A SUMMARY AND REPORT

SABBATICAL LEAVE: 1981-1982

MARY CAROLINE NEAL

Submitted to the Salary and Leaves Committee

and the Board of Trustees of Mt. San Antonio College

January 6, 1983

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MT. SAN ANTONIO COLLEGE
APPLICATION FOR SABBATICAL LEAVE

Name of Applicant Hymanson (Last) Mary (First) Caroline (Middle)

Address 1343 Via Zurita Claremont, California 91711

Employed at Mt. San Antonio College beginning September (Month) 1960 (Year)

Date of last sabbatical leave:

From: February (Month) 1973 (Year) To: June (Month) 1973 (Year)

Type of sabbatical leave requested:

A. One semester / / Fall ____ Spring ____
B. One year /xx/
C. Administrative / /

Purpose of sabbatical leave:

A. Study / /
B. Travel / /
C. Study and Travel /xx/

Effective dates for proposed sabbatical leave:

From September (Month) 1981 (Year) To: June (Month) 1982 (Year)

1. In the space below present a statement of your proposed plan of study, research, or travel, including a description of the nature of the project, the design or outline to be followed.

I wish to pursue a threefold plan which involves

1) graduate study at U.C.L.A. in the department of education: curriculum and special language study (E.S.L. and remedial). This will involve at least 12 units.

2) During six weeks in September and October I will be joining a student group which Dr. Harry Carroll(classics department, Pomona College) takes to Greece every alternate year. I will not be formally enrolled as a student of Greek (I have studied Greek) but will be able (as an alumna) to take advantage of lectures, instruction and an extraordinarily well-versed instructor in art, literature and classical studies.

3) I will be working on a text in basic language which will, I hope, be finished during my sabbatical year. I have just finished one text, which has been published by Harcourt-Brace-Jovanovich: Connections and Contexts; A Basic Vocabulary, which will come out December, 1980.

These three areas will coordinate nicely -- research and performance.

II. State the anticipated end result, particularly as it will help you to render a more effective service to Mt. San Antonio College.

The advantages of area number 1 are readily perceptible: this is an area with which I am always involved directly -- the kind, level and quality of curricula for English studies. These classes will contribute directly to resources and skills for Mt SAC teaching. Since I am also involved with producing textbooks, this will provide invaluable resource material in regard to needs and levels in textbook materials. Incidentally, both textbooks, the one already produced and the proposed sabbatical project, will be used directly in classes at Mt. SAC. They are created with our student population in mind.

Area number 2 -- travel to Greece -- has both obvious and more subtle qualities to recommend it. I teach mythology and literature, and the nature of the debt of the Western World to Greek studies does not have to be mentioned. Also, I am not taking a "tourist" tour, but I will be traveling with a notable scholar and(although not for credits) will be following a regular course of study and a sound and thorough consideration of the places and artifacts considered.

Area number 3 -- writing a language text -- also has obvious corollary benefits for my students as well as myself. The text will be used in courses here and certainly, the doing will sharpen my capacities.

Any change or modification of the plans as evaluated and approved by the Committee must be submitted to the Committee for reconsideration.

Signature of Applicant Mary Caroline Hymanson Date 11/26/80

APPROVAL OF THE DIVISION

Signature C Doran Date 11/26/80
Chairperson

APPROVAL OF THE OFFICE OF INSTRUCTION

Signature Joseph M Jagorski Date 12-1-80
Vice President, Instructional Services

MT. SAN ANTONIO COLLEGE
1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789
Telephone: (714) 594-5611

January 13, 1982

Mrs. Mary Caroline Hymanson
1343 Via Zurita
Claremont, CA 91711

Dear Cary:

I am pleased to inform you that, at its meeting of January 11, 1982, the Salary and Leaves Committee approved your request to modify your sabbatical leave plans. It is our understanding that you would like to complete graduate course work at Claremont College rather than UCLA.

On behalf of the Committee, best wishes in your sabbatical activities. Please contact me if you have further questions regarding this matter.

Sincerely,

Walter W. Collins, Chairperson
Salary and Leaves Committee

jlv

cc Salary and Leaves Committee

Statement of Purpose

It was my stated purpose to spend one-half (roughly) of my sabbatical leave in Greece engaged in travel and study. My primary purpose was to see, absorb and assimilate as much as possible of the historical and cultural legacy of Greece while also involved with formal college study. My formal college study was comprised of three credit classes and one non-credit class taken in conjunction with students from the Pomona College Semester in Greece associated with the College Year in Athens program. The three classes taken for credit (under graduate) were Platonic Philosophy, Art and Architecture (primarily in situ) and a field class conducted by Dr. Harry Carroll of Pomona College. Dr. Carroll is a classicist, historian and archaelogist who has conducted this program many times during the last twenty-five years. The non-credit course was Demotic Greek.

The other half of my proposed sabbatical plans comprised graduate work in education at U.C.L.A. Graduate School of Education. In December 1981, upon return from Greece, I requested approval for a shift in plans to the Claremont Graduate School of Education. This request was based upon both personal and academic judgements. Rather than the heavily structured "track" program at U.C.L.A., I was able at Claremont to select particular areas of study that seemed more directly related to what I teach at Mount SAC, and more closely related to the populations with which I am concerned. Also, in January -- something not planned when I applied for Sabbatical -- I married Dr. Fred Warner Neal of Claremont.

I expected the above combination of travel-study and intensive study to be of vital and direct value in relation to all that I teach as well as in broader but less easily measurable terms. I hope that the following narratives, lists and summaries will also convince the reader that this expectation has been realized.

To the academic work agreed upon I added two more Claremont Graduate School courses: Principles of Communication (Educ. 322) and Sociology of Education (Educ. 351). To the travel agreed upon, I added three more countries: Yugoslavia, The USSR and France.

My Sabbatical really began on the 8th of September sitting in a much-delayed plane on the field at Kennedy Airport, New York. The young man sitting next to me -- also going on the Pomona College Program -- remarked in an impatient voice, "Let's get this show on the road. We've been waiting almost three hours!" It was then that I actually realized I was going. I replied to him, "Young man, I've been waiting thirty-five years; sit back and wait a few minutes more." The prospects of living in Greece for four months could stand a few hours' wait. Since I had studied the classics in 1946-49 as a classics major, I had longed to go to Greece. Now, thanks to the Salary and Leaves Committee, and to the Board of Trustees, and a marvelously generous Pomona College Professor, I was going to realize a continuing ambition -- in a most abundant fashion.

COLLEGE YEAR IN ATHENS

MEMO:

FROM: Director of Studies

TO: HYMANSON, MARY CAROLINE

DATE: September 10, 1981

SUBJECT: Your Program of Studies, First Semester, 1981-82

H1. Greek History (ancient)
L1. Greek Literature (in trsl.)
A1. Greek Art
A2. Archaeology (Monuments)
A6. Byzantine Art
C1a First-Year Ancient Greek
C2a Second-Year Ancient Greek
C3a Third-Year Ancient Greek
C4a Advanced Latin

✓P1 The Philosophy of Plato
H1a Modern Greek
M3 Greek Anthropology
MS380A Medit. Math & Science
MS311 Medit. Economics
MS331 Islam (1/2)
MS365 Art & Archaeology
M380B Modern Greek
✓PM1 Art & Archaeology
✓PM3 Field Work
✓PM2 Modern Greek

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COLLEGE YEAR IN ATHENS
CALENDAR FOR POMONA COLLEGE STUDENTS
1st Semester 1981-1982

	Sn	M	Tu	W	Th	F	St	
SEPT	6	7	8	9	10	11*	12*	9 Students arrive; 10 Registration
	13*	14*	15*	16	17	18	19	11-15 Field trip to the Peloponnesos
	20	21	22	23	24	25	26	17 Classroom instruction begins
	27	28	29	30				19 Acquaintance luncheon
OCT					1	2	3*	3 Day trip to Aegina
	4	5	6	7	8	9*	10*	9-11 Field trip to Mykonos-Delos
	11*	12	13	14	15	16	17	(missing classes on Oct. 9)
	18	19	20	21	22	23*	24*	23-27 Field trip to Crete
	25*	26*	27*	(28)	29	30	31	28 Greek Resistance Day (no Classes)
								30 Midterm grades due
NOV	1	2	3	4	5	6	7*	7 Day trip to Daphni-Corinth
	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	24	25	26*	27*	28*	26-28 Field trip to Delphi
	29	30						
DEC			1	2	3	4	5	
	6	7	8	9	10	11	12:	12-19 Semester examinations
	13	14:	15:	16:	17:	18:	19:	
	20							20 End of Program and Christmas vacation

Classroom instruction days: underlined
Field instruction days: asterisk
Examination days: colon

Brief Summary: The Field Study Class

Sept. 11-15:	Field trip to the Peloponnesos
Oct. 3-5:	Field trip to Aegina
Oct. 9-11:	Field trip to Mykonos-Delos
Oct. 23-27:	Field trip to Crete
Nov. 7-14:	Field trip to Daphni-Corinth
Nov. 26-28:	Field trip to Delphia

The above were the major field trips involved with the Field Study Class. The class consisted of lecture in the field; we were accompanied by Dr. Carroll who explained and enlivened everything we saw. The class involved participation in all of the field study trips and the keeping of a journal to be submitted at the end of the semester. The journal includes historial and archaeological material as well as personal response.

We were continually discovering that our group had grown -- people who were attracted by the young people and the much richer guiding and lecturing that we were getting. Also, Dr. Carroll was often kind enough to give other people rides on our bus, or let them share the tour. It was a fulfilling kind of experience -- humanly and academically. I never studied formally at Pomona College with this man, but I wish I had. By the time I attended Pomona in 1958 I was an English major, no longer a nascent classicist. But now I have cheated time; I have been to Greece; I have studied with Dr. Carroll -- two goals I never expected to fulfill.

The lectures and the learning were continuous: on the bus, or boats traveling, at the sites, over lunch or dinner in the hotels and just walking along the streets of little villages or in Athens; I feel that I learned as much from this very wise man and his wife as I would have learned in many months of graduate school. He has known Greece intimately for more than twenty-five years. He is an accomplished Latin and Greek scholar, an epigraphist of note and a delightfully witty and urbane man with an amazing collection and perception of the literary works of the western world.

These field trips and all that I learned from Dr. Carroll are directly relevant to my teaching at Mount SAC. In the pages to follow I have included some of the material from my journal and some particular reminiscences to illustrate the content and the quality of the trips.

Greece: Classes and Study

The most fascinating and valuable classes that I took were the two Art and Architecture classes, one *in situ* in Athens, and other *in situ* throughout Greece and the islands. Immediately upon arriving in Greece, we were met at the airport by Dr. Carroll and crew and taken to our apartments in Kolonaki. We lived in small groups in separate shared Greek apartments rented by the College Year in Athens on a more or less permanent basis. We picked up our keys, stowed our gear, walked about a bit -- most of us just had to look at the Acropolis, if even from a distance -- had an early dinner and went to sleep early. The next morning, without even seeing much of Athens, we were off to the Peloponnese, that part of Greece shaped like a plane leaf that extends southwards from the Isthmus of Corinth. It was Dr. Carroll's plan that we become a unit and that we see some of the most ancient sites famous in myth and to archaeologists before we began our sojourn in Athens and class study. It was a most effective way to weld us as a group and also to make going back to Athens seem like going back home. This trip we were to concentrate on the sites and museums in the Argolid, Messenia and Arcadia. Of most particular study were Mycenae, Tyrens, and Pylos, remnants of the Myceanaean and Minoan civilizations. We went through the countryside, much like California in some spots, and to the Isthmus of Corinth, across the bridge and into the Peloponnese. This trip we did not go on to Corinth and Acro Corinth, although we could see them from a distance. It was still warm weather and we would return to climb to Acro Corinth in the winter coolness. Now, through Sicyon, we drove on to the

Argolid; it delighted me to note that we were passing through Nemea (where, mythically at least, Heracles fought the Nemean lion). Had we turned north at Sicyon instead of south, we would have come instead to another area of Heracles' triumphs: Stymphalian Lake.

Argos in Greek means "a plain." This triangular section, the Argolid, is separated by mountains from Corinth on the north and Arcadia to the west. A Greek traveler, second century AD, Pausanias, used the tern "Argolid" to include the important cities that we were to see. The first, of course, was the legendary Mycenae, with its lion gate and association with Agamemnon. Dr. Carroll lectured not only on the actual archaeological and historical elements of Mycenae, but also about the Greek mythology and The Agamemnon of Aeschylus, which I have taught many times in literature and myth classes. He also leavened everything with charming and witty tales of the various archaeological digs and even his first visit here many years before. Needless to say, most of the serious material and even some of the jocular asides will surface someday in my mythology and literature classes. How magnificent it is to be listening to a lecture about these things in their very presence, standing in the places dramatized in Aeschylus, Sophocles and Euripedes. I went off by myself momentarily and stood high on this windy hill with the Greek sun beating down brilliantly and thought about the people who must have stood on this same hill, in this powerful citadel in the 18th century BC. I could conjure up the reality for the Homer-touched Schliemann digging and finding what he thought to be the gold mask of Agamemnon; and I could conjure up the mythic Cassandra -- this mad captive riding up the hill in Agamemnon's chariot with

Agamemnon. And the adamantine Clytemnestra waiting with devious Aegisthus to dispatch them both. I later saw the "Agamemnon mask" in the National Museum, and somehow, understood how Schliemann could have called it so. Alas, though scientific methods of dating have disproved his naming, no one can fault his finding. Besides, this is clearly a land as is Israel, where one can fit history and myth together without mortice -- much as the great Cyclopean stones behind me were fitted together -- and were still fitted centuries later, huge and mute behind me in the ancient walls. Homer and the dramatists are still the real guidebooks to the Argolid. The mythical founder of Mycenae was Perseus, the first of the Persiad Dynasty, and it was the last of the Persiads, Eurystus, who sent Heracles on his fabled labors, down to the areas form which we had just come.

