

B U L L E T I N  
OF THE  
MODERN GREEK STUDIES ASSOCIATION  
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### MGSA BULLETIN

The MGSA BULLETIN is published two times a year (Spring and Fall) by the Modern Greek Studies Association, Box 1826, New Haven, Connecticut 06508. The cost of an annual subscription is \$6.00. The subscription price is included in the dues of all members of the Association.

The Editor welcomes news of MGSA members, short announcements of modern Greek programs, forthcoming conferences and new books and any other activity related to modern Greek studies.

All submitted material should be typewritten and addressed to the Editor, MGSA BULLETIN at the above address; changes of address should be sent to the MGSA Office, same address.

### CLASSIFIED ADVERTISEMENTS

Address all advertisements to The Editor, MGSA BULLETIN, Box 1826, New Haven, Connecticut 06508. Checks should be made payable to the MGSA. The rate for advertisements is \$1.00 a word, with a twenty-word minimum. Ads must be prepaid.

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FROM THE EDITOR

The MGSA is fortunate to have not only the support of its dues-paying members, but, from time to time, the extraordinary support of friends. On the following page we present one of them, William J. Russis, whose generous contribution has strengthened and broadened our programs.

\* \* \* \* \*

Those of you who attended the Princeton Conference on "Modern Greek Literature and the University Curriculum" in April 1984 were surely fascinated by the talks presented. Those who could not attend can now read some of the summaries of the talks on pages 21-34. We are including here all the texts which authors have made available to us.

A SALUTE TO  
WILLIAM J. RUSSIS

Mr. William J. Russis of Chicago, a long-time member of MGSA who recently celebrated his ninetieth birthday, has presented the Association with a gift of one thousand dollars. It is with great pleasure that we express to him through these pages the Association's gratitude for his generosity and active support and we salute him as one who rightfully regards himself a "Hellenodiphes and Hellenolatres."

William J. Russis was born on 20 July 1895 in Alea of Argolis, in Peloponnesos, and came to the United States in 1912. He attended the University of Oregon until he was drafted into the United States Army and shipped to France in 1918. Following the armistice the Army sent him to the University of Besançon for studies and he then returned to the University of Oregon where he earned a B.A. and M.A. degree in Greek and French language, literature and history. After teaching for a year at the University of Minnesota he studied Byzantine history and French literature at the University of Chicago. In 1926 he married Martha Matsoukas and went into business. In 1942 he joined the Office of Price Administration and in August 1944 he was transferred to the United Nations Relief and Rehabilitation Administration (UNRRA) and sent to Greece where he served until December 1946. He returned to his real estate and insurance business in 1947, from which he retired in the early 1970s.

Mr. