts of acts," as amended and added by Act No. 135 of the Public Acts of 1957, Acts No. 246 and 270 of the Public Acts of 1964 and Act No. 320 of the Public Acts of 1968, being sections 340.291a, 340.317a, 340.318a, 340.601, 340.613 and 340.732 of the Compiled Laws of 1948; to add sections 10, 11, 12, 252b, 298c, 329c, 601a, 601b, 771a, 772a, 773a and 780k; and to repeal certain acts and parts of acts.

*The People of the State of Michigan enact:*

Section 1. Sections 291a, 317a, 318a, 601, 613 and 732 of Act No. 289 of the Public Acts of 1955, as amended and added by Act No. 135 of the Public Acts of 1957, Acts No. 246 and 270 of the Public Acts of 1964 and Act No. 320 of the Public Acts of 1968, being sections 340.291a, 340.317a, 340.318a, 340.601, 340.613 and 340.732 of the Compiled Laws of 1948, are amended and sections 10, 11, 12, 252b, 298c, 329c, 601a, 601b, 771a, 772a, 773a and 780k are added to read as follows:

(118)

Sec. 10. "Special education programs and services" as used in this act means educational and training programs and services designed for handicapped persons operated by local school districts, intermediate school districts, the Michigan school for the blind, the Michigan school for the deaf, department of mental health, department of social services, or any combination thereof, and ancillary professional services for handicapped persons rendered by agencies approved by the state board of education. Handicapped person shall be defined by rules promulgated by the state board of education. Handicaps include, but are not limited to, mental, physical, emotional, behavioral, sensory and speech handicaps. The programs shall include vocational training, but need not include academic programs of college or university level.

Sec. 11. "Special education personnel" as used in this act means persons engaged in and having professional responsibility for the training, care and education of handicapped persons in special education programs and services which include, but are not limited to, teachers, aides, social workers, diagnostic personnel, physical therapists, occupational therapists, audiologists, speech pathologists, instructional media-curriculum specialists, mobility specialists, consultants, supervisors and directors.

Sec. 12. "Special education buildings and equipment" as used in this act means a structure, or portion of a structure, or personal property, accepted, leased, purchased or otherwise acquired, prepared or used for special education programs and services.

Sec. 252b. (1) For the 1973-74 school year and thereafter the state board of education shall:

(a) Develop, establish and continually evaluate and modify in cooperation with intermediate school districts, a state plan for special education which shall provide for the delivery of special education programs and services designed to develop the maximum potential of every handicapped person. The plan shall coordinate all special education programs and services.

(b) Require each intermediate school district to submit a plan pursuant to subdivision (a) of section 298c, in accordance with the state plan and approve the same.

(c) Promulgate rules setting forth the requirements of the plans and the procedures for submitting them.

(d) A preliminary state plan shall be submitted to the legislature on or before July 1, 1972.

(e) The final state plan shall be submitted to the legislature on or before March 1, 1973, including recommendations for funding special education programs and services.

(2) For the 1973-74 school year and thereafter, if a local school district claims the existence of an emergency, due to extreme financial conditions because of insufficient operating funds or due to a severe classroom shortage and which emergency the local district claims renders it unable to provide special education programs and services in compliance with section 771a, it shall apply, in writing, to the state board no later than July 1 of the particular school year for approval to provide special education programs or services which do not comply with section 771a.

(3) In its application the local school district shall demonstrate the need

to provide noncomplying special education programs and services and shall include the proposed programs and services it can provide and the efforts to be undertaken to alleviate the emergency. If the state board finds an emergency exists in the local school district for such school year, the state board may approve the providing of noncomplying special education programs or services and prescribe conditions therefor. The state board may extend the filing date for good cause.