Also close to the remnants of the citadel are the mammoth and amazingly well-preserved Tholos tombs; these also, titled more from myth than certain history: The Tombs of Atreus (most famous), of Aegisthus, of Clytemnestra, and of The Lion, as well as the shaft graves which have yielded rich finds now housed in the National Museum. We stopped at Argos briefly and then went on to a field near Tiryns -- sister city of Mycenae? -- where we ate our picnic lunches and bought grapes from a little old Greek woman.

Tiryns, "the wall-girt city" Homer called it. Indeed, the walls are all that remain -- that is the oldest, most mammoth part of them, the Cyclopean stones again. Never inhabited after Myceaean times, it was first explored in modern times (1876) by Schliemann and then, continually by the German Archeological Institute, and,

indeed, witness to the venerable and lengthy business of digs, we found a group of German archaeologists there, still sifting and studying.

Every day of the time, we returned in the late afternoon to the shadow of the magnificent Venetian fort dominating the little town of Nauplion. Some swam, some just walked along the small harbor, watching the sun go down over the mysterious little Bourzi island. Tomorrow, Pylos (old and new).

The trip to Nestor's Palace and the remarkable find and dig of Carl Blegen whom Mr. Carroll knew very well (Blegen died relatively recently). It was here that an accident of fate baked the linear B tablets that confirmed Michael Ventris' assumptions and helped to penetrate that undeciphered script. We had the hill to ourselves and a wonderful class within the walls of Nestor's Palace.

After Pylos, we went to the beautiful beach at Methone with its Venetian Palace edged shore, long silent beside the calm, warm waters at this rocky tip of land at the end of the southernmost tip of the western shore. We built a common sand castle and thought about the whims of history and the palaces of man.

The Trip to Crete: Brief Remarks

Sometimes literature, imagination and reality merge in incredible fashion. Twice during this Greek experience I have had that fusion and recognized its parameters. I had been reading Katzanzakis's Freedom and Death on the boat from Athens -- or rather re-reading.

And then I stepped off the boat and into the Heraklion of the novel, and kept running into and out of it throughout the stay in Crete.

We had left from the Piraeus in the late day for the overnight trip to Crete on the stubby high Greek boat. We never traveled "cruise" style -- always Greek. This boat was packed with Greek families and food and children. It is strange to us that they all pack inside where it is always stuffy and many get sick. They do not even provide much seating outside on the decks and on top (as did the smaller boat to Mykonos). This was the first time we had taken "sleeping" arrangements on a boat; these were second class horrors. There were little cubicles with two to four bunks. Many of us stayed up above in the crowded lounges or out on deck as long as we could. After a rather cramped and miserable night, we pulled into the harbor, the very harbor Katzansakis describes! We were not to stay the whole time in this gray town, but stayed one night at beginning and end. The remainder of the time we stayed at a charming, if somewhat touristy, little place called Agios Nicolas.

Our main quests here were the famous remnants of Minoan Civilization: Knossos, Malia, and Phaestos, and the museum at Heraclion. Some of us went looking that night in Heraklion for the Greeks. We found a barn-like family taverna filled with Cretans of all ages, dancing, singing, eating, celebrating weddings, birthdays, and just life itself. We felt a bit strange at first, but they accepted us, shared fruit and wine, were fascinated to hear that we were from California and there, not solely as tourists, but to study their past. The Cretans were not Athenians. They seemed more

like the Greeks we expected to find; also, they were more friendly.

Our trip the next day was to Knossos, the wonderful find of Sir Arthur Evans, who so long had kept it for his own. It was both exciting and frustrating to see the work that Evans had done with reconstruction at Knossos. On the one hand it was helpful to see halls and buildings actually standing, but his reconstructions and decorations were not always apt. It is a remarkable place, this center of Minoan Crete -- and pre-Mycenaean Center. A Cretan woman that I met on the boat going back told me that her father had lived all his life a few miles from the olive groves of Knossos and had never been there, and more, had he gone there, "He would not have understood what it was all about." It delighted her, the irony that we from thousands of miles away and another culture would come so far to see what her father, who partook of the heritage, would not have gone three miles to see, even on Sunday when entrance is free! She had been to the University in Athens and understood her own Greek and Cretan heritage and its venerable past. Her English was scant but sensitive and my Greek was scant and insensitive, but we managed to spend a good portion of the trip talking about America and Crete.

We visited not only Knossos, but also Malia and Phaestos, palaces unearthed and left in their ruined state. Seeing them, because of Evans -- wrong as he might have been -- we had a better sense than usual of how these ruins on the hill at Phaestos and by the shore at Malia might have looked. I apologized to the shade of Sir Arthur.

Crete is a fascinatingly varied island; it is mountainous but with high plains -- the plains of Lassithi were barren and dry when we saw them as Crete has been suffering a severe drought, and the windmills were un-flagged and still. Always, it is dominated by the Ida Massif and the heights of Mt. Dictes where the ancients have it Zeus himself was born.

We had a convivial and non-scholarly finish to the trip to Phaestros and Agia Triados, a lunch on the porch and an afternoon at the lovely beach at Mallata. Little black goats frolicked about on the high bluffs as they have for centuries, and we consumed quantities of excellent sea food and Greek salad. Pomona College hosted our dinner the next night when we took the trip up to the high Lassithi and climbed with the mules to the grotto -- the more stalwart than I went down into it -- to see the birthplace of Zeus. The dinner was plentiful, the spirits were high, the day was a rare one. As was so usual in Greece, I didn't need any wine for "euphoria", the experiences were heady enough. That night, like so many other nights in Greece, I went to sleep with an incredible sense of past and present fused and at least a gut recognition of the venerable seeds of western civilization. Often, when falling asleep, I merged in my mind impressions of Israel, of Rome and of Greece, and the long parade of history.

Crete, I think, was my favorite place because the people seemed of a different sort, poor and troubled like other Greeks, but somehow forged of sterner stuff, and more like the Greeks I had imagined. They also seemed less anti-American despite the election

furor here as elsewhere. The food was fantastic, the environs gorgeous and different from other areas where we had been. I would like to go back again and see Gornia and the other side of the island where we did not go.

The last evening at Heraklion, I climbed to the monument to Katzanzakas, simple like the one I was later to see to Tolstoy. I looked one way at Mt. Ida another to Mt. Dictys, and watched the sun set over the "wine dark sea." Now, I can always close my eyes and do so.

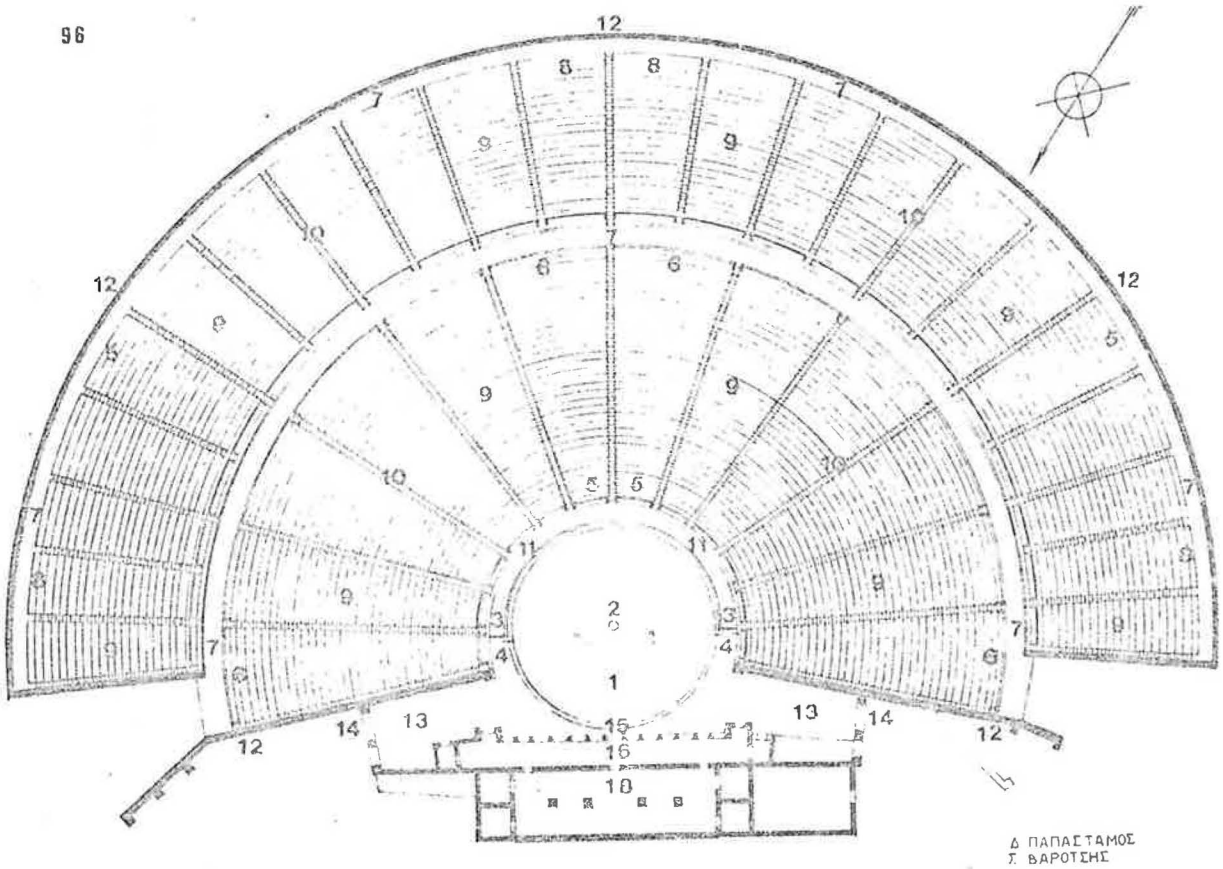
Each day all the trips were fascinating, each more interesting than the one before.

The Trip to Olympia and Epidaurus

The countryside around Olympia is greener and lusher than the other areas thus far. One knows that anywhere in Greece he is never more than 55 miles from the sea, but here it seems more distant. We stayed in a pleasant place among the trees with a lovely semi-outdoors lounge and bar. Here in the evening, the waiters finished their work and then did Greek dancing for us, even teaching the young people some of the intricate steps.

Olympia, the site, resists description. It affects one similarly to Delphi. I have seen many pictures; I took many pictures; but nothing but standing amidst those trees and the huge and stately fallen columns makes it real. The museum here is rich in marvelous examples of the various periods of Greek sculpture. Here, as always, we had Harry Carroll for questions and answers, for expansion of

This plan of the theatre of Epidaurus will illustrate well the nature and complexity of the Greek theater generally and the specific construction and arrangement of this marvelously re-constructed theater.



PLAN OF THEATRE

1) Orchestra. A circular and level space in the middle of the theatre within which the rhapsodists and chorus performed.
2) Thymele. The centre of the orchestra; the rhapsodists stood on the steps leading up to it.
3) Evripos. A rainwater conduit.
4) Kathodos. Descending passageway.
5) Koilon. Auditorium, part natural part constructed.
6) Lower auditorium.
7) Diazomata. Uninterrupted gangways separating the upper and lower parts of the auditorium
8) Epitheatron. The upper tiers of seats.
9) Kerkides. Semicircular continuous rows of seating.
10) Klimakes. Stone steps giving access to spectators' seating.
11) Proedria. The front row of the lower tiers, reserved for «men worthy of their country» only.
12) Buttress walls supporting the auditorium structure.
13) Parodoi. Entrances for the use of the public and the chorus.
14) Pylones. Open spaces immediately in front of the entrances.
15) Proskinion. Proscenium: the front of the stage (see No. 18), on which the rhapsodist or actor stood.
16) Logeion. Space in front of the proscenium where the actors or chorus stood.
17) Paraskinia. The wings or spaces to the left and right of the stage where actors prepared for their entry and where later various stage properties were kept (see Megalopolis Theatre).
18) Skene. The stage or that part of the theatre where the actors stood and played.

the guidebooks, for elaborating the ties of past to present, and just for the pleasure of his wit and knowledge.

Later in the day we went to the marvelous theater at Epidaurus where he proved the incredible acoustics by reciting lines from Antigone; the class formed a Greek P for Pomona and took pictures; various students performed. The buildings of the ancient center for Aescelapius were intriguing, the mysteries of some of them still unsolved. The museum here was small but interesting.

Olympia owes its special place to the games performed there every four years; the ancient Greeks ascribed the beginning of the Olympic Games to mythical times. The reason for the origin of the games is controversial; some scholars seeing them as part of man's natural disposition to train himself and compete with others. Some, however, see the origin as religious -- a part of burial rites paying honor to the dead. The Olympic Games, whatever their origin, are useful in dating. The year 776 BC was the date of the first Olympiad.

