



EDUCATION THROUGH CINEMA: "BEATING HEARTS ON THE DESK"ⁱ

Eugenia Bazaniⁱⁱ

Director of the 13th Primary School of Halandri,
Greece

Abstract:

In the context of the 5th Panhellenic Conference on "*Educational play and art in education and culture*", from the thematic section "*Educational cultural programmes*", I was given the opportunity to deal with the topic "*Education through cinema: 'Hits on the Desk'*" in terms of educational events. In the development of the film, I used the following themes: teaching and education, educational system, educational administration, evaluation, equipment, curriculum, behaviour-discipline, socio-political environment, family environment, profession and staff (the duration of each educational phenomenon). The film is set in the early 1960s and stars: A. Vougiouklaki, D. Papamichael, D. Konstantinaras, D. Papagiannopoulos, G. D. The music is by M. Hadjidakis and the script-direction: A. Sakellariou. Set in a wealthy area of Athens, Filothei, the film presents the carefree life, attitudes and reactions of the schoolgirls in a realistic mood. This era is a transitional period before the reform of G. Papandreou - E. Papanoutsou, where a period of intense political conflict with an impact on education begins. This period hides an "innocence" and carefreeness in student life. The film "*Knocking at the Desk*" is a continuation of the film "*The Wood came out of Paradise*" of the 1950s, where there are, we could say, small changes in the school process. At the same time, there is an improvement in certain aspects of educational reality. The film "*Knocking on the Desk*" is an emotional film that has also been shot in Turkish, has sold 591,675 tickets in Greece and was the second most popular film among the cinema audience in the period '63-'64.

Keywords: teaching, educational policy, evaluation, teaching, evaluation

1. Introduction

The plot of the film "*Flip-flops on the Desk*" is set in the early 1960s and stars: A. Vougiouklaki, D. Papamichael, D. Konstantinaras, D. Papagiannopoulos, G. Konstantinou. The music is by M. Hadjidakis and the script-direction: A. Sakellariou. Set in a wealthy area of Athens, Filothei, the film presents the carefree life, attitudes and

ⁱ Η ΕΚΠΑΙΔΕΥΣΗ ΜΕΣΑ ΑΠΟ ΤΟΝ ΚΙΝΗΜΑΤΟΓΡΑΦΟ "ΧΤΥΠΟΚΑΡΔΙΑ ΣΤΟ ΘΡΑΝΙΟ"

ⁱⁱ Correspondence: email mpazaneueugenia@gmail.com

reactions of the schoolgirls with a realistic mood, and attempts to portray real events-school incidents. The main characters of the film are the headmaster, the teachers and the schoolgirls; at the same time, it attempts to portray the quality of the relationships that develop between these characters. This period is a transitional period before the reform of C. Papandreou - E. Papanoutsou, where a period of intense political conflict with an impact on education begins. This period hides an "innocence" and carefreeness in student life.

In the processing of the film regarding the educational events, I dealt with the following themes, which refer to school life in a Girls' High School (the duration of time that each educational phenomenon refers to): teaching and training (teaching aids, teaching practice, teaching), educational policy, education system (student, educational institution), education administration (inspection, attendance time, school curriculum), evaluation (examinations-tests, grading), equipment (building, furnishing, blackboard and any other material), curriculum (teaching, extra-curricular activities), behaviour-interpersonal relations (pupils with each other, teachers with pupils), discipline (in the sense of deviation), socio-cultural environment (local community, family environment), profession and teaching staff.

This period hides an "innocence" and carefreeness in student life. The film "*Knocking at the Desk*" is a continuation of the '50's film "*The Wood came out of Paradise*", where there are, we would say, small changes in the school process. At the same time there is an improvement in certain aspects of educational reality. The film "*Knocking on the Desk*" is an emotional film that has also been shot in Turkish, has sold 591,675 tickets in Greece and was the second most popular film among the cinema audience in the period '63-'64.

