

formation behandelt, um die endogenen Prozesse der Peripherisierung der Türkei aus ihrer Geschichte erhellen und darstellen zu können.

Im quantitativen Hauptanteil (Kapitel IV) versucht der Verfasser den ökonomischen und sozialen Wandel in der Türkei seit der Gründung der türkischen Republik zu untersuchen. Dieser Abschnitt als ein Handbuch zur sozioökonomischen Entwicklung der Türkei bereitet die Argumentation der Folgen der strukturellen Heterogenität vor: Die Genese der Produktivitätsgefälle in den Produktionsphären und Wirtschaftssektoren ist zugleich der Grund der Auseinanderentwicklung dieser Sektoren, also der ungleichen Entwicklung, die sich mit der raschen imperialistischen und kapitalistischen Penetration nach dem zweiten Weltkrieg forciert fortgesetzt hat. Diese Umwandlung der Wirtschaftssektoren in einer sehr deformierenden Weise der türkischen Wirtschaft und Gesellschaft erklärt nicht nur die entgültige Peripherisierung der Türkei, sondern auch die Herausbildung der strukturellen Heterogenität. Um diese Entwicklung durch eine von außen bestimmte und forcierte Industrialisierung darzustellen, wird hier im wesentlichen die Entwicklung der importsubstituierenden Industrialisierung analysiert.

Im V. Kapitel beschäftigt sich der Verfasser mit der ungleichen Entwicklung der Wirtschaftssektoren, die durch die strukturelle Heterogenität gekennzeichnet ist, und mit den Folgen dieser Deformation.

Der Verfasser verwendet hier die Einkommensverteilung zur Herrschaftskritik, was zugleich zur Erklärung der öfters stattfindenden Militärputsche in der Türkei und der militärischen Maßnahmen der immer ärmer und auch rebellischer werdenden Bevölkerung erklärt.

Da in dieser Arbeit das Metropol-Peripherie-Modell zunehmend auf die Analyse der inneren hemmenden Bedingungen einer gehemmt kapitalistischen Entwicklung des untersuchten Landes reduziert wird, bemüht sich der Verfasser in dem Schlußteil, verschiedene strategische Möglichkeiten zur Überwindung der türkischen Unterentwicklung durch die Beseitigung der strukturellen Heterogenität zu zeigen.

FARUK SEN

Anna Frangoudakis, ed., "Education in Greece Today: A Symposium", New York, *Journal of the Hellenic Diaspora*, Vol. VIII, Nos. 1-2, Spring-Summer 1981, pp. 167.

One of the few English-language journals about modern Greece has devoted two full issues to an examination of contemporary Greek education. Sixteen articles attempt to portray what the editors term the «tapestry of education in Greece today», with varying degrees of success.

The introductory essay by «guest editor» Anna Frangoudakis sets the tone for most of the collection while also illuminating the rationale for the selection of topics and contributors. To the central question of why, despite widespread demand for reform, the educational system has changed so little, the author tries to find answers in the country's economic structure, class antagonisms and exces-

sive reliance upon foreign influence. She rejects the modest reform measures of the mid-1970's as inspired by foreign models and «Western logic». However, while her call for «new forms of educational structures» which will be genuinely Greek may seem appealing, in the absence of any clear conception of what these new structures would be it amounts to little more than a romantic dream.

If the inadequacies of Greek education are to be laid at the door of post-war foreign influences, how then does one account for the fact that its structure and content have remained highly traditional, bureaucratic and nationalistic, quite unlike contemporary Western systems? For as Alexis Dimaras observes in his brief note on frustrated educational reform, the central European prototype introduced in 1834 and progressively Hellenized has not changed significantly in philosophy and structure. Even the much-heralded «reforms» of 1976 (increased years of compulsory schooling, exclusive use of demotic language, promotion of technical secondary education, demotion of ancient Greek and Latin) were largely technical adjustments rather than changes in basic orientation.

Theopoula Anthogalidou-Vassilakakis and Marianna Kondilis examine the 1976 reforms in greater detail. The former makes the essential point that Greek educational legislation and administrative edicts so thoroughly order and regulate the system as to leave very little initiative to the actual participants in school life. The Ministry of Education constitutes a supervisory hierarchy which prescribes educational policies and practices down to the last detail. The reforms which were carried out from above without prior consultation or experimentation left untouched the ordering of roles and relationships within the system.

Babis Noutsos reviews briefly the few significant studies of Greek education in recent years, and in a second article offers some content analysis of changing themes in the secondary curriculum.

In a thoughtful article supported by data, Michael Kassotakis discusses the reasons for the negative attitudes Greek youth hold towards technical and vocational education.

The major article on higher education by Kostas Gavroglu emphasizes the inability of the university to reproduce itself given the absence of graduate training and research. Despite reform efforts in this area, none has succeeded since 1932. The author brings forth some useful information, but his case is marred by unsupported assertions about the socio-political reasons for educational stagnancy. In one of the shorter but more lucid and penetrating contributions, Maria Iliou explains the impotence of research in the makeup of a true university, and sagely analyzes the far-reaching consequences for Greek higher education of an absence of organized research and graduate training, which she documents from UNESCO figures.

Maria Nassiakou recounts how a research project in Greek mountain villages concluded that the high motivation of rural Greek families toward educational advancement was a result of their desire to abandon the life of the countryside «which the entire Greek population rejects».