The Delphi-Mt. Parnassus Trip

Thanksgiving at Delphi was another of those once-in-a-lifetime experiences. We stayed at a nice hotel -- looked like a ski lodge with its great stone fireplace, comfortable furniture and colorful rugs. Also the warmth and aesthetic quality of the King Ionokos was particularly welcome since it was a windy, rainy, snowy day. We went to the site because we were not sure that it might not be worse the next day. And, although I was cold, miserable, feeling pretty rocky, I will be forever glad, because we saw Delphi as it

must have seemed in antiquity. It was misty damp, growing out of the hills with steam roiling up from the deep chasms below. It was awesome, ominous, really one believed for a moment in the whole pantheon and would not have been surprised to catch a glimpse of one of the gods striding down the hill.

Delphi, the site and museum stand out even in the stellar collection that is Greece. I saw the site again the next day, sunny and benign, and it was equally impressive if not quite so elemental. Each time I came to some place like this, Olympia, Acro Corinth, Crete, the Acropolis (always), I thought, "This is the place I would take some one if I could only pick one place." Let's face it: one cannot see only one place in Greece.

The museum here is one of the most impressive. It is relatively small but so exquisitely arranged and set. The really important and imposing pieces are given space and distance -- the charioteer, for example, is approached down a long, bright corridor, and stands in his bronze splendor slightly raised at the end of the hall. Also, the whole collection is small enough so that one can go about and see most things really well and not become too tired or jaded. Given the lateness of the year and the inclement weather, we also had one of our lucky days when the whole place seemed to belong to us.

We had our Thanksgiving dinner, a gift of Pomona College, in a long fire-place-warmed room. It was a marvelous dinner and the company was convivial -- even to the singing of songs. Everybody was dressed in his most elegant for dinner. The crowning point, however, was a presentation from two young women drama majors from

Pomona College who did scenes from Greek tragedy. The wind, wailing about the hotel, obligingly presented marvelous special effects, combined with the flickering fire, the still vivid visit to the site, it was a marvelous moment. I noticed that even the waiters stopped their bustling about to sit enthralled and watch the performance. I wonder what they thought to hear "their" play in English.

If any of us felt a bit homesick, we also felt full of thanks for such a time as we had enjoyed throughout this Greek experience. This capping trip to Delphi and Parnassus finished it on a very high note -- so high as to not be diminished even by the December final exams.

Brief Summaries of Classes

Art and Architecture

Marjory Miles, Ph. D. Princeton, and Member of the American Archaeological Dig taught this course. The texts used were: Gisella Richter, Greek Art and Art and Experience in Classical Greece; Pollitt, Greek Architecture; and Biers, Greek Art and Architecture.

The major work of the class involved bi- or tri-weekly field trips in Athens and environs accompanied by Ms. Miles. We were also involved with assignments (independent) in the National Museum: predominantly papers and analyses of various stele and sculpture. These papers were intended to teach us to recognize and discuss the various styles and periods of Greek art.

Requirements for the class included three papers, a journal and a glossary. There were two midterms and a final exam.

I have included some singular experiences from this class and a brief list of the major areas of study. I have a complete notebook covering this class as well as independent trips in and around Athens should anyone wish to see it. Also I have for my use and that of my students a collection of guidebooks and other relevant source material and illustrations.

This experience I find difficult to describe without a large collection of superlatives. It is difficult to impart the kind of soul satisfaction that grows out of standing on the actual site of something that one has read about for years , listening to a specialist make it come alive. It is a richly rewarding coming

together of the real, the studied and the imagined. I did not feel a total stranger when I arrived in Athens, but when I left I felt like a Greek citizen.

The class in Athens paralleled the traveling class in excitement although differently organized. The professor was a young Princeton Ph. D. from the American School of Classical Studies in Athens -- a member of the American Agora dig. In fact, it was in her trench that the new find was made in August -- the painted stoa. We were privileged to be allowed to go down into the "trenches" as it were. Marjorie Miles held only the first class in a traditional classroom. Three times a week we met in the National Museum, or at the Acropolis, the Keramiekos, the Agora or one of the many important sites in Athens. We met so many times at the Acropolis and the Agora that I began to feel I owned them both. We examined them layer by layer and their history and structure from Mycenean times forward through the great days of Athens and to the present. We received all kinds of special privileges of entrance to the various museums, collections that were not usually shown, trips to rooms closed to tourists, and even the special trip down under the Nike temple on the Acropolis. It would take a many-paged book to deal with each and every class and the many things we learned. No one of us will ever feel a stranger to any age of Athens. What seemed to be an indiscriminate pile of ruins in the Agora was painstakingly put together again and again as it appeared down through time, and I have the notes to prove it. In the same way we got to know the secrets of Keramiekos area outside the old Athens . . . so well-versed was Ms. Miles, even though young, that she, like Harry Carroll, had the capacity to

bring to life the shades of the ancient Athenian processions that formed on the sacred way and wound up through the Agora past the temple of Hephaistos to the Acropolis. Her questions were demanding; her tests were horrors, but she made us know and understand the stones of Athens and the men who raised (and razed!) them. So familiar and easy did she make us feel with these sites that we found ourselves returning in a proprietary way at times outside of class, just to check on something.

In Athens, it would be easier to write about what I did not see. However, I will list the highlights (and regular haunts).

1. Most compelling is the Acropolis and its attendant buildings.

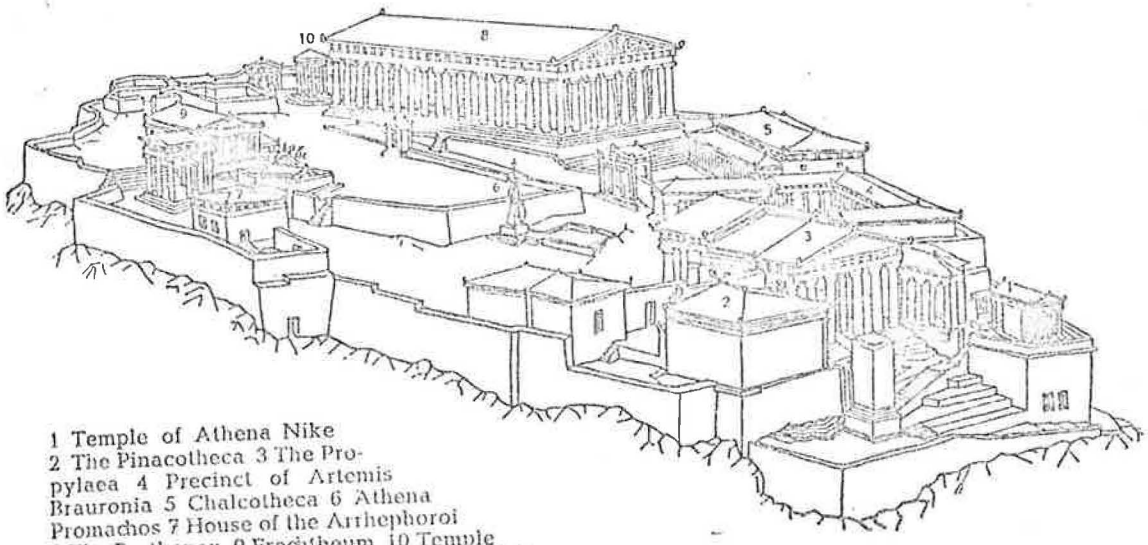
The Parthenon: (447-432 B.C.) From any angle, any time of day, one of the most extraordinary and beautiful buildings. Even in ruins, a breathtaking sight. We were permitted to go before hours, and walk within it; this is no longer allowed.

The Propylaia: (437-432 B.C.) Those structures before the entrance to the hill of the Acropolis. Had a wonderful class during which Ms. Miles imaginatively reconstructed the hall of paintings.

The Nike Temple: (427-424 B.C.) A small gem. We had the special privilege of going down inside under this temple to much older remnants -- even to Mycenaean remnants of walls. Unlike the friezes on the other buildings, the friezes here depicted scenes from the historic battles between the Greeks and Persians at Plataea.

The Erechtheion: (421-406 B.C.) Under scaffolding and under lengthy repair, so we could only view it from outside and around. We could study the real Caryatids (Korai) in the Acropolis museum where they are now protected from the smog and the elements.

The Acropolis Museum: Displays mainly the marble sculptures found on the Acropolis. It also includes a number of architectural reliefs from temples built long before the Parthenon. The oldest pediment extant (6th century B.C.) is one of



1 Temple of Athena Nike
2 The Pinacotheca 3 The Propylaea 4 Precinct of Artemis Brauronia 5 Chalcotheca 6 Athena Promachos 7 House of the Arrhephoroi
8 The Parthenon 9 Erechtheum 10 Temple of Rome and Augustus (Groundplan p. 8/9)

THE ACROPOLIS

This small diagram is included to give some points of reference for the material discussed on site visits to the Acropolis.

Heracles slaying the Lernian hydra. I think I enjoyed most the charming archaic koroi with their "archaic" smiles, the Moschophoros (a bearded youth carrying a calf) and the Kritias' Boy (c.485 B.C. of the severe style). Some of the Parthenon frieze that is not in situ (or in the Elgin collection in the British Museum) is also displayed.

The Theater of Dionysus and the Odeum of Herod Atticus: Impressive by its location, but in much more ruined state than the marvelous theater at Epidaurus. The Odeum has been largely restored and is used in summer for theatrical and musical performances.

2. The Agora of Athens and the Stoa of Attalos (restored and used as museum and workshops, etc. for the Agora dig).

The Temple of Hephaestus and Athena (Thesion). The best preserved temple in Greece by virtue of the fact that it was converted into a Christian Church.

With the exception of the Thesion and the restored Stoa of Attalos (restored by the American Archaeological School of Athens), the Agora appears, on first visit, to be an interesting pile of rubble. We came here class after class, however, and Ms. Miles rebuilt it for us out of the rubble and the large reading assignments she gave us between classes. She performed the same magic on the Roman Agora and the Kerameikos Cemetery.

3. The Kerameikos: In antiquity this was Athens' main public cemetery. The most interesting feature here is in the collection of stele [the ones now along the sacred way are copies; we also viewed the originals in the Kerameikos museum and the National Museum]. Also interesting to envision is the Dipylon (the city's main gate: antique cemeteries were always outside the city), and the ruins of the sacred gate. Although in the busy, semi-industrial part of Athens, this is still a quiet, green parklike place to walk.

4. The National Museum: Here we held numerous classes and the remarkable collections are too numerous to go into here. I have the catalogue should anyone wish to see it, as well as notes and descriptive

commentary on the many items we studied.

One of my favorite sights is the famous bronze statue of Poseidon (Zeus?) called "The Poseidon of Artemision," salvaged from the sea, and the marvelous "Marathon Boy" and the Horse and Jockey of Artemision. I also enjoyed seeing the frescoes from Thera (Minoan) (Santorini). This was a special privilege afforded this class, as they are no longer open to tourists.

5. Lykabettus Hill: Mainly a marvelous place to go and watch the sun set over Athens, the Saronic Gulf and the Parthenon. High above, but very near where I lived. One can look all around at modern Athens spreading into the hills, and see the mountain from which the Pentelic marbles came for so much of the building.

6. The Benake Museum: Although I did not spend much time here, there is a fascinating Byzantine collection, and in the basement an interesting folk collection.

One could go on and on -- the Plaka, a whole area with narrow streets and interesting shops . . . the Genadiou Library at the American School . . . the Mikri Mitropoli (small cathedral jutting out into the street, sunk now below street level) . . . the Piraeus . . . the large squares: Syntagma and Homonia . . . and the National Gardens in the midst of Athens.

Philosophy Class

The readings were all primary (i.e., not in Greek, but the works of Plato, not commentaries or secondary sources). Required readings were:

1. The Early Group and Socrates

   The Apology (the defense of Socrates)
   The Meno (Can virtue be taught?)
   Gorgias (The absolute nature of right and wrong)

   The lectures for this section predominantly concered Socrates, the Athens of his time and other (earlier and contemporary) philosophical attitudes.

2. The Great Dialogues of the Middle Years

The Republic: the operation of justice: individual and the state; the Ideas.
Phaedo: The postulation of the Theory of Forms.
Symposium: (most poetic) Beauty and the path to the highest Good.
Phaedrus:
Timaeus:
Philebus: the study of pleasure; the deepest ultimately of the mind.

3. The Late Dialogues and Studies

Theaetitus: Technical philosophical ideas.
Parmenides: The distinctions between the one and the many.
The Sophist: The nature of non-being.
The Laws: (Only in part; this is Plato's longest work). Discusses in practical terms the nature of the state.

To anyone who has studied even the most basic history of western civilization or the most introductory philosophy course, it is not necessary to justify the value of the intensive study of the Platonic ideas. Not only have his teachings been most influential in the development of Western World attitudes and ideas, but his questions and considerations touch upon almost every philosophical problem that has occupied subsequent philosophers down throughout time.

One recognizes with such reading, and the attendant lectures, that indeed, it is not just the actual word philosophy (philos, love; sophia, wisdom) that is Greek, but the discipline, perhaps, itself which owes an inestimable debt to this 5th/4th century B.C. philosopher.

The class comprised the readings, discussion, three analytical papers, a midterm and an exquisitely difficult final exam. I do now feel a close knowledge of the philosophical and literary qualities

of the writings of Plato. Such knowledge is helpful in many ways directly: in mythology and literature classes; and indirectly, in terms of a shaping and sharpening of the intellect.