2. Theoretical Part

2.1 Purpose of the Work

The primary purpose of my work was to highlight the school life in a Girls' High School through the deeper study of the film by Alekos Sakellarios. During a strict educational system, around the 1960s, A. Sakellarios describes to us what happens in a Gymnasium by attempting to portray real events-school incidents, as well as the quality of the relationships that develop between the headmaster, the teachers and the female students.

2.2 Teaching and Training

The teaching of Ancient Greek is done in the form of a monologue by the teacher. We see the professor reading a text from Rhapsody VII with Nausicaa, and the students seem to be attentively watching the lesson from their books (57'.24"). There is also an oral examination of a female student, who is appointed by the teacher to be examined (58'.50"). The teaching aids used are the standard textbooks of the time (43'.56").

For the most successful outcome of their teaching, teachers resort to the use of teaching aids. More specifically, they base their traditions on textbooks and on Neohellenic readings written, however, in the katharevousa. In terms of applied teaching

practice, teachers refer to their notes, dictation of text to female students, copying of text by female students, assignment of schoolwork for homework, and presentation of new knowledge by the teacher.

An exception are some younger - in terms of age - teachers, who, in order to offer the new course, choose the method of questions and answers to and from the female students as well as the assignment of tasks to small student groups, in order to train the students in the group-cooperative method of work. During the teaching, there is creative silence on the part of the female students, while for the teachers, "training" means giving a piece of their soul.

2.3 Training System

This is a private Girls' High School in Philothei, whose students were the offspring of wealthy families, a fact that prescribes the teacher-student relationship. Around the 1960s, during a strict educational system at the Theleon Gymnasium, all female students were shown wearing aprons, ribbons, bows and were equipped with notebooks, pens, bags, and pencils. The play is set in an educational institution of Secondary Education (Theleon Gymnasium) in Athens and not in an Experimental School.

2.4 Administration of Education

In this high school, there is a director and many teachers: a teacher of Latin (12'.15"), a teacher of Ancient Greek (54'.54"), a teacher of Gymnastics (1.7'.29"), a teacher of Mathematics (1.17'.17") and Trigonometry (1.17'.4").

It was the teacher's duty to inform the headmaster if he observed inappropriate behaviour in any student outside school (1.7'.40"). The teachers' council also met when an emergency occurred (1.31'.8").

At the top of the educational pyramid is the Inspector, who arouses feelings of awe among teachers not only by his appearance, but even more so by his regressive views, for which he clashed with teachers. Immediately afterwards, on the educational pyramid and looking down, we meet the Headmaster, the Deputy Headmistress and the teachers. The school program included the conduct of lessons and also student rest during the break, which was of long or short duration.

2.5 Evaluation

The system of assessment in the protagonist's school is list-based with clear reference to the Latin teacher, who examines in alphabetical order from a list (12'.15"). It is also carried out by oral examination of the female students (58'.50"), by the teacher giving a check to the female students (53'.9"), (56'.13") and by written examinations every term (56'.20").

We observe that the teacher is interested in the progress of the student, informs those who are in danger of not advancing and recommends a coach (student) for weak students in order to help them. (1.5'10"), (1.5'.45").

Female students who wished to attend the Gymnasium were required to participate in qualifying examinations, competing in various subjects (e.g. Modern Greek). When they were admitted during the school year, they were examined by the

teachers, on the basis of a list, in memorising the syllabus and finding any mistakes, by means of written tests. The teachers assessed the students' academic performance by means of numerical scoring. According to the examination system at that time, a pupil could be assessed negatively, be considered ineligible for re-examination and, accordingly, be considered either promotable or ineligible.

2.6 Equipment

The school building of the Filothei high school is a building with a large courtyard (1.7'.29"). The classroom, where the lessons are held, is quite spacious and has many double desks, a blackboard and a desk (54'.54"). The teachers' office has a large table, where they meet with the headmaster if an incident arises (1.31'.8").