(4) If the state board determines a local school district is not providing special education programs and services in compliance with section 771a, and the local school district has not obtained prior approval from the state board, the state board shall notify the local school district, in writing, of the noncompliance. Unless the local school district submits proof of compliance, or of an unforeseen emergency, within 30 days after receipt of the notice, the state board shall direct the intermediate district of which the local school district is a constituent to provide complying programs or services. The state board shall direct the intermediate district to provide only those programs or services which the state board determined are not in compliance with section 771a.

(5) Special education programs or services which the state board directs an intermediate district to provide shall be funded as if provided by the local school district and the local school district shall contribute to the intermediate district the unreimbursed cost of the programs or services.

Sec. 291a. As used in this chapter:

(a) "Intermediate school district" means the corporate body established in accordance with the provisions of this chapter.

(b) "Local school district" means a primary school district, a school district of the fourth class, a school district of the third class, a school district of the second class, a school district of the first class, or a special act school district.

(c) "Constituent school district" means a local school district whose territory is entirely within and is an integral part of an intermediate school district.

(d) "Board" means the board of education of the intermediate school district.

(e) "Superintendent" means the superintendent of the intermediate school district.

(f) "Reorganized intermediate district" means an intermediate district formed by the consolidation or annexation of 2 or more intermediate school districts as provided in section 302a.

(g) "Area vocational-technical education program" means a program of organized systematic instruction designed to prepare the following individuals for useful employment in recognized occupations:

(1) Persons enrolled in high school.

(2) Persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market.

(3) Persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment.

(h) "Area" as used in the phrase "area vocational-technical education

program" means the geographical territory, both within and without the boundaries of either a K-12 school district, or a community college district which is designated as the service area for the operation of vocational-technical education programs by the state board of education.

(i) "Vocational education" means vocational or technical training or retraining which is given in schools or classes, including field or laboratory work incidental thereto, under public supervision and control, and is conducted as part of a program designed to fit individuals for gainful employment as semiskilled or skilled workers or technicians in recognized occupations, but excluding any program to fit individuals for employment in occupations which the superintendent of public instruction determines, and specifies to be generally considered professional or as requiring a baccalaureate or higher degree. The term includes vocational guidance and counseling in connection with the training, instruction related to the occupation for which the student is being trained or necessary for him to benefit from the training, and the acquisition and maintenance and repair of instructional supplies, teaching aids and equipment, and the construction or initial equipment of buildings and the acquisition or rental of land.

Sec. 298c. (1) The intermediate board may, and for the 1973-74 school year and thereafter the intermediate board shall:

(a) Develop, establish and continually evaluate and modify in co-operation with its constituent school districts, a plan for special education which shall provide for the delivery of special education programs and services designed to develop the maximum potential of every handicapped person of which the board is required to maintain a record under subdivision (f). The plan shall coordinate the special education programs and services operated or contracted for by the constituent school districts and shall be submitted to the state board of education for its approval. Intermediate district plans shall be submitted to the state board on or before November 1, 1972.

(b) Contract for the delivery of a special education program or service, in accordance with the intermediate district plan, pursuant to and in accordance with sections 252b and 771a. Under the contract the intermediate school district may operate a special education program or service, furnish transportation services and room and board.

(c) Employ or otherwise engage such special education personnel in accordance with the intermediate district plan, notwithstanding the provisions of subdivision (h) of subsection (1) of section 298a and appoint a director of special education meeting the qualifications and requirements as set forth in rules promulgated by the state board.

(d) Accept and use available funds or contributions from governmental or private sources for the purpose of providing special education programs and services consistent with this act.

(e) Lease, purchase or otherwise acquire, vehicles, sites, buildings or portions thereof and equip them, as it deems necessary for its staff, programs and services, notwithstanding the provisions of subdivision (1) of subsection (1) of section 296a.