The Philosophy class was taught in the traditional manner by a Fordham Ph. D., Richard Lane -- lectures in the classroom in the Hellenic-American Union building. We read all of Plato and discussed the ideas and philosophers of the times of Plato and his teacher, Socrates. However, although we sat in the classroom for these discussions, Athens was all around. We could look out the windows of our seventh floor classroom to the city, the sea, and the acropolis, and we knew very well the corners of the Agora where Socrates held forth, and the supposed site of the prison in which he was incarcerated before he took the hemlock. Although this was a far different kind of, and more intellectual, abstract study than our trips back in time via artifacts, our presence in Athens somehow enlivened and changed the quality and even the study of Philosophy. And if Mr. Lane seemed somewhat dry after Marjorie Miles and Harry Carroll, he knew his Greek, he knew his Greeks, and he knew the Socratic and Platonic philosophies and those with whom Plato and Socrates exchanged ideas -- some of which have shaped materially our western world -- within education and in the wider environs of experience.

I have handled this section in a rather sweeping narrative fashion but should anyone wish to have me list specific texts, show notebooks or papers, display photographs or slides, etc., I would be glad to do so. All that I learned relates to my field, in a literary, linguistic, pedagogic, and substantial manner.

The Demotic Greek Class

This class was a good one and interesting, but was, perhaps, the only disappointment. Certainly, this disappointment was not any lack on the part of the college or the teacher (an excellently well-equipped Greek National). It was a failure of my knowledge. I had studied Attic and Koine Greek in 1946-48 and assumed somehow that Demotic (modern Greek) had somehow stayed closer to its progenitor. Modern Greek is very different. However, I could read the street signs, knew the alphabet, and as long as I used modern pronunciation, could talk haltingly to Greeks.

As teaching background, and for helps with my own teaching of non-native speakers, it was useful. The attempt was to limit material to Greek -- it was frowned upon to use English in class -- but there was a constant slippage as the teacher spoke English so well and the group was homogeneously English-speaking. This reminded me of my own classroom situation where, with many diverse language groups, it is absolutely necessary to use English, and I believe always better to do so if people are really going to learn quickly and well. She was a pleasant person who often ate at the school with us and invited us twice to fetes at her home so that we could be included in some Greek social life.

Since I could not manage four classes for credit, I decided early on to take this one as an auditor; however, I took the exams and the quizzes.

Present-Day Greece: Summary

It would be false for me to suggest in any way that the major value for me to go to Greece was "vacation" or "touristing." Certainly, that aspect was present during my time in Greece. One could go to beautiful beaches; I did. One could shop for exciting and different gifts for bringing home; I did very little of this because of financial limitations. However, I was involved with the conditions in modern Greece because I was privileged to stay long enough and live among Greeks. In no way could I have observed as much, understood as well, the immediate past or the troubled present had I gone simply as a tourist on the usual 3-5 week tour cum island cruises.

I learned the life of Xenokratous Street in Kolonaki because I lived in an apartment there, contended with the Greek landlord (not too often, thank goodness); exchanged my daily conversation with the little shopkeeper next door; bought my Herald Tribune from the same kiosk lady week after week; drank my afternoon coffee in the same little restaurant daily; and even had conversations with the Greek housekeeper for the school and the delightful women who waited on tables. I collected numerous vignettes about life under the Germans, growing-up, growing old, and school systems in Greece. I feel a certain first-hand knowledge of the customs that I can augment with source should I wish to deal more fully with the sociological elements of modern Greece. How this relates to my teaching at Mount SAC is an involute question. Certainly, the relationship is not so direct and obvious as is the dramatic relationship between

the study and observation of the antiquities. However, I deal with students from many diverse backgrounds and cultures; I believe this kind of experience increases my capacity to do so many, many times. It is much easier to comprehend the impact of cultural differences if one has been in a similar position. Even the minor problems of daily living (going to the market, hiring a taxi, finding a doctor, getting information, making long distance telephone calls, etc.) can become onorous if one is doing these things on his own in a foreign culture. I now understand on a much deeper and more sensitive level the daily difficulties some of my students undergo as well as the incredible frustration that can arise. I once spent four hours mailing a small package, and one whole afternoon trying to find the right office from which to pick up a cable message that had not been properly delivered.

Also, to be in Greece during the tumult of a major political change was instructive indeed. Since it is mandatory by law that all Greek citizens within a certain number of miles from home must vote or be severely fined, elections involve everyone. The Greeks, generally, are vocal, Mediterranean types. No one could be in Athens, or even any little island village, during election time and not know what was going on. All available walls are plastered with posters and slogans; street rallies are common; altercations over differing views are common; horn-honking processionals at night are common; parades may take off at the slightest provocation; in short, one is involved. I seldom got into a taxi during this time without being regaled with the taxi driver's feelings about the

outcome of the next contest. When I walked to breakfast around 7 a.m., the Nea Demokratia Party was pasting up their posters; when I returned about an hour later, the Passok (socialist party) was tearing down the NED posters and putting up theirs. In the late afternoon some young man might be spraying the whole business with the red "fraternity-like" emblem of the KKE (the communist party). We all were cautioned by Dr. Carroll to keep a relatively low profile because anti-American feelings were high; the main rallying cry of Pappandriou was "get the American (bases, etc.) out; get out of NATO." They were incensed by American trafficking with the Turks. I think his (Dr. Carroll's) warning was mainly directed to the young men who went sometimes to the tavernas and might perhaps feel enjoined to defend the U.S. No incidents occurred involving our students, but I think to be a part of this whole exercise of franchise taught them all something. They were part of a historic moment in another culture.

During the first month or so in Greece, if I had been asked to give my response to the whole experience, it could have been with one word -- contrast. Everywhere I went I thought it, saw it, superimpositions of the glorious past on the somewhat less-than-glorious present. Across the city from "our" hill was the Parthenon, an evidence of building acuity non-parreil. Right outside my window, directly across from the little balcony was a building under construction. I saw no real development in the building throughout my stay there -- but I did see procedures that froze my blood. They mixed cement, for example, in the dirt. For a

long while afterward, I had trepidations about being in modern Greek buildings of concrete or cement! The same building, however, sported wrought iron-work that was gorgeous.

Walking along the streets to school, I could survey the ticky-tacky of crowded Athens and wonder "where are all the real Greeks, the Greeks I imagined?" Then, someone would walk past with a perfect "archaic" face, or I would catch a glimpse of the Parthenon rising above the ticky-tacky in the bright clear sun -- on a non-smoggy day -- and contrast was compression.

Or walking downtown across the broad boulevards and trying to escape instant death from the malicious little grey taxis, I would come upon some beautifully made piece of Greek weaving or handwork in the window of a shop.

I represented contrast, also. What was a lady of 53 doing traveling in Greece with so much "flaming youth?" Reaching out, I suppose to fulfill an old desire to see the places about which I had studied. The students treated me beautifully -- gave me the greatest gift, or so they thought: they kept assuring me that I was not "old", that I was welcome with them. How does one explain to a really generous 20-year-old, that one doesn't mind having had the years, that there is a "generation gap," and that sometimes, oh please sometimes, "I like being my age." I sometimes wanted to shout, "Don't try to rob me of those years; they are mine." Thank goodness, there was Mrs. Carroll who often walked with me on the trips or with whom I sat on the bus, and who, taught me a great deal garnered from her own experiences in Greece. She also

was a pragmatic (has been known to hold books and boats while others climb hills) and reassuring (she's done it many times) comfort when the going got tough. She also is a fund of information on where to buy it, how much to pay for it, and if anyone can find it, she can. I guess part of what I am saying is that among the many gifts from the Greek experience were the Carrolls. This also, may I add, has a great academic value directly related to teaching at Mount SAC. Once when I despaired of having pictures of certain things, Prof. Carroll remarked that I could borrow from his large collection at Pomona College if I needed slides for classes. I will take advantage of this offer for my myth class.

I guess my age served a purpose now and then, too. Often some young person would come and talk to me about problems -- fancied or real. Also, I served directly as a surrogate mother on at least two occasions. For one, my young apartment mate had to have an emergency appendectomy. Since no doctors other than Greek citizens practice in Greece, even our military has to be flown out to have the benefit of European or American medical aid. There was no time for such a flight, so I went with her and our other roommate to the Greek hospital. That experience I never want to repeat, but it gave me sufficient confidence to handle the second surrogate mothering emergency in which I was involved. I took another young woman who cut her hand quite badly to the emergency room in the public hospital and managed to get tetanus shots and stitches for her (with the compassionate aid of a Greek Orthodox priest from Pennsylvania!)

As the days grew colder, I was loaned a little electric heater, kindness of the CYA Greek housekeeper. Can you imagine how warm I felt when I found out that it had belonged to Dr. and Mrs. Kitto when they had been there? I thought of the many times that I had sat close to a similar heater in a boarding school dorm and read books by that same Dr. Kitto -- books about Greece which he might have written sitting before this same little heater.

Although I did not possess the time, the temerity, nor the Greek to pursue much of a social life, I did have some very pleasant exchanges. The Greek society, is, in many ways, a very closed one. Although much of the life and exchange may go on in the streets and squares, it does not easily include foreigners. I guess, we may still be considered as the Greeks considered anyone (no matter how cultivated) -- as barbarians -- those who spoke "bar-bar" and could not speak Greek. The Greek society is also a male-dominated, very macho kind of business. I felt sad for the young people from Pomona College who wanted, like an eager bunch of charming puppy dogs, to make friends with the Greeks. They realized early the impossibility and frustration of such an exchange. If the young women tried to be friendly to the young Greek men, misunderstanding was rife. The kind of young men who pursued the girls, Komaki fashion, on the streets, and, likewise, the only kind of girls the young men in our group could meet, were not the Greeks any of these students wanted to know. Some few of the students, through family connections or just sheer luck did establish some interesting friendships. This is one area where I might have found age an advantage, for I think

it was easier for me to establish some kind of exchange without being suspect.

I did meet a number of old ladies and establish some interesting exchange with them. Partly, I think, I intrigued them because my situation was so distinct from any Greek parallel. Here I was, obviously advanced in years, traveling alone (essentially), seeing foreign countries and studying. Also, however, we had in common the best possessions of an aging Greek woman, as well as an aging American woman: two sons and a grandson. The family is central with Greek women. Sons are more important than daughters, and grandsons are necessary to one's old age. Thus, though my Greek was poor and their English was lean, we spoke "sons" and "grandmother" together fairly comprehensively.

Wherever I traveled, I tried to strike up conversations with such women; I also tried when I could do so politely, to take pictures of them. A few times I met older women of a different sort who had managed to build more productive lives despite the barriers. One was Sylvia Kano, a Greek weaver of incredible skill who has a studio (hires women to do the weaving) in Agios Nicolos in Crete. She could be doing these marvelous tapestries in Paris, or at least Athens. She does not choose to. She has gone back to her own roots in Crete and is teaching women the old skills: how to get the colors for the wool from nature, how to invent the typical scenes and weave them so beautifully it seems the sun pours out of the weaving. She has lived in Paris; she has lived in Athens; yet she chooses in her late middle age to return to Crete.

Another such woman runs a weaving business on Mikonos and also a shop (in the winter) in Athens. She is very proud of the fact that the designs, creations, and even the production of wool and colors are all done by herself, her mother and her brother. This family has traveled, even to the United States. This family has known many different foreigners as well. For example, Yehudi Menuhin had a summer place on Mikonos and would visit. She showed me a fascinating scrapbook that she had made through the years. However, she was quick to agree that outside of involvement with business, there was not too much for her to do in Athens.

The older women I saw in the little villages seemed very old and worn. My Greek was insufficient for conversation with these women, but I wish that I could have asked them questions. I seldom saw a village woman at leisure. If, indeed, she was sitting, she was also knitting or crocheting or mending. Usually the ones I saw were working outside, or riding by on funny little donkeys carrying great piles of kindling. One little old lady on Mykonos pulled me into her shop-home to show me some weaving, and I was appalled at the dim, tiny, cluttered, bare work-shop home.

Mrs. H., the housekeeper at CYA, was a bit different. She was a well-dressed, regularly coiffed, very self-important, manageress-type older woman. She, I think, is rather more the exception than the rule. The lady in the patisserie and the lady in the market were both much more officious and official when the husbands were not there. When the husbands were there, they both resembled more exactly the usual image. I sympathize most heartily; there is

little for them to do. There are no public libraries; there are few social clubs; they can mind the shop if there is one; they mind the grandchildren, if there are some; they are more often than not, widowed and wear black; they seem much older (and usually look so) than they are. Several such women that I got to know a bit were so surprised (and, perhaps, shocked) by my age, the fact that I was traveling about the world (essentially) alone; that I owned a house and supported myself and my children.

I, in turn, was shocked to find that most of them, probably, and one for sure, lived in this country the size of Illinois (or about that), had never seen anything much except Athens of that country, seldom went even to the Parthenon, and outside of having lived (of necessity) for a while in Turkey, had never been on a trip outside the country. She was the mother of the man who owned the little photography shop where I got my pictures developed and she loved to see them each time I came back from a trip. She recognized each place -- Delphi, etc. -- and said, "Oh, how beautiful." But, when asked, had never been to any of them. She was a sensitive, and bright woman, but she was sitting there in her black clothes knitting (beautifully) her life away, watching the people on the street go by. She is 53 years old.