The students' equipment is their books and notebooks, which are lined with blue glue and labelled (43'.56").

Also, all the female students wear blue aprons, which is compulsory clothing (36'.18"), they are painted and put on various perfumes (1.24'.6").

A. Sakellariou's film is very interesting because it shows the architectural structure of the school building. This consists of the courtyard, a space for students during breaks, the classrooms and the teachers' office. The furnishings of the classroom were limited to the high teacher's seat, which stood on a high pedestal. Integral parts of the school furniture were the desks, which were arranged in two long rows with a narrow aisle between them. Also prominent in the classroom were the blackboard/blackboard, the chalkboards, the paper sponge seat, and the waste basket.

2.7 Curriculum

The subjects presented to be taught are Latin (12'.15"), Ancient Greek (57'.24"), Swedish Gymnastics (1.7'.29"), Trigonometry (1.17'.4") and Mathematics (1.17'.17").

In the curriculum, among other subjects, Modern Greek is taught. The extra-curricular activities of the students include the operation of the school lending library with remarkable literary works, the organization of celebrations by the students, visits to museums, performances organized by the students, inspired by history, mythology and school life.

2.8 Interpersonal Relations / Behaviour-Discipline

At that time, the students resorted to the method of the scavenger hunt, which was a common procedure (18'.10"), especially in the spring season when the plot of the play unfolds (17'.60").

The presence of the female students in the classroom is checked by means of an absence list, which is the best student (55'.20").

Of course, there is no lack of jokes that the girls organize among themselves when they are bored during class by putting moustaches on their classmates' faces or laughing and telling various jokes (44'.24"), (44'.54"), (52'.11"), (1.1'). They also make a lot of jokes at the expense of their teachers by making jokes (50'.3"), (58'.50").

In cases of student misbehavior, a student is suspended and changed schools (41'.40") or her guardian is notified of student misbehavior (1.31'.8"). In addition, we see manual abuse (pulling ear and hair when a teacher reports to his colleagues that a student put ants in his pocket, and slapping as a means of punishment (1.33'.34"), (1.35'.10").

The punishment imposed by the teacher is a verbal insult, scolding and calling the students "donkeys" (54'.54"), (1.8'. 40"), written punishment by writing one hundred (100) times the phrase "*The guitar is not needed in Ancient Greek class*" or two hundred (200) times "*I will never again go to inappropriate shows for female students*" (55'.51"), (1.10'.4") and suspension (1.5'.20") or fear of expulsion by the Teacher's Council (1.33'.20") and suspension with probation (1.5'.20") or with the fear of expulsion by the Teacher's Council (1.33'.20").

The students maintain good interpersonal relationships with each other, as they collaborate in various lessons and hang out in the yard during breaks. Teachers with conservative views most often treat female students with prejudice, partiality, lack of sympathy, understanding, support and show a friendly attitude towards "submissive" female students. On the other hand, teachers with progressive views have a friendly attitude, especially towards helpless and poor female pupils, as well as towards those who do not act as submissive executors of others' opinions. Thus, they treat all female students on an equal and fair basis irrespective of personal sympathies.

The students feel unbearable boredom towards the school, since the teachers "curse" them and are "mean and unfair" to them. For this reason, they do not miss the opportunity to satirize the teacher's behavior in secret during the break, while they did not fail to adopt a feigned respect towards the teaching establishment. On the contrary, the attitude of the female students radically changes towards those teachers with a 'humanistic' face. Teachers who come to morally support the students' efforts to continue their studies receive from the female students' feelings of love, admiration, appreciation, genuine trust (confession of personal problems) and gratitude.

To inappropriate student behaviour in the classroom (insolence, disorderliness, neglect of student duties, love affairs, theft), the teachers react with punishments, verbal reprimands, physical violence (beating), standing, hair pulling, kicking, pushing, written punishments, suspensions.