(f) Maintain a record of every handicapped person up to 25 years of age, who has not completed a normal course of study and graduated from high school and who is a resident of 1 of its constituent school dis-



tricts, and the special education programs or services in which the handicapped person is participating, if any, as of the fourth Friday following Labor day and the Friday before Memorial day. The sole basis for determining the local school district of which a handicapped person is a resident shall be rules promulgated by the state board, notwithstanding the provisions of section 358. The records shall be maintained in accordance with rules promulgated by the state board.

(g) Have the right to place in appropriate special education programs or services any handicapped person for whom a constituent local school district is required to provide special education programs or services under section 771a.

(h) Investigate special education programs and services operated or contracted for by the board or constituent school districts and report in writing matters it deems constitutes a failure to comply with the provisions of any contract, statute or rule governing the special education programs and services or of the intermediate district plan, to the local district and the state board.

(i) Pursuant to section 252b, operate the special education program or service, or contract for the delivery of the special education program or service, as if a local school district under section 771a. The contract shall provide for those items set forth in section 771a and shall be approved by the state board. The intermediate board shall provide for the transportation, or room and board, or both, of the persons participating in the program or service as if a local board under sections 601 and 601a.

(j) Receive the report of any parent or guardian or with the consent of any parent or guardian receive the report of a licensed physician, registered nurse, social worker, school or other appropriate professional personnel whose training and relationship to handicapped persons provides competence to judge same and who in good faith believes that a person under the age of 25 examined by him is or may be handicapped and immediately evaluate such person in accordance with the rules promulgated by the state board. No person making or filing such report, nor any board, shall incur any liability to any person by reason of filing such report or seeking such evaluation, unless lack of good faith is proven.

(k) Evaluate pupils pursuant to and in accordance with section 813.

Sec. 317a. Boards coming under the provisions of sections 307a to 324a shall expend funds received under section 314a for special education purposes in accordance with rules promulgated by the state board of education.

Sec. 318a. Boards operating or contracting for the operation of special education programs or services may carry children in membership in the same manner as local school districts and shall be entitled to their proportionate share of any state funds available for such programs. Membership shall be calculated on the basis provided in rules promulgated by the state board of education.

Sec. 329c. The board of an intermediate school district which has adopted the provisions of sections 307a to 324a, and which has a constituent school district or districts which heretofore elected not to come under those provisions pursuant to section 329 shall submit before the 1973-74 school year to the electorate the question of adopting sections 307a to

324a. The election shall be called and held at the same time and in the same manner as provided in sections 308h and 306c for the original election held for the adoption of sections 307a to 324a. The board shall employ the form of ballot prescribed in section 316a for this election.

Sec. 601. The board of education of a local school district may provide, and for the 1973-74 school year and thereafter shall provide, by contract or otherwise for the transportation of handicapped persons who would otherwise be unable to participate in an appropriate special education program or service operated or contracted for by the local school district pursuant to section 771a, except for handicapped persons in residence at facilities operated by the Michigan school for the blind, the Michigan school for the deaf, the department of mental health or the department of social services. The references to section 774 in sections 590a and 590b are deemed to be made to this section.

Sec. 601a. The board of education of each local school district may provide, and for the 1973-74 school year and thereafter shall provide, by contract or otherwise for the room and board of handicapped persons who would otherwise be unable to participate in an appropriate special education program or service operated or contracted for by the local school district pursuant to section 771a, except those operated by the Michigan school for the blind, the Michigan school for the deaf, the department of mental health or the department of social services.

Sec. 601b. A board of education of a local school district shall not solicit, nor shall it seek, reimbursement from a handicapped person or person otherwise liable for the care of the handicapped person for any cost of a special education program attributable to the expense for room and board, except it shall have the right to reimbursement for room and board in such amount as can reasonably be afforded by such person and in accordance with rules promulgated by the state board.

Sec. 613. The board may authorize or order the suspension or expulsion from school of a pupil guilty of gross misdemeanor or persistent disobedience when in its judgment the interests of the school may demand it. If there is reasonable cause to believe that the pupil is handicapped, and the local school district has not evaluated the pupil in accordance with rules of the state board, the pupil shall be evaluated immediately by the intermediate district of which the local school district is constituent in accordance with section 298c.