The Greeks live on the street. That is, almost everywhere there are tables and chairs out on the sidewalk. People walk a lot. I presume this is both economical as well as because Athens is a difficult city to get around in by car and a rather easy one (except for the hills) in which to walk. The street is like a courtyard. People in the city will place a chair out on the sidewalk and sit

outside in the summer evenings if they don't have a balcony. This is, of course, even more marked in the little villages than it is in Athens. In the evening in Pylos, for example, or in Naphlion, everyone comes out: the children play, grandmothers watching; the young people court; the father has his coffee; the mother her conversation -- certainly not the "nuclear" family situation we are used to in America. And the old ladies in their crow-black keep a keen eye on their young, handsome grandsons lest they become too friendly with these boisterous, shorts-wearing tourist girls who also like the "deesko."

It is difficult for the foreigner to find the "Greek experience." We had obvious advantages in terms of time, location, and Dr. Carroll. Part of the difficulty is a problem not arising from our foreign-ness; the Greek tastes have changed. They like the American music, for example, and the American dancing. Thus it becomes difficult to find real Greek music and dancing that is not simply an arrangement for tourists. One catches glimpses now and then. Twice, we really had a good taste of it. Once, in Crete where some of us found a really "family" tavern and enjoyed a whole evening of Greek music, dance and socializing. The second time, in Olympia, where the waiters, after serving dinner, came out into the patio (or whatever it was) and danced for a long while, even teaching some of the students a few steps and including them.

The Greeks are poor -- and proud. Even a very poor Greek woman will have one really elegant outfit. The public image is important. They love their children, but the school system is

evidently over-crowded and weak. Those who can buy private tutelage. The islands, many of them, are dry and almost barren; so many sons come to Athens; indeed, practically the whole Greek population comes to Athens. The medical care seems primitive and over-worked. One hopes that some of what the people expect from the new government will come about.

There are good things here, too: beauties and attitudes of the past. To sit under the plane trees in the afternoon and sip the rich, dark coffee, read the Trib, watch the people come and go about their business, and not be disturbed, is a part of Greece, too. There is a difference in pace and attitude that one relishes, and despite the Komakis, the murderous taxi drivers, the necessity for public show, there is a kind of warmth that one begins to see. The polis is alive and well and still there.

I am glad to have been a part of it for a while.

(For interest and direct reference, I have included some articles from the American language magazine, The Athenian which relate to Ismene Phylactopoulos, the founder of CYA and to the Greek elections...see appendix)

Further Travels: Washington, D. C., Eastern Europe, and Paris from the Inside

Technically, only one part of this segment was a part of my Sabbatical. I have included more, however, since I feel that all of my travels and experiences for the total year comprise "The Year of the Sabbatical" and the amazing opportunities it afforded. The granting of the sabbatical, of course, was the beginning; next was the incredible gift which Dr. Carroll extended by semi-including me in the Pomona Semester Abroad. It meant not only his marvelous tutelage and the privilege of association with the CYA, but the incredible financial advantages also: travel to and from Athens, all the travel within Greece; the apartment and two meals a day, six days a week; all the tuition at CYA -- came to a grand total of about $4000. The three-plus months spent in Greece have already been chronicled.

My first trip to Yugoslavia came during this stay in Greece. I was invited by Jovan Djorjivic and his family, whom I had met when he was teaching a semester in Claremont. He is a very prominent man in Yugoslavia: the writer of the Yugoslav constitution, a Law professor at the University in Belgrade, and a very important person in the government. When I arrived at the airport, wondering who would meet me (perhaps the young daughter of the family [she had been a drama major at Yale]), I was surprised to be met by Dr. J. himself and a bevy of people. I was given a badge -- temporary member of the government! -- and did not have to go through customs. I was driven in a long black Mercedes to a fine hotel, and told

to sign for whatever I wanted. Not exactly the Greek gamma class that I was used to!

From then on, I had a fascinating time, met important people, and best of all, was given a trip to Dubrovnik. Dubrovnik is difficult to describe to people who have not been there; the pictures I took are gorgeous but do not do it justice; it is one step short of unreality. It sits as it has for centuries, seemingly untouched by time, on the shore of the Adriatic, possibly one of the most beautiful patches of seacoast in the world (although the Greek islands run a very close second). The people are friendly to Americans, many speak English, and they are very willing to talk about their situations internal and international.

This was my first experience with an Eastern bloc country and I went with some trepidation; however, I wish that many more Americans could have similar experiences and recognize that the distance felt may not be so extreme as one supposes if all he knows comes from American journalism and inherited fears. I was particularly interested in talking about the problems that exist in regard to a diversity of languages and cultures. There are, essentially, five groups in Yugoslavia: Serbs, Croats, Slovenes, Albanians and Montenegrins, speaking different languages and treasuring their national characters -- sometimes resenting the differences of the others. Tito managed to weld them into a nation -- a little nation strong enough to stand autonomously against the Soviet Union despite their close communist ties. I cannot, alas, speak Serbo-Croatian, the general tongue. In spite of this, I managed to understand a good deal about the problems of almost everyone being -- or

needing to be, at least -- bi-lingual.

I had not known about the Roman past here, either, the palace at Split, or other ruins. Indeed, I learned a lot about history just being in Yugoslavia.

The trip to Washington, D. C. came after my marriage in January, and so I was traveling with someone who had entre all over the world. I met the Walter Stoessels (while he was acting Secretary of State) in his office for cocktails; I had cocktails with the Alan Cranstons in the Whip office (minority) at the Senate; I was invited to the Russian Embassy for lunch with Ambassador and Mrs. Dobrinin and was extended a personal invitation to visit the Soviet Union. And, in May, I did.

The trip to the USSR, like the stay in Greece, will take me a long time to fully assess and evaluate. Since I did not go as a tourist, but as a guest of various institutes, I saw quite a different Russia than the usual tourist. Also, since I traveled with my husband who knows the language, I feel that I touched more closely the life of this different culture. (Dr. Carroll had provided a similar cultural link in Greece.) This was an intensely valuable experience for me, especially in view of the troubled, "nuclear-oriented", state of the world. Since we had only a short time, Genady Feodosiv, head of the Moscow American-Soviet visitors' bureau, had arranged all manner of things for me to do while my husband (former Chairman of the International Relations Department, Claremont Graduate School; Vice President of the American Committee for East West Accord; President of the Soviet Section of the International

Studies Association, etc.) had many people to see in the Russian Government and at the American Embassy.

Since they knew that I was interested in language and literature, the bureau arranged a trip to Tolstoy's home at Yasnya-Polyana, an unforgettable experience. They also asked me if I wanted to visit schools where English was taught as a second language. I had a day at Moscow P.S. 21, where I visited five forms -- with students ranging in age from 6 or 7 years old to 18. It was truly remarkable. This is a school in which all subjects are taught in English. The teachers were varied in capacity, but all the children spoke English well. I had a long conversation with the headmistress (principal) who had spent time in Seattle, Washington years before. She really only wanted to talk about her wonderful days there. The facilities were plain, the materials were limited. (I have promised her old National Geographics, Natural History magazines, and Smithsonians, as well as a wall map of the United States in English), but the teaching of English -- oral and written -- was remarkably good. Later in the week I had the privilege of meeting Alexei Leontiev, who has a doctorate in Pedagogy and Psychology at the Pushkin Institute. I had remarked to our guide that I had read his book as part of a course at Claremont Graduate School (taught by Reginald Clark) and admired his treatment of second language training. So, Dr. Leontiev was summoned to Friendship House to talk with me. That was a high point academically and personally. He wanted recent books on American pedagogy which I will try to send.

I have, indeed, a long list of things to send. We had dinner at the home of the Feodosivs. Their one young son wanted American

Film (a magazine), and the other son, copies of Mad magazine! Genady wanted books on the art of Albrecht Durer to add to an already large collection of European and western art works.

I am sorry that we had so little time in Moscow and that we had no time this trip to go to Leningrad, but we were given -- since I had said I always had wanted to see Samarkand -- a trip to Uzbeckestan, courtesy of the Institute.

It is a long way from Moscow, almost to the Afghan border, and we were tired when we arrived late in the day at Tashkent. Tashkent is, mainly because of the devastating earthquake of 1980, a city rebuilt -- a miniature Moscow out on the steppes with its Metro and a music center which makes the Chandler Pavillion look shabby and second rate by comparison. It is still a blend, however, of its Eastern past: the faces, the foods, some of the remnants not completely crumbled by the destructive force of the earthquake, and some of the customs. The Uzbeks are friendly, usually speak Uzbek or Russian, and mercifully sometimes also either French or English. They seem prosperous and content, particularly the women who now possess opportunities never afforded in their long Moslem history; many of the officials we met were knowledgeable and extremely proud women. We were, in fact, entertained at Friendship House by a woman I tag as the arch-feminist of all time, a Mme. Tatyahajayava. She was extremely gracious and entertained us at tea to which she had summoned (for Fred) scholars and historians with whom to discuss Afghanistan, and (for me), a teacher versed in the difficulties of bilingualism, a problem in all the multi-lingual parts of the USSR.

We stayed only briefly in Tashkent and then flew to Bukhara for only a day and night. Now, it began to look like the fabled lands I read about in Charles Lamb, the lands of Genghis Khan and Tamarlane, Ulèg Beg and his observatory and all the fabled caravans along the ancient silk route. We were met here by a newly elected Uzbek woman I had seen on a documentary in Moscow. Still new to her office, unable to speak English, she was somewhat shy, but friendly and so proud to show us her city. We traveled with a young Tatar girl who spoke fluent English and guided us very well through the old fort, being wonderfully reconstructed, and the other points of interest. The Russians have discovered how to reproduce the antique brilliant turquoise-colored tiles of the past, and the mosques and madrassahs have begun to take on their old glory. We had tea with the young man who is the head of the important school in Bukhara in which all the Mullahs of the USSR are trained. He served us strawberries and marvelous pita bread with a spicy tea.

We traveled from the sightseeing to the airport and took a little plane for Samarkand. (It was a new experience for me to be greeted at the plane -- and taken to the plane -- in long black cars with dignitaries present.) We landed at dusk in Samarkand and it met all my expectations. It is fabulous. It is the most remarkable mix of East and West, past and present, modern and mythical, I think I have ever seen. A Sunday market in Samarkand is an unforgettable, mind-blowing colorful production that would have made C. B. DeMille quit the business: Monguls, Tatars, Uzbeks, Chinese, Russians, Georgians, you name it, they must all be here on Sunday with grapes and figs and nuts and vegetables, melons, pottery, rugs -- anything

one wants to buy. I bought nothing, but I snapped pictures so fast my camera must have over-heated. Next to the pictures I took at Delphi in the storm and the pictures I took of the Young Pioneers' Parade in Red Square, these are the most treasured of all my collection.

We were taken around by a young Samarkandian whose name was Mubarek; she spoke beautiful English, the highpoint of her life had been a trip to Houston for six months years ago with a group of Russian young people. She showed us the tomb of Tamarlane with its Jade casket, marvelous mosques, minarets and the Registan Square, impressive in its color and massiveness. We ate lamb and pilaf and looked out over antiquities from a modern hotel. I talked with her about the bi-lingual education of all Uzbeks and was interested that she felt it represented but a small problem. Her own language skill lent some validity to her view. We saw the remnants of Uleg Beg's lobservatory and then took a drive out on the steppes to visit a prominent Mullah. He invited us to tea underneath the trees in his garden, fed us more gorgeous strawberries and various native treats, while he and Fred conversed about the moslems in Russia. It was our farewell to this brief stay in Asian Russia because we had to leave the next morning to fly back to Moscow and thence to Kiev and Belgrade. The country is so vast, so diverse, and so relatively unknown to most Americans. I hope I will be able to return to see more of it.

Our stay in Belgrade was brief but interesting, and our final trip was to Paris. This was a different trip than I had ever taken to Paris. I had been twice before; usually, I stayed in

inexpensive hotels on the Left Bank near the University. This time I stayed in a ten-room apartment in the Rue George Ville, near the Place Victor Hugo, with the Alex Malats -- the head of Petro-Chemique, the French Oil Company and old friends of Fred's days as a foreign correspondent for The Wall Street Journal. The view from the living room window frames the Tour Eiffel and the apartment is large and filled with old and beautiful remnants of French past. The family was going down to their summer place in St. Ile de Bois, so we had the apartment to ourselves for a few days and then went down by train to join them. Before we left Paris, I had cocktails with the de Montesques (a Baron, and head of Moet-Hennesy-Dior Perfumes) and the de Marachals (a Baron), in one of the most gorgeous condominiums I have ever seen.

The two days down in the French countryside made me think of every French novel I've ever read -- and a little bit of Chekhov. All manner of people came by to visit in this "little summer place," a renewed and redesigned old French farmhouse with tennis courts and swimming pool and heavy antique farm furniture. In short, this was another side, an inside, of French life, I had never been privileged to see. Indeed, this trip, as all the others of my sabbatical year, was vertical in its admittance to the inner workings of other cultures and other ways.

Highlights of Yugoslavia: Belgrade and Dubrovnik

Dubrovnik, itself, is of course, a still living remnant of medieval times.
Many walks in the old city; the circuit of the walls.
Concert (Chopin) in the Old Rector's Palace.
Interview with the artist Obican, watched him paint an acrylic.

Novisad and lunch in the house of Parliament.
Belgrade and dinner in the Old Palace.
A trip to the shrine for Tito
A reception at the American Residence with David Anderson and wife (American Ambassador to Yugoslavia).

Russian Highlights

Tour of the city with a young Russian-Jewish architect and his daughter.
All of the buildings visited in an historic fashion with commentary on each.

Trip out to Yasnya Polyana arranged by the Soviet-American Institute.
Drive in a long black chaika through the Russian countryside with a stop at the ancient city Kremlin in Tula.