2.9 Socio-political Environment

Η ιστορία διαδραματίζεται σε ένα αστικό περιβάλλον. Ο σύζυγος της πρωταγωνίστριας είναι καθηγητής Ιατρικής με μεγαλοαστικές ρίζες. Ο πατέρας του συζύγου της ήταν κι αυτός γιατρός και το κοινωνικό περιβάλλον τον σεβόταν και τον εκτιμούσε ιδιαίτερα (2'.45"), (2'.53"). Η κοινωνική θέση του άντρα της ήταν τόσο υψηλή, ώστε σε κάποια στιγμή που πηγαίνει στο Λούνα-παρκ με τη γυναίκα του, φοβάται μήπως τον δουν οι μαθητές του (28'.42"), (29'.13").

Ο πατέρας της ήταν επιχειρηματίας (5') και η οικογένεια διέθετε μια νταντά για να ασχολείται με τις δουλειές του σπιτιού (3'). Η μητέρα της, νέα σε ηλικία, ως μεγαλοαστή δεν εργαζόταν εντός και εκτός σπιτιού (4').

Η πρωταγωνίστρια, παντρεμένη με γιατρό μεγαλοαστικής οικογένειας, ασχολείται με τις μεγαλοαστικές δραστηριότητες, όπως: κομμωτήριο, ψώνια στα μαγαζιά, Κουν-καν σε κάποια φίλη (34').

Οι εκπαιδευτικοί απολαμβάνουν υψηλό κοινωνικό κύρος από την τοπική κοινωνία, όπου εργάζονταν και διέμεναν λόγω της μεγάλης τους μόρφωσης. Την ίδια αντιμετώπιση δε φαίνεται να απολαμβάνουν οι εκπαιδευτικοί και από το επίσημο κράτος, αφού αυτό τους είχε καταδικάσει σε μόνιμη μισθολογική καθήλωση και ό,τι άλλο αυτή συνεπαγόταν (παράδοση ιδιαίτερων μαθημάτων, ακόμα και από καθηγητές με μεγάλη υπηρεσία).

The story is set in an urban environment. The protagonist's husband is a professor of medicine with upper-class roots. Her husband's father was also a doctor, and the social environment respected and valued him highly (2'.45"), (2'.53"). Her husband's social status was so high that at one point, when he went to the amusement park with his wife, he was afraid of being seen by his students (28'.42"), (29'.13").

Her father was a businessman (5"), and the family had a nanny to take care of the household chores (3"). Her mother, young in age, as a big bourgeois, did not work inside or outside the house (4').

The protagonist, married to a doctor of a big-bourgeois family, is engaged in big-bourgeois activities, such as: hairdressing, shopping in the shops, Koon-kan with a friend (34').

The teachers enjoyed high social prestige from the local community where they worked and resided due to their high education. Teachers do not seem to enjoy the same treatment from the official state, since the latter had condemned them to permanent wage fixation and all that this entailed (delivery of special lessons, even by teachers with long service).

2.10 Family Environment

The protagonist's father appears to be very protective and affectionate towards her, with a great weakness towards her. For this reason, when his daughter one morning manifests some illness (feigned), her father invites a medical professor to examine her, convinced of the alleged illness (5').

The guardian has a key role and seems to largely control the student's life by deciding whether or not to continue her studies (1.17'.46").

2.11 Profession and Staff (Teaching)

The teachers working at the Filothei High School are teachers of literature (12'.15"), (54'.54"), mathematics (1.17'.4"), (1.17'.17") and Gymnastics (1.7'.29"). They appear to be highly groomed, and their attire stands out as they work in a private high school.

A hierarchical order prevails on the school premises, among the relationships of the teachers, which is reflected in the furnishing of the headmaster's office or in the way they move towards the classrooms after the bell rings: the headmaster comes first, followed by the others in hierarchical order. For any problems that may arise, the headmaster avoids meetings and decides, almost single-handedly. Teachers of the same

pedagogical concept and of similar age (e.g. deputy headmaster, other teachers) join the headmaster's side, while teachers of opposite pedagogical concepts and younger age clash with him.