Sec. 732. In the following cases, children shall not be required to attend the public schools:

(a) Any child who is attending regularly and is being taught in a private, parochial or denominational school which has complied with all the provisions of this act and teaches subjects comparable to those taught in the public schools to children of corresponding age and grade, as determined by the course of study for the public schools of the district within which such private, denominational or parochial school is located.

(b) Any child who is regularly employed as a page or messenger in either branch of the legislature during the period of such employment.

(c) Children under 9 years of age who do not reside within  $2\frac{1}{4}$  miles, by the nearest traveled road, of some public school. If transportation is furnished for pupils in the district, this exemption shall not apply.

(d) Any child 12 to 14 years of age while in attendance at confirmation classes conducted for a period of not to exceed 5 months in either of the years.

(e) Any child who is regularly enrolled in the public schools while in attendance at religious instruction classes for not more than 2 class hours per week, off public school property during public school hours upon written request of the parent, guardian or person in loco parentis in accordance with rules prescribed by the superintendent of public instruction.

Sec. 771a. (1) The board of a local school district may provide, and for the 1973-74 school year and thereafter shall provide, special education programs and services designed to develop the maximum potential of all handicapped persons in its district on record under section 298c for whom an appropriate educational or training program can be provided in accordance with the intermediate school district special education plan, in either of the following ways or a combination thereof:

(a) Operate the special education program or service.

(b) Contract with its intermediate school district, another intermediate school district, another local school district, an adjacent school district in a bordering state, the Michigan school for the blind, the Michigan school for the deaf, the department of mental health or the department of social services, or any combination thereof, for delivery of the special education programs or services, or with an agency approved by the state board of education for delivery of an ancillary professional special education service. The intermediate school district of which the local school district is constituent shall be a party to each contract even if it does not participate in the delivery of the program or service.

(2) A local school district contract for the provision of a special education program or service shall specifically provide for:

(a) Special education buildings, equipment and personnel necessary for the operation of the subject program or service.

(b) Transportation or room and board, or both, for persons participating in the programs or services as required under sections 801 and 801a.

(c) The contribution to be made by the sending local school district if the program or service is to be operated by another party to the contract. The contribution shall be in accordance with rules promulgated by the state board. This section shall be construed to allow operation of programs by departments of state government without local school district contribution.

(d) Any other matters which the parties deem appropriate.

(3) All programs and services operated or contracted for by a local district shall be in accordance with the intermediate school district's plan, established pursuant to section 298c.

(4) A local district may provide additional special education programs and services not included in or required by the intermediate district plan.


Sec. 772a. Special education personnel shall meet the qualifications and requirements set forth in rules promulgated by the state board of education.

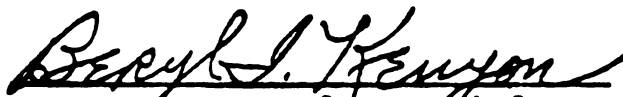
Sec. 773a. Curriculum, eligibility of specific persons for special education programs and services and for each particular program or service, review procedures regarding the placement of persons in the programs or services, size of classes, size of programs, quantity and quality of equipment, supplies and housing, adequacy of methods of instruction and length and content of school day, shall be in accordance with rules promulgated by the state board relative to special education programs and services.

Sec. 780k. A local school district of any class or kind shall be governed by sections 801, 801a, 771a and all other sections of this act necessary to fully effectuate the purposes of those sections, notwithstanding the provisions of sections 21, 51, 101, 141, 187, 236, 351, 375 and any other provisions of law which are inconsistent with those sections or which would serve to defeat the purposes thereof.