Marvelous tour of Tolstoy's home and estate.

Red Square and the Young Pioneers' Parade: incredible experience.

Visits to school in Moscow. English training school.
Personal interview at Friendship House with Professor Alexei Leontiev.
Discussion of methods of teaching a second language.

Uzbekistan: This was a fascinating trip back to the times of Ghengis Khan and Tamarlane.

The old silk route, and also an amazing view of the rebuilding of the city of Tashkent -- so recently destroyed by an earthquake.

Personally guided by a charming young man through Tashkent.
Interview with educators arranged by Mme. Tatyahajayava.

Bukhara, a tour with the Uzbek woman who is the head of this area's Soviet-Foreign visitor's Institute.

The Mullah's school; lunch at the Madrassah with the Mullah.
Discussion of the Moslems in the USSR.

Samarkand was, of course, the highlight.

The reconstruction of the old mosques, madrassahs, minarets, etc. are fabulous.
Went to tomb of Tamarlane.
The Registan. Traced some of the old silk route.
Were driven out into the steppes to see a famous tomb and meet the most prominent Mullah with whom we had lunch under the trees in his garden.

This whole segment of the trip was a journey into the fabled past.

A Sunday market in Tashkent or Samarkand (particularly) is like suddenly being transported to the 10th or 11th century. One sees Mongols, Tatars, Uzbeks, and all manner of national types in their colorful costumes.

Graduate Study: Claremont Graduate School and University Center

My study in Claremont involved two areas which I have wanted to explore more thoroughly in a disciplined fashion: the sociology of multi-cultural, multi-lingual classes (Issues in Multicultural Education, Educ. 346) and the phenomenon of learning disability (Contemporary Trends in Learning Disability, Educ. 326B). One course (taught by Mary Poplin, a young Ph. D. from Texas and Kansas, specializing in learning disabilities) dealt particularly with sophisticated efforts at definition of the phenomena -- physiological, psychological and educative -- related to this puzzling debility. These are children who are possessed of normal I.Q.'s, yet have difficulties with learning and with social behavior. The assignments were mainly involved with each student accumulating a collection of data from journals and readings. The major problem with the clear definition of the field is the diversity of causes, or apparent causes, for these difficulties; another problem is a lack of consistent data collection among the different disciplines which study this problem. One of the most interesting studies that I came upon was a "Marker Variable Study" by a group of researchers at U.C.L.A. headed by Dr. Barbara Keogh which embodied suggestions for better manners of data collection so that material could be used more consistently. Later, at the beginning of the Fall 1982 semester at Mount SAC, I was able to attend a convention in Kansas City of the major people involved in the creation of tests, material and teaching: "The International Conference of Learning Disabilities." I discovered that this is

a very young field, with very young, enthusiastic and imaginative people (mean age in attendance must have been about 26, if not skewed by my 54 years).

I am now in another class with Mary Poplin which deals with an evaluation of the various educational methods as they relate to the Learning Disabilities Field.

The other class was with Prof. Reginald Clark. This class dealt with the problems of the schools in their relations with the homes. We were each involved in specific areas relevant to the home-school-community, and were basically trying to define the problems that arise out of a lack of articulation among the various networks that operate in society. This course was so thought-provoking that I took a further class with Dr. Clark this past summer, for which I have just finished a paper. (Hence, the incomplete on the transcript included with this report will be removed before I get another copy of the transcript.) As the experience in Greece will help immeasurably with substance, these classes have afforded information that will give me clearer ideas about the kinds of problems suffered by students with diverse or different ethnic or social backgrounds.

Because of the two classes taken with Dr. Clark, I also attended a conference held recently at Claremont dealing with the problems of urban schools.

Much of what I am studying at Claremont is still relegated to the collection of education, philosophical and historical background; however, I have already begun to find specific ways in which I can build my own teaching and become more aware of some of the

difficulties inherent in the diverse backgrounds and capacities of my own students. I have also taken a course recently with Dr. John Regan, a course in Linguistic Anthropology, which is most helpful in relating my own area -- language -- to the total picture. At present I am taking Quantitative Analysis which is necessary to understand the statistics which illustrate so many of the articles about education. I feel that when I finish this particular course, I will be much better able to judge the validity of the studies I have read and am reading, and also perhaps to utilize my own background with students of diverse ethnic backgrounds and do some writing of my own.

This whole year has been filled with mind-opening, substance-collecting knowledges and skills. I thank the Salary and Leaves Committee and the Board of Trustees of the college for the kind of enlightened awareness which allows for the sabbatical leave. I am indeed refreshed, renewed and tremendously excited by all that has happened to me in the past year. I will certainly share it directly and implicitly with my students and colleagues. I trust that the college will feel that I have pursued my objectives fully and with benefit to my future work at MSAC. It will take me many years to absorb and evaluate and articulate the many experiences and awarenesses that have magnified 1981-82 for me.

Thank you.

Mary Caroline Neal

Mary Caroline(Hymanson) Neal
English Department

This is simply a sample reading list for one portion of one class; I would be glad to supply reading lists for each class but felt it added toomuch paper, and since they are usually dittoed, they would all have to be typed -- alengthy business.

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Learning Disability Quarterly

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Exceptional Children

Reading Research Quarterly (IRA)

Journal of Reading (IRA)

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Research in the Teaching of English (NCTE)

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HER Monographs

IRA Monographs

ASHA Monographs

SLDRE Monographs

Theory Into Practice

The Claremont Graduate School

INCORPORATED AS CLAREMONT COLLEGE

CLAREMONT, CALIFORNIA

NEAL

572329701 NEAL, MARY

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Degree held **B.A.** (Degree) **Pomona College** (Institution) **February 1960** (Date)

Admission status: **Full graduate standing 12-15-1959** SPECIAL Education Spring, 1982 Full Graduate Standing Education Fall, 1982 Ph.D.

Field	Number	Title of Course or Seminar	1st Semester Units	1st Semester Grade	2nd Semester Units	2nd Semester Grade
		1959 - 1960				
Engl	210	Chaucer			5	A
Engl	225	English Novel			5	B
Engl	247	Modern British Literature			5	B
		Summer Session 1960				
Engl	233	Studies in American Poetry	5	A		
		Summer Internship Program 1960				
Educ	202a	Jr College & Higher Education	2	B		
Educ	202b	Jr College Teaching	4	B		
Educ	202c	Directed Observation & Participation	no	cr		
		1960 - 1961				
Educ	202d	Internship Tchg in Jr. College	2	A	2	A
Educ	202e	Internship Seminar	2	A	2	A
		Summer Session 1961				
English*	162s	Contemporary American Novel	3	A		
		1961-1962 1st semester				
Engl.	299	Thesis Research	3	Pass		
		1961-1962 2nd semester				
Engl.	299	Thesis Research	2	Pass		
Engl	397	Tutorial Reading	2	Pass		

Field	Number	Title of Course or Seminar	1st Semester Units	1st Semester Grade	2nd Semester Units	2nd Semester Grade
		1962-1963 2nd semester				
Engl	299	Thesis Research	2	Pass		

C ENGL200 INTRO TO POETRY FALL 5P 66

P ENGL237 THE GILDED AGE 5HP SPRING 67

SPRING 1982

EDUC326B CONTEMP/TRENDS DISAB 04 A

EDUC346 ISSUES IN MULTICULT 04 A

CLAREMONT SUMMER SESSION 1982

EDUC322 PRINCIPLES OF COMM 04 A-

EDUC351 SOCIOLOGY OF EDUC 04 I

_____ semester units of graduate credit earned at _____ are accepted as a part of this program for the _____ degree.

Credit is expressed in semester units. A minimum of 30 semester units is required for the degree of Master of Arts. Graduate seminars are numbered in the 200-299 series. Prior to 1945-46, graduate seminars were assigned numbers below 100; but to facilitate the use of our transcript, these seminars have been given numbers in the 200-299 series equivalent to the numbers now assigned to the same seminars. Courses numbered in the 100-199 series, marked with an asterisk have been approved for graduate credit. All other courses appearing on the transcript were taken in one of the undergraduate colleges of the Associated Colleges at Claremont, subsequent to the baccalaureate degree. Prior to September 1950, the Graduate School recognized only three grades in graduate work: S (Satisfactory); U (Unsatisfactory); and I (Incomplete). Since September 1950, the following system of grading has been employed: A (Superior); B (Good); C (Passing); F (Failure); W (Withdrawn); WU (Unsatisfactory at time of Withdrawal); and I (Incomplete).

Degree Granted Master of Arts, June 1, 1963 (Date)

Dated _____ Registrar _____

Woman of Three Worlds

Ismene Phylactopoulos, founder of College Year in Athens

ON the occasion of her retirement as Executive Director of College Year in Athens in June of this year, testimonials emphasized deep respect, admiration and affection for Ismene Phylactopoulos and appreciation for the courage and wisdom with which she "developed and maintained what is without challenge the finest program of undergraduate education for American students in Greece."

An involuntary fugitive from the world where she was born – Smyrna in Asia Minor – Ismene Hadjiantoniou, at the age of fourteen, escaped with her family from a suburb where they were vacationing when word came of the impending massacre of the Greeks. Just as they were, in summer clothes with no belongings, they joined others in boarding a small ferry and were taken to the island of Chios where they camped out in the park until they found transport to Athens. Arriving as refugees, they had a hard time at first, having to start life all over again – mother, father, sister and brothers.

Speaking of her early life and what it was like in Smyrna, she says, "We had a very happy home. My father was a businessman, well-to-do, of good family but with little education. My mother, whom he greatly admired, was a very interesting, well-educated woman. She taught ancient Greek at the Constantinople Women's College back in the 1890s. With the Smyrna disaster, of course my father lost his business and my mother had to learn to do for herself."

And if the disaster had not happened? "My life would have been very comfortable and very uninteresting. As soon as we came here, I could take off.

Among the refugees in 1922 was the American Collegiate Institute (now Deree Pierce College) where Ismene continued to study. Upon finishing, she was the first recipient of a scholarship, arranged by Venizelos, for Greek girls to attend Wellesley College. There she studied biology, an education which prepared her for teaching, first at Pierce College, then Athens College, and later at both together. In 1936 she married George Phylactopoulos.

George Phylactopoulos, who shares with her a background of Asia Minor, was born in Constantinople as a Greek citizen. After studying at Columbia and Harvard Universities, he accepted a three-year contract at Athens College, where he remained for 39 years.

In 1962, Ismene decided to open a school for American students. In part, she got the idea from friends in America who would write, "I want to send our son, (or our daughter) to study for a year in Greece. What would you suggest?" And she couldn't suggest anything.

"I had realized for several years that there was a demand for something of this sort. I wasn't quite sure what form it would take. . . The first year we used our home for classrooms and farmed out the students. We offered four courses. The second year we had nine students and it was obvious that it was going to work. From then on, as soon as we got enough students we added courses.

This autumn College Year in Athens opened with approximately 80 students from a variety of colleges and a distinguished faculty drawn from here and abroad. The curriculum offers a wide range of studies in Greek civilization.

More than 1500 students from over 200 institutions have attended CYA in the past nineteen years, and the school continues now under the leadership of Dr. Louis Cajoleas as Director, and Dr. Kimon Giocarinis as Director of Studies.

"The best thing I got out of CYA," says Ismene Phylactopoulos, "something very great, is that I've learned to accept the young, to understand the young. I understand our grandchildren better because of CYA. I had such preconceived notions before about how young people should behave. Our first students would always stand up when I came in the room. They wore skirts and sweaters and socks and shoes. I learned in time that you don't even have to wear shoes, or stand up The first two years we had very square kids. The third year they were different, but they were all very correct. Then we went through a period of great incorrectness which I found it difficult to accept. But it was a period about ten years ago when I thought I'd have to give it up. They were so free in their behavior, free in the way they talked and acted. They were anti-American, anti-Greek, anti-everything. This was the hippie period and the period of the Junta. As far as I know they didn't take drugs, but they wore their nightgowns without underwear, never dressed or wore shoes, never combed their hair, and went to classes like that. But I've learned since then that they were really very nice people.

George and Ismene Phylactopoulos

"Now they're more correct than they were ten years ago. In their man-woman relationships, they're very free. This is one of the things I had to learn to understand. Also, I used to feel that I was responsible for them vis-a-vis their neighbors, their Greek boyfriends. I've learned now that they can handle themselves, can handle their own problems."

Some fifteen years ago she and her husband revisited her first world, returning to Smyrna, as she had fled, via Chios. For a long time they had both wanted to see her parental home. She had heard that the Great Fire of '22 had stopped just across the street. Locating what she took to be the building and mounting the stairs, she recognized the *kellari*, the larder. The first shock came when she found that each room was occupied by an entire Turkish family. Finally, when she recognized the master bedroom, she began to cry. Not understanding the reason for her emotion, the Turks brought her *loukoumia* and tried to calm her.

And her third world – America? "I know America best through the hundreds of American friends who come to Greece, though I visit there often." Her two chilren live there. Her many connections with the country where she studied years ago have helped her to understand her American students.

Ismene admits to having participated in three worlds only geographically speaking. For wherever she has lived and worked, she is above all a Greek. In their warmth and hospitality, George and Ismene together have welcomed many worlds into their home, providing that added extra, multiplied by many more times than two, which expresses genuine relationship, concern, and active lines of attachment between person and person, the appreciation of individuals. College Year in Athens has proven to be a happy medium for what both have to give.

–G.E.