3. Conclusions

The plot of A. Sakellarios' film is set in a wealthy area of Athens, Filothei, in the early 1960s and presents the carefree life, attitudes and reactions of the schoolgirls in a realistic mood.

Interpersonal relationships are a key theme presented in this play.

- a) Teachers with students: Conservatives are shown to be favourable to female students who are well-behaved and submissive, that is, those who do not oppose their views and do not object. Progressives, on the other hand, show a particular sympathy either for weak and poor schoolgirls or for intelligent ones who do not uncritically accept the opinions of others. In other words, the treatment of schoolgirls in their case is equal and governed by fairness. Let us also look at the image that the female students have of their teachers. In general, it seems that they seem to have a lot of complaints and attribute their boredom with the school to them. Also, the respect they show them is formal and in no way stems from true feelings of appreciation. However, they do not treat all their teachers in the same way. The pupils recognise what some of their teachers do for them and their feelings towards them are governed by love, admiration, appreciation and trust.
- b) Teachers to teachers: In the area of teachers, the role of hierarchy should definitely be noted. Around the headmaster, there is a circle of teachers, the conservative ones, who share his views and therefore support him in all his decisions. But those who belong to the progressive category also support each other. A competitive and vindictive attitude is therefore discernible in their relations, especially on the part of the more conservative ones.
- c) Teachers and local society. In this film by A. Sakellariou, the problems and everyday life in a private Girls' High School in Filothei, whose students were the offspring of big-bourgeois families, are presented in an amazing way. The value of the film lies in the fact that the pedagogical and educational issues remain relevant for us as well. It also evokes memories of the high school years in the reader, who sees that his school experiences are the same and unchanged as those described by the director A. Sakellariou.

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author

Evgenia Bazani

- Degrees:

- 1) Main Degree: Department of Primary Education

- 2) Additional degrees:
 - a) Second university degree Title: Philosophy – Pedagogy and Psychology,
 - b) Additional Degree Title: Human Resource Management and Administration.
- 3) Title of Teaching Institution: Marasleio Teaching Institution,
- 4) Postgraduate title. Title: Gender and Religion, National and Kapodistrian University of Athens – Department of Theology,
- 5) First Foreign Language: Title: French DELF (1st Degree & 2nd Degree) Educational Institution: French Embassy,
- 6) Additional Foreign Language Title: English and German,
- 7) Computer Knowledge: Level 1 and 2.

- Literary and research work:

"The position of women in the society of Mani"

- Experience from performing duties:

- Pedagogical Institute of Primary Education (01-09-2023 to 26-06-2024)

- Director of a school unit (16/11/2007 - 08/08/2011 at the 10th Primary School of Agia Paraskevi, 09/08/2011 - 31/07/2017 at the 5th Primary School of Chalandri, 01/08/2017 - 21/06/2023 at the 3rd Primary School of Vrilissia, 27-06-2024 to 31-07-2027 at the 13th Primary School of Chalandri).

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Annex

The Educational Reform of Primary Education in post-war Greece: The spirit and purpose of the 1959 educational reform.

1.1. The explanatory report of Legislative Decree 3971/1959

I

The exercise of national educational policy, at the present stage of the life of the nation, must be guided by the following two basic objectives:

- 1) Organization of vocational and technical education to meet the needs of rapid and intense technological progress.
- 2) To offer the goods of humanistic education to the widest possible strata of the people.

II

Greece is currently undergoing intensive economic development in all productive sectors. The creation of scientists in the sciences, but also technical staff of all levels and skilled craftsmen, becomes the necessary means of adapting to the enormous scientific and technological progress in the second half of the 20th century. Therefore, the demand arises that national education should be directed more significantly towards the technical and economic sectors.