Section 2. Sections 319a to 322a, 329 to 329b, 587a, 618 to 620, 747 to 753, 771, 772, 773, 774, 775 to 780j of Act No. 269 of the Public Acts of 1955, as amended and added, being sections 340.319a to 340.322a, 340.329 to 340.329b, 340.587a, 340.618 to 340.620, 340.747 to 340.753, 340.771, 340.772, 340.773, 340.774 and 340.775 to 340.780j of the Compiled Laws of 1948, are repealed.

Section 3. This amendatory act shall take effect July 1, 1972.

  
 Clerk of the House of Representatives.

  
 Secretary of the Senate.

Approved \_\_\_\_\_

\_\_\_\_\_  
 Governor.

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VISITS



Visits during the months of June and July 1975 included the following:

The Ministry of National Education and Religion. Athens.

The Maraslion Secondary School for Girls and Teacher Training Academy. Athens.

The Maraslion Primary School, co-educational, and Teacher Training Academy. Athens.

The Maraslion Secondary School P.T.A. meeting. Athens.

The Varvarkion Secondary School for Exceptionally Gifted Boys. Athens.

The School for the Blind. Athens.

The School for the Deaf. Athens.

The Maraslion Primary School Program for the Mentally Retarded. Athens.

The Secondary Teachers' Organization, OLME. Athens.

The Hippocratou Hospital. Athens.

The Educational and Vocational Guidance Service. Athens.

## INTERVIEWS

Mr. Constantine Charis, Director of Programs, Studies and Curriculum,  
Ministry of National Education and Religion. Athens.

Mr. Thanos, General Curriculum, Ministry of National Education and  
Religion. Athens.

Mr. Joseph, Programs and Studies, Ministry of National Education and  
Religion. Athens.

Mr. Barelis, Special Education Programs, Ministry of National  
Education and Religion. Athens.

Mr. Christakis, Special Education Mentally Retarded Programs and  
Teaching Methods, Ministry of National Education and  
Religion. Athens.

Mr. Tsakris, Superintendent, Maraslion Primary and Secondary  
Schools, Teacher Training Academy. Athens.

Mrs. Papaïouanou, Principal, Maraslion Secondary School for Girls.  
Athens.

Mrs. Polaki, Assistant Principal, Maraslion Secondary School for  
Girls. Athens.

Mrs. Marias, Teacher, Maraslion Secondary School for Girls. Athens.

Mrs. Pikaki, Principal-Teacher, Maraslion Primary School, co-  
educational. Athens.

Mr. Zoulis, Principal, Varvarkion Secondary School for Exceptionally  
Gifted Boys. Athens.

Mrs. Helmes, Principal, School for the Blind. Athens.

Miss Aphrodite, Primary Teacher, School for the Blind. Athens.

Mr. Vasalos, Principal, School for the Deaf. Athens.

Miss Tambakopoulou, Primary Teacher, School for the Deaf. Athens.

Mr. Christakis, Teacher of the Mentally Retarded, Maraslion Program  
for the Mentally Retarded and a Member of the Ministry of  
National Education and Religion. Athens.

Mr. Michael, President, Secondary Teachers' Organization, OLME.  
Athens.

Mr. Georgios, Vice-President, Secondary Teachers' Organization, OLME.  
Athens.

Mr. Gkoletsos, Secretary, Secondary Teachers' Organization, OLME.  
Athens.

Dr. Panragopoulou, Otolaryngologist, M.D., President of the School for  
the Deaf, Hippocratou Hospital. Athens.

Dr. Papagiorgiou, M.D., Audiologist, School for the Deaf,  
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Mrs. Magda, Guidance Counselor, The Educational and Vocational  
Guidance Service. Athens.

President, P.T.A., Marasleion Secondary School for Girls. Athens.

Philip Politopoulos, Primary Student, Greek School. Athens.

Paul Politopoulos, Primary Student, Greek School. Athens.

Mr. and Mrs. Politopoulos, Parents, Greek School Students. Athens.

Mr. Iliopoulos, Parent, Greek Secondary School Student. Athens.

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