When Greek Meets Greek at the Polls

How the electoral system works

By Antony M. Economides

APPROXIMATELY 6,890,000 Greek men and women aged twenty years and over who are registered on electoral rolls have been summoned to the polls on Sunday October 18, 1981, to elect the twelfth Parliament of the Hellenes since World War II. Deputies are being elected for a four-year term. Actually this will be 32 days short of four years since the last Parliament was elected on November 20,1977. The longest lived post-war Parliament was that elected on March 31, 1946 – four years minus 26 days, until the elections that followed – and the shortest on November 3, 1963. It lasted only three months and 13 days.

The novelty of the forthcoming elections is that Greek voters will be electing not only 300 representatives to the Greek Parliament but also for the first time, 24 more representatives to the European Parliament in Luxembourg and Strasburg.

In accordance with the Greek constitution, the outgoing Parliament should have been dissolved on the completion of its four-year term, that is, on November 19 next, with elections held on a Sunday about a month later. However, the government of Prime Minister George Rallis decided that it would be inopportune, for weather as well as for business reasons, to hold an election at the height of the Christmas season. For this reason, it tendered its resignation in mid-September to President Constantine Karamanlis, a step which constitutionally enabled the latter to trust Mr. Rallis again with the formation of a new government with the sole task of dissolving Parliament ahead of its term and calling for general elections on the third Sunday of October.

Polling on election day takes place throughout the country from sunrise to sunset. Voters are required to queue at one of 18,500 polling stations where they are officially registered and to present their identity cards and voting booklets. Voting is secret. It is also compulsory for all those registered on electoral rolls, but exemption is granted to men and women over the age of 70, to those certified ill by a physician and, finally, to those who on election day are at a distance of 200 kilometers or more from their voting district, which must be testified to at the local police station or at the nearest Greek consulate if the voter is abroad. (Greek citizens do not vote outside the country.) Those convicted of a crime are judicially deprived of the right to vote.

On election day, there is usually a brisk movement of voters travelling to their voting district (generally their native town or village), sometimes because they wish to vote for a favored candidate but, more often, in order to avoid the penalties for not voting. These penalties may take several administrative forms. For instance, the authorities may refuse to grant an identity card, a passport, a driver's license or a permit to exercise a business or profession in the absence of a voting booklet showing evidence of participation in the last election. However, these restrictions are usually waived about a year after election day.

The forthcoming elections are being held in accordance with the provisions of P.D. 650 of 1974 as amended and completed by Laws 626 of 1977 and 1180 of 1981. The electoral system in Greece is described as 'reinforced proportional representation' and has been used (with certain variations) in the elections of 1951, 1958, 1961, 1963, 1964, 1974 and 1977. Broadly speaking, it represents an ingenious compromise between the 'majority' system (as practiced in Anglo-Saxon countries), which favors one or two parties to the exclusion of most others, and the 'simple proportional representation' system that sends to Parliament a great number of parties

PARTY LINE - UP IN GREEK PARLIAMENT

FOLLOWING 1974 ELECTIONS			FOLLOWING 1977 ELECTIONS		
PARTIES & LEADERS	% of VOTE	SEATS	PARTIES & LEADERS	% of VOTE	SEATS
1. NEW DEMOCRACY (ND) C. Karamanlis (Prime Minister)	54.37	220	1. NEW DEMOCRACY (ND) C. Karamanlis (Prime Minister)	41.84	171
2. CENTRE UNION - NEW FORCES (EK-ND) G. Mavros (Opposition Leader)	20.42	60	2. UNION OF DEMOCRATIC CENTER (EDIK) G. Mavros	11.95	16
3. PANHELLENIC SOCIALIST MOVEMENT (PASOK) A. Papandreou	13.58	12	3. PANHELLENIC SOCIALIST MOVEMENT (PASOK) A. Papandreou (Opposition Leader)	25.34	93
4. UNITED LEFT (EA) Coalition E. Eliou	9.47		4. ALLIANCE OF PROGRES. AND LEFTIST FORCES Coalition E. Eliou	2.72	
— UNITED DEMOCRATIC LEFT (EDA) E. Eliou		1	— UNITED DEMOCRATIC LEFT (EDA) E. Eliou		1
— COMMUNIST PARTY OF GREECE - INTERIOR (KKE - ES) H. Dracopoulos			— COMMUNIST PARTY OF GREECE - INTERIOR (KKE - ES) L. Kyrkos		1
— COMMUNIST PARTY OF GREECE (KKE) H. Florakis		5	COMMUNIST PARTY OF GREECE (KKE) H. Florakis	9.36	11
			6. NATIONAL FRONT (EP) S. Theotokis	6.82	5
			7. NEO-LIBERAL PARTY (KNF) C. Mitsotakis	1.08	2
OTHER PARTIES	2.16		OTHER PARTIES	0.89	
TOTAL SEATS		300	TOTAL SEATS		300

which makes the formation of a viable government extremely difficult. This explains why big parties usually prefer the former extreme and small ones the latter.

In the 'reinforced proportional representation' system, as applied at present in Greece, there is a sifting process in which there are three successive distributions of parliamentary seats. The first distribution is made on the basis of the proportion of the total votes cast for each party in a constituency, that is, on the basis of the 'simple proportional' system. The remaining seats (those left over after the proportional first distribution) are also distributed according to the proportional system in the subsequent two distributions – but only to those parties or party coalitions which have polled specified substantial percentages of the total votes throughout the country. The purpose of this is to restrict the award of seats in the second and third distributions to those parties which have won the largest percentages from the mass of the electorate.

The number of deputies in Parliament is 300, the maximum number permitted by the Constitution. Of these, 288 are elected throughout the various electoral constituencies in proportion to the population of each constituency. The remaining 12 seats are filled by 'Deputies of State' elected as representatives of the country at large. Introduced in 1974, this innovation enables political parties to send to Parliament outstanding men and women whose prestige is such that they should not become personally involved in the electoral campaign.

The country's 56 electoral districts are defined geographically on the basis of Greece's administrative divisions. There are 51 *nomoi*, each being an administrative 'prefecture' as well as an electoral division of the country. But two of these have been subdivided for electoral purposes because of their large populations: the *nomos* of Attica, which is divided into five electoral constituencies, and the *nomos* of Thessaloniki, divided into two. Those of Attica are the separate municipalities of Athens and Piraeus (known as 'Athens A' and 'Piraeus A' respectively), the suburbs of Athens and those of Piraeus ('Athens B' and 'Piraeus B') and the remainder of the *nomos* of Attica. Thessaloniki is likewise divided into two constituencies: the municipality of the city of Thessaloniki and the remainder of the *nomos*, 'Athens B', incidentally, on account of the size of its population, sends the highest number of deputies to Parliament – 28.

The formula for deciding on the number of parliamentary deputies to represent each separate constituency is the following: The total number of Greek citizens entered on the voting registers of the various municipalities and communes is divided by 288, which is the total number of parliamentary seats being contested, to arrive at the 'quota' of electors per seat. The total population of each constituency is then divided by the 'quota' to provide the number of seats to be allotted to the district. The population figures used for the current election are those of the 1971 census. The population figures in this instance include only the so-called 'legitimate' voting population rather than all the actual inhabitants of a district, some of whom may be registered voters in other areas or may be too young to have been re-

PRIOR TO 1981 ELECTIONS

PARTIES & LEADERS	SEATS
1. DEMOCRACY (ND) G. Rallis (Prime Minister)	177
2. UNION OF DEMOCRATIC CENTER (EDIK) J. Zigdis	
3. PANHELLENIC SOCIALIST MOVEMENT (PASOK) A. Papandreou (Opposition Leader)	94
4. UNITED DEMOCRATIC LEFT (EDA) E. Eliou	1
5. COMMUNIST PARTY OF GREECE - INTERIOR (KKE-ES) L. Kyrkos	1
6. COMMUNIST PARTY OF GREECE (KKE) H. Florakis	
7. NATIONAL FRONT (EP) S. Theotokis	1
8. PARTY OF DEMOCRATIC SOCIALISM (KODISO) J. Pesmazoglou	
9. RALLY OF THE CENTER (PARKE) G. Mavros	
10. LIBERAL PARTY (KF) N. Venizelos	3
11. INDEPENDENTS	-
TOTAL SEATS	300

gistered anywhere.

In the first distribution of parliamentary seats, the votes cast in each constituency are divided by the number of its seats plus one, the result being called the 'electoral measure'. For example, if 98,355 electors have voted in a constituency allocated five deputies, the number 98,355 is divided by five plus one: – or six. The quotient in this case is 16,392 (omitting the fraction). It is then divided into the number of votes cast in favor of each party, or coalition of parties, within the constituency, to deduce the number of seats to go to each party or coalition. In other words, in the first distribution, each party or coalition is awarded the number of seats represented by the total number of votes cast in its favor, divided by the electoral measure.

Using the same hypothetical constituency, let us assume that four parties – A, B, C and D – have participated in the elections. Party A has won 42,780 votes, Party B 27,612 votes, Party C 20,111 votes and Party D 7,852 votes. The first distribution of seats will be: Party A two seats and Parties B and C one seat each. These results are arrived at because, correspondingly, the number 16,392 (the 'electoral measure' for the constituency concerned) goes twice into the number 42,780 and once into the numbers 27,612 and 20,111. With only 7,852, Party D will not have won a seat. This accounts for four of the district's five seats. The fate of the fifth seat will be decided in the subsequent distribution.

The law does not preclude the candidature of independents. An independent candidate may be elected if he wins votes at least equal to the electoral measure in his constituency. Thus, in the case of our hypothetical constituency, if an independent candidate polls 16,392 votes or more, he will be elected to Parliament. In a constituency returning only one deputy, the seat is awarded to the party or coalition obtaining a relative majority of votes therein.

For the purpose of the second distribution of seats, the entire country is divided into nine major constituencies. Entitled to share in the second distribution of seats are those parties which have polled at least 17% of the total votes throughout the country; two-party coalitions which have polled at least 25% of the votes and coalitions of three or more parties which have polled at least 30% of the votes. These, of course, are not very easy percentages to attain for small parties or coalitions – which makes all the difference between the present system and 'simple proportional representation'. However, should only one party or coalition win the prescribed percentage for participation in the second distribution, it will not benefit from this distribution to the exclusion of other parties or coalitions. The single party – not a coalition – which has polled the next highest number of votes, provided that its percentage of valid votes is higher than that obtained by individual parties participating in a coalition, will share in the distribution. To calculate this, the aggregate of votes cast for the coalition is divided by the number of parties composing it. In cases where no party or coalition of parties obtains the prescribed minimum percentages, the two parties or coalitions that come nearest to the prescribed minimum (17%, 25% and 30%) are entitled to share in the second distribution.

After the parties and coalitions entitled to participate have been determined, the second distribution begins. Votes cast for each of the qualifying parties and coalitions within the nine major electoral districts into which the country is divided are totalled and divided by the number of remaining seats. Again, the electoral measure – i.e., the figure used to divide the total number of votes cast in each major constituency for each qualifying party or coalition – is used. The result of this division determines, on the second distribution, the number of seats allotted to each party or coalition. Any seats remaining unallocated after this process will be allotted in the third distribution.

The entire country is regarded as forming a single major electoral constituency for the purposes of the third distribution of seats remaining unallocated after the first and second distributions. Votes won by each of the parties and coalitions sharing in

PARTY DISTRIBUTION OF PARLIAMENTARY SEATS IN 1977 ELECTIONS

Parties	1st Distribution	2nd Distribution	3rd Distribution	Deputies of State	Totals
ND	116	42	6	7	171
PASOK	61	24	3		93
EDIK	16	—	—	—	16
KKE	11	—	—	—	11
EP	5	—	—	—	5
ALLIANCE	2	—	—	—	2
KNE	2	—	—	—	2
TOTALS	213	66	9	12	300

the second distribution throughout the country are added together. This total is then divided by the number of seats left unallocated after the second distribution. The resulting quotient is the electoral measure for the third distribution. Each qualifying party or coalition will be allocated the number of seats represented by the number of times this electoral measure can be divided into its total votes throughout the country. If seats remain unallocated after this third distribution, they will be allotted to the party or coalition which had polled most votes throughout the country.

For the first time, this year, the number of candidates presented by a party or coalition in each constituency may exceed the number of deputies being elected by one or two candidates, depending on the size of the constituency. Candidates for Parliament must be at least 25 years of age and also registered on electoral registers.

Electors have the right to indicate their preference for one particular candidate among those listed by each party or coalition on the ballot paper. This preference is shown by marking a cross in front of the name in question using a black or blue pen or pencil. In Athens A, Athens B and the municipality of Thessaloniki, the voter has the right to mark one or two preferences. In the remaining 53 electoral constituencies, the elector is entitled to mark only one preference. If more preferences are indicated, they are disregarded entirely and the ballot paper is taken as a vote in favor of the party or coalition as a whole. These 'preference crosses' are of great significance, because they determine which candidates will fill the parliamentary seats gained by the party or coalition. However, certain categories of candidates do not need preference crosses; they are assumed to have obtained as many preference crosses as ballots cast for their party's list of candidates in the constituency. They include leaders of parties or coalitions contesting the elections and former prime ministers who have at some time been elected to Parliament.