The Greek nation, having a continuous five thousand years of history for three millennia, is at the forefront of the moral struggles and intellectual achievements of all peoples, through its renewed humanistic tradition of classical and Christian civilization, called Greek-Christian.

It is to this genuine humanistic tradition that free men throughout the world are turning today, realizing that the exclusive and unilateral cultivation of technical civilization does not lead man to the conquest of freedom and social happiness.

For this reason, the education of the Greek nation must, above all, preserve this great tradition. Preservation of the humanist tradition, however, does not mean slavish maintenance of the existing situation, but synchronisation and wider dissemination of the existing situation, but synchronisation and wider dissemination of the existing situation to as wide a stratum of the people as possible.

Consequently, the above findings lead to certain necessary changes concerning not only vocational and technical education but also secondary and elementary education, as well as the reorganization of the Central Services and Councils of the Ministry of Education.

III

With the education bills, which we have the honour to submit under the approval of the National Delegation, we seek to define the framework and to realize the two above-mentioned basic objectives of the national education policy.

From the totality of the bills and the accompanying explanatory reports, the objectives of the educational program emerge, which can be summarized along the following lines:

In the first place, the organization of elementary education will be readjusted to meet new settlement and demographic conditions. The programs provided to students are civic education, elements of technical training, economic knowledge and elementary bases of science.

It also addresses the problem of more complete training and further training of teaching staff at the various levels and branches of education, and seeks to continuously increase the number of teaching staff in elementary education and improve their status.

IV

This Bill reorganizes the Supreme Council of Education, which is composed of two special Councils, the Supreme Council of Educational Programs consisting of nine full members and the Supreme Council of Educational Personnel Administration consisting of five members (Article 37) is divided into two specific Councils the A.S.E.P. General Education and the A.S.E.P. Vocational Education (Article 38). The first of these includes the Departments of Elementary and Secondary Education (Article 43(1)), the second includes the Departments of Technical Education, Maritime Education and Social Service Schools (Article 43(2)) (Boouzakis, 2002:89).

In Athens, 11 June 1959

The Minister of National Education

Γ. Vogiatzis

1.2. XC' meeting, Thursday 25 June 1959

During the discussion of the draft Law "On Technical and Vocational Education, Organization of Secondary Education and Administration of Education", the deputy of the E.D.A. M. Svolos stressed the following: "The aim of every synchronized and democratic state is through education to fully utilize the human factor, so that it becomes capable of contributing to the economic development of the country and to contribute to raising the cultural and intellectual level of the citizens". This is the goal that Greece must achieve if it wants not only to be called but also to be a democratic state.

This purpose establishes corresponding obligations of the state towards its citizens and rights of citizens, which were established by the people after hard struggles that lasted for centuries.

But in order to reach this goal, certain conditions must be met:

- 1) Education must be accessible and democratic to all citizens and at all levels. This means democratic education. This means that education must be free of charge and must be made easier for students, especially those from the weaker classes, to reach all levels. Today, it is possible to give not only primary education, but also lower and secondary education, truly free of charge.

- 2) Education should be adapted to the present state of Science and Technology and their immediate future prospects, for we have recently had extraordinary achievements in science and revolutionary changes in technology. Atomic and nuclear energy and automation are creating new ways and methods of production. These have resulted in the reduction of manual labour, the breaking down of barriers between production labour and intellectual labour, and the need to create more and more managers with full scientific and technical training instead of skilled craftsmen. The adaptation of education will be achieved by "polytechnic" education applied to all levels of education.
- 3) Education should be based on the present and immediate future economic data of the country and should take into account the distribution of the population by sectors of production and the rearrangements that will certainly take place with the industrialization of the country. It is also necessary that the programmes, form, type and grades of schools should be based on an economic programme.
- 4) It is necessary that the educational institutions, teachers and lecturers should have a complete intellectual education to enable them to become worthy social workers. In order to do this, they must first and foremost be supported financially and occupy the appropriate position in society.
- 5) Finally, there is a need to readjust the basic ideal of education, i.e. individual humanism should give more place to Social Humanism, and the "perfect individual" man should become a complete "social man".