Constantine Tsoucalas, in an article entitled «Some Aspects of 'Over-Education' in Modern Greece», attempts to account for the pronounced propensity of Greeks to seek higher education, and particularly the tendency for village youth to find their way into the universities in exceptional numbers. He dates this pro-

pensity from the nineteenth century when wealthy Greek communities of the diaspora used their financial strength to create a large, non-productive middle class in Athens and certain diaspora centers. Socially mobile elements of the rural population found places in this petty bourgeoisie through the medium of the university which provided the requisite cultural and ideological attainments. This social pattern became so firmly entrenched that it survived the collapse of the diaspora in 1922. After 1949 new relations of dependency upon the international capitalist market led to a swollen tertiary sector in Greece which again created a demand for certain types of higher education.

This ingenious attempt to explain a leading educational phenomenon through a materialistic analysis of Greek social evolution is too facile. Tsoucalas's data is sparse, his causal connections are vague and his reasoning tends to be mostly deductive. His hypothesis therefore seems arbitrary and unconvincing, though like all his writing, it is most provocative.

The most enlightening article in the collection, «Some Economic Aspects of Education» by Stephanos Pasmazoglou, presents extensive data from Greek and United Nations sources. Pasmazoglou documents the low level of public spending on education by comparison with the countries of Western Europe. Inadequate financing and the lack of an overall strategy for developing financial resources to serve educational needs creates both quantitative and qualitative weaknesses. A lack of confidence on the part of the citizenry in public education has driven families to make massive expenditures for para-education, i.e., private supplementary instruction at the secondary level, and for foreign university training. These financial outlays actually exceed at both levels all state expenditures for education. Students and professors exhibit little commitment to their university responsibilities, partly because of the lack of stimulation from research or graduate study. The author finds significant disparities between the educational system, which stresses general education, law and the humanities, and the real needs of the economy. He urges development of technical and vocational education, which now command little public respect, as an instrument of economic and social policy. While the author proposes tapping the private industrial sector for financial resources to support education, he stops short of suggesting that private education, which absorbs vast sums but must often operate in covert and perverse ways, be allowed to function freely and openly so as to establish higher standards which the public institutions would be obliged to emulate. While stressing the quantitative aspects of education, the author recognizes that the solution to Greece's educational problems demands not merely economic measures but rather comprehensive, in-depth reform and the building of public confidence in the system.

The uneven quality of the articles and the omission or superficial consideration of certain key problems prevent this survey from fulfilling the editors' promise of an integrated critique of the educational system. Professional training in the universities, i.e., law, medicine and engineering, goes without mention. Private education, which has pointed the way to much of whatever innovation has occurred, receives attention only in one weak article. Conspicuously absent is any analysis of the attitudes and values of teachers regarding their profession and their students; of the quality of their pedagogic training and preparedness; or of the impact of syndicalist influences upon the teaching vocation. The extraacademic

contribution to student enrichment from cultural activities, athletics and personal and vocational counselling is nowhere discussed. While some of the better articles offer useful data, most of it pre-dates 1975 whereas the discussion focuses largely upon later developments.

Granted that the educational system has serious deficiencies, it probably is not so totally devoid of merit as the contributors maintain. They overlook certain strengths, such as the rigorous secondary curriculum, particularly the heavy dosage of mathematics (six years) and physics (five) which compares favorably with other countries. Greek students' remarkable success in gaining admission to top foreign universities and their consistently high performance there signify that their previous training cannot have been altogether unworthy. Some comparative information about curriculum levels and achievement in Greece and other countries would have been useful in this respect.

One looks in vain in these studies for any clear and specific proposals for improvement. As Dimaras observes, there exists no progressive plan for comprehensive educational reform in Greece today. The publication under review unfortunately does not point the way. It must be noted, of course, that it appeared before the advent of the Andreas Papandreu government which has pledged to carry out the task which so far has eluded the country's leaders.

The basic question, left unanswered in this study, is why in Greece, where the central administration becomes involved in so many ways in the life of the citizen, the performance of the public services, including notably education, fails to win the respect and confidence of the citizenry. The incompetence and inertia of the state mechanism has been a constant factor for many decades despite social and economic change, despite political shifts. The causes must be sought in the structure and internal dynamics of the political system and the far-flung bureaucracy, and, more basically, in the social and cultural values which support these institutions. Otherwise the change-resistant and ineffectual character of education cited in these essays will continue to resist diagnosis and reform.

Anatolia College, Thessaloniki

WILLIAM W. MCGREW

*Εκθεση Εικοσαετίας 1960-1980. Κέντρον Νεοελληνικῶν Ἑρευνῶν Ἐθνικοῦ Ἰδρύματος Ἑρευνῶν, Ἀθήνα 1980, σ. 121 [Annal d'un vingtaine 1960-1980. Centre des Recherches Néohelléniques de l'Institut National des Recherches, Athènes 1980].

Cette édition constitue une chronique de Centre des Recherches Néohelléniques de la Grèce, qui présente son activité, ses buts et ses résultats pendant les vingt ans de son fonctionnement, ainsi que ses futurs plans de recherche. Le Centre, fondé en 1960, a suscité à l'intérieur et à l'étranger des études sur le Néohellénisme, une période qui examine les évolutions de la culture et de l'éducation néohellénique à partir de l'occupation turque et qui arriva jusqu'au XIX^{ème} siècle. Le mouvement des idées, la pensée philosophique, les relations avec l'Occident et l'influence de la littérature et de la philosophie européenne sur celles de la Grèce moderne, la