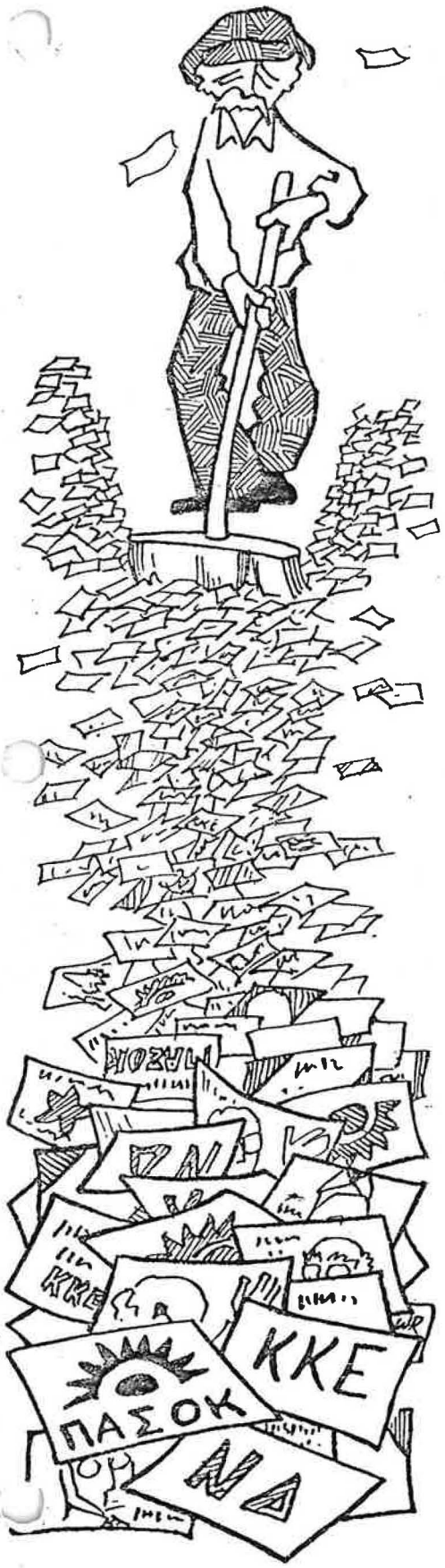
Twelve Deputies of State are selected among parties or coalitions participating in the second distribution of seats. For this purpose, the total number of valid votes received by parties or coalitions in the first distribution is divided by twelve. The resulting figure constitutes the electoral measure. The parties or coalitions will be entitled to as many Deputies of State as the electoral measure can be included in the total number of valid votes received by these parties or coalitions. If, after this procedure, there are seats of Deputies of State left undistributed, they will be allocated to parties or coalitions receiving the highest remaining number of unused votes. Deputies of State may be nominated by parties or coalitions which decide to contest the elections in at least half the country's constituencies. Candidates for Deputies of State may not be the same candidates as those actively running in the elections.

The 24 so-called 'Eurodeputies', or representatives to the European Parliament which the EEC accession agreement has allotted to Greece, will also be elected for a four-year term. In their case, the whole country is taken as a single electoral constituency. Every party or coalition of parties has the right to propose up to 24 candidates on a list on which their names are written by order of preference determined by their party or coalition. Voting for Eurodeputies takes place at the same time as for deputies to the Greek Parliament and at the same polling stations but obviously using separate ballot papers which are thrown into separate ballot boxes. The distribution of seats for Eurodeputies takes place in accordance with the number of votes which a party or coalition has obtained throughout the country. The same person cannot be elected a member of both Parliaments; if elected to both, he must choose between one or the other. University professors who wish to become Eurodeputies must resign their academic posts, though they may go on teaching if elected to the Greek Parliament.

Members of the Greek Parliament receive an allowance of Drs. 123,241 a month. They also enjoy free transportation and exemption from postal or telephone charges at home. Eurodeputies will receive the same allowance and enjoy the same exemptions in addition to an allowance received at the seat of the European Parliament. ■

Greeks Vote For the Great Change

What PASOK stands for



William Reed

GREEKS who went to the polls on October 18 voted overwhelmingly for the first time for a socialist government running on a platform of "Great Change." Andreas Papandreou's Panhellenic Socialist Movement (PASOK for short) won a clear-cut absolute majority of seats in Parliament and the mandate to rule the country for the next four years. The former conservative New Democracy administration, headed by ex-Premier George Rallis, although it led Greece into the European Community fold, was voted out of office after seven years in power, presumably because it failed to solve mounting inflation and pollution problems and to inspire hope for a better quality of life ahead.

After a heated electoral campaign, marked by noisy public rallies, lengthy television talks and incredible masses of paper littering the streets, the transition of power took place swiftly and smoothly, regardless of the radical change in political orientation. Rallis publicly conceded defeat less than a quarter of an hour after partial election results began appearing on TV screens on election night. Three days later, on October 21, the new government of Andreas Papandreou, who once taught economics at Minnesota, California, and Stockholm, was sworn in before President Constantine Karamanlis while crowds of supporters were cheering outside. It was the first time that a non-conservative government was being formed in Greece since Andreas' father, the late Premier George Papandreou, was forced out of office by ex-King Constantine sixteen years ago in July 1965. Andreas was Alternate Minister of Coordination in that Center Union government.

Partly on account of the electoral system of "reinforced proportional representation" with which the elections were held, only three political parties are represented in the new Parliament. The governing PASOK party, which won 48.1% of the popular vote, will command a comfortable majority of 172 deputies in the 300-member Parliament. The former government party, New Democracy, with 35.9% of votes, will be the principal Opposition party with 115 deputies, while the Communist Party of Greece, with 10.9% of votes and 13 deputies, will be trailing far behind. All other sixteen parties that contested the election - representing a wide gamut of extreme right, center and revolutionary leftist groups - failed to elect a single deputy. Actually, compared with the 1977 election, PASOK saw its popular vote and number of deputies almost double; they were then 25.3% and 93 respectively. ND's vote and parliamentary strength shrank from 41.8% and 171, while the Communists somewhat improved their previous record of 9.4% of the vote and 11 deputies. In all, about 5.7 million voters went to the polls on October 18.

Significantly, the elections for 24 Greek representatives to the European Parliament, which took place simultaneously with those to the Greek Parliament, yielded somewhat different results. Voters in this case decided to give a chance to the smaller parties as well (particularly those favouring a unified European Community at the expense of the three major parties. So it now looks as though the Greek delegation to the Europarliament will be made up of ten representatives of PASOK, eight of ND, three Communists and one each of the Communist Party of the Interior (pro-Eurocommunist), the Party of Democratic Socialism and the Progressive Party. Elections to the European Parliament took place

under the simple proportional representation system.

Here is what PASOK stands for, quoting from the party's "Declaration of the Government Programme":

* Attainment of national independence, popular sovereignty, social liberation and socialist transformation make up the vision of the Great Change.
* PASOK is struggling for a Greece where decisions will be taken by the people themselves without foreign dependencies, influences and interferences; for a just society where the exploitation of man by man and the alienation of man from the product of his work will come to an end; for a human being who will be fulfilled spiritually and culturally and who will creatively develop his initiatives in a free, non-oppressive society.
* PASOK will not copy foreign models but will adjust the experiences of other countries to Greece's needs and conditions.
* Change entails the transfer of power from foreign centers to the Nation, from the oligarchy of wealth to the people. The national interest takes priority over profits. Decentralization and democratic planning replace overconcentration and bureaucracy.
* An independent Greek foreign policy is not a policy of isolation. It is an active dynamic policy which creates a complex of international connections, and, which guarantees the national integrity and independence as well as the advancement of the country's interests.
* Greece does not have any claims or demands against any other country. However, Greece is confronted with serious external threats, such as the Turkish threat, which must dictate the orientation of the country's foreign and defence policies.
* PASOK's basic strategic orientation will be the dissolution of both cold war blocs: NATO and the Warsaw Pact. "Our withdrawal from the Atlantic Alliance will constitute part of this strategy. As a matter of principle, the nature of the alliance, the peculiar relationship of our country which is threatened by another member of NATO, and the bitter experiences of the Greek people will set the course of our policy."

Susan Muhlhauser

* PASOK believes that foreign bases have no place in Greece. PASOK acknowledges that in the process of the foreign bases' removal, there may be a transitional period characterized as "compartmentalization." This basically means detachment of the bases from Greek national defence planning.
* Handling of the Aegean Sea crisis is not amenable to hesitation and vacillation. It must be made clear, to both Turkey and the Atlantic Alliance, that Greece's air, land and sea borders, as well as the boundaries of the Greek continental shelf, are not negotiable. The dialogue with Turkey has meaning only to the extent that it does not entail concessions of inalienable, national sovereign rights.
* As a guarantor power, Greece has not only the right but also the duty to actively support the struggle of the Cypriot people for the withdrawal of foreign troops and bases, for the return of refugees to their homes, for securing their free settlement and movement and for drafting of a constitutional charter that will safeguard the integrity of the Cypriot Republic and will bestow equal rights and obligations to all citizens, Greeks as well as Turks.
* PASOK will consistently support the struggle of the Palestinian people for the return to their homeland, in a peaceful Middle East, free from foreign interventions. It will support every national liberation movement that is struggling against colonial or racist rule.
* PASOK condemns Soviet intervention in Afghanistan and supports the view that Poland has the right to resolve its own problems and to follow the course set by the competent government and the will of the people.
* PASOK believes that Europe is a unitary entity, and close cooperation among European countries is dictated by their common cultural heritage and their common economic and social interests. But Europe must not set as its goal the becoming of a new superpower.
* PASOK will seek, in accordance with constitutional procedures, a referendum in order for the people to decide freely - after an objective and thorough information campaign - whether or not they wish to continue the accession or whether the national interest requires, as PASOK believes, the signing of a special agreement with EEC.
* PASOK will actively proceed toward Balkan cooperation and the strengthening of relations with Mediterranean countries, the long-term objective being the creation of a region without missiles and nuclear weapons and dissociated from any bloc.
* PASOK will implement a plan of immediate action regarding the economy. This plan will consist of effective measures for stabilizing the economy and re-

distributing the national income - these measures being an integral part of the foundation and perspective of self-sustaining development.

* Expenditures for national defense will have absolute priority. Priority will also be extended to education, health, research, pensions, and to the protection and enhancement of lower-class income. Revival of the Greek countryside and protection of the environment will require direct and drastic measures.

* PASOK acknowledges that foreign investments can contribute to Greece's development, provided that: real industrial units are involved and not commercial businesses which conceal their true nature; they introduce advanced technology that can benefit Greek economy; they are under substantial Greek control.

* PASOK accepts foreign loans when they have a dynamic potential for development. The necessary loans will be guaranteed from sources and under conditions which do not entail any other economic or political obligation apart from the repayment of the loan itself.

* PASOK's industrial policy will be based on a new investments policy, incentives, and credits, and an appropriate geographic distribution and regional development, in full accord with energy policy and protection of the physical resources and the environment.

* A decisive change will be the gradual socialization of the strategic sectors of the economy and the participation therein of the working people and other agencies. The degree of the working people's participation in the remaining sectors of the economy will vary according to the size of the unit.

* The credit system will be socialized.

* Finally, for PASOK, there are three bases for democracy: Parliament, local self-government and trade unionism. ■

As We See It....

Four academicians voice their opinions on the recent elections

P. Nikiforos Diamandouros teaches European History and Political Science at Athens College, where he is Director of the Development Office. He lectures and writes on the history, politics, and society of Greece and of Southern Europe since 1815, and is co-editor of a number of Greek and international journals in the same fields.

"While it is altogether too early to attempt any evaluation of the impact this election will have on the evolution of the Greek political system, it is possible to comment on a couple of its most obvious and immediate implications. One of the most significant developments arising from the election is the total annihilation of small parties. The intense psychological pressure excercised on the voters by all three major parties (New Democracy, PASOK, and KKE) against the so-called "wasted vote" bore electoral fruits for the three giants, at the cost of robbing the Greek Parliament of some distinguished political figures, and the Greek voter of wider representation.

The Parliament that has issued from these elections, therefore, is likely to witness greater polarization, as a decimated New Democracy attempts to shore up its badly tarnished image by engaging in all-out opposition to PASOK on all fronts.

In this eventuality, what is likely to suffer is the quality of parliamentary debate, and, ultimately, Parliament's ability to serve as a forum for public information and citizen education."

Paschalis M. Kitromilides received his Ph.D. in political science at Harvard University where he also served as Lecturer on Government and Research Associate at the Center for European Studies. He is now a lecturer on political science at the University of Athens. His book "Culture and Society in Contemporary Europe", edited with Stanley Hoffmann, has just been published by Allen and Unwin.

"Writing in the immediate aftermath of such a critical election and amidst the general elation over its outcome, it might be unwise to venture any judgements over the prospects of the new state of things that is shaping up. As a student of Greek political history and ideological traditions, however, I would like to briefly comment on another aspect of the process of political change we have just gone through. It concerns the climate of ideas and opinion within which the pre-election campaign has been fought. In the perspective of post-World War II political history, the pluralism of political opinion and ideological stands, the freedom of political dialogue and the uninhibited articulation of dissent through all channels of expression can be considered most remarkable accomplishments. Indeed all this represents a concrete conquest of liberalism that can be credited to the conduct of government in the seven years since the restoration of democracy. One might say that the political change for which the Greek people yearned and which has sparked up so many expectations, has been made possible not only for the negative reasons already noted by political commentators, but also because of such positive conquests such as the flowering of liberalism and political moderation. I believe this is an additional reason to rejoice in thinking about the election of October 1981. As for the rest, it is heartening to feel the climate of hope and excitement that is shaking up - for a change - the gloom and cynicism