Educational reform to realize all or some of these conditions requires a complete overhaul of education. Education in general is based on basic education, which is also elementary. With regard to basic education, according to the report of the Commission on Education, every year, some 14,000 children are not enrolled in primary schools and remain illiterate. About 180,000 children are enrolled, of whom one-third do not finish primary school, and 60,000 children, including the 14,000 who are not enrolled, are driven by lack of means of subsistence to work despite the laws that existed in the villages and towns. However, attendance at primary school is compulsory.

Therefore, a complete network of institutions and institutions needs to be established. There is a need to consider introducing the institution of School Insurance, with the contribution mainly from the state and wealthy parents. In our country, due to the lack of a real local government, the state should bear the major part of the contribution.

Thus, of the 120,000 children who finish primary school, 50,000 go on to secondary education, from which only 25,000 eventually graduate. The others are sent to work, leaving some 105,000 children without vocational training each year. This is the real situation in elementary education. For this reason, the basic task of an educational reform would be to begin with the reform of basic education, i.e. primary education, which concerns the greatest mass of the people.

As regards the question of expenditure, the relevant expenditure provided for in the bill for the needs of the so-called reform of education amounts to 20,000,000 drachmas,

in addition to those provided for, which may perhaps double it. Indeed, the total expenditure, according to the draft laws, will amount to 141 million.

These sums are not only not sufficient to fully meet the needs of education, but not even a little of the gaps in the general schools, for the expenditure on classrooms and classrooms must amount to one billion drachmas. For the vacancies of the staff of elementary education, which are 5,000 and about 2,000 teachers have been appointed, larger sums are also needed. In fact, given that the population of our country is increasing, it is a natural consequence that the gaps in buildings and staff in education are also increasing, and therefore it is impossible to have educational reform with so little money.

As long as the popular demand for the immediate general reform and democratization of education, although alive, is not strongly pressed both to the National Delegation and to the Government, there will only be temporary solutions, which will not solve our educational issue and force the state to allocate the necessary resources (Bouzakis, 2002:117).

1.3. The content of the 1959 educational reform - Articles

Presidency

Ioannou D. Tsirimokou

Session 110, 24 June

Legislative Decree No. 3971/1959 on Technical and Vocational Education, Organisation of Secondary Education and Administration of Education.

Article 32

It shall be permitted to reappoint to vacant organic posts elementary education officials who had left the service by resignation or dismissal due to abandonment of post and if they have exceeded the age limit for appointment, provided that they have ten years of actual service in the position of education official, submit an application within one quarter after publication and meet all the requirements and have all the other qualifications for the first appointment.

Article 34

- 1) A General Directorate of General Education shall be established in the Central Service of the Ministry of Education, with one post at grade 1 of Category A.
- 2) The Directorates of Elementary, Secondary and Private Education, Physical Education, Textbooks, School Health and the Department of Popular Education shall be under the jurisdiction of the above General Directorate.

Article 51

The purpose of the I.K.Y. is to provide financial aid to students in the fifth and sixth grades of primary schools. Those who do not have sufficient financial means and are distinguished for their studies, usefulness and ethics are entitled to this support (Bouzakis, 2002:143).

Paul B.

The Cabinet

The President

Constantine Karamanlis

The Members

P. Kanellopoulos, D. Makris, C. Vogiatzis,

L. Dertilis, N. Marti, S. Gikas, K. Adamopoulos,

A. Stratos, E. Kalantzis, MR. Chrysanthopoulos,

Θ. Konitsas, D. Thanopoulos, I. Parreas,

TR. TR. Triandafylakos

The Great Seal of the State Was Affixed and Affixed

In Athens on 4 September 1959

The Minister for Justice

Con. Kallias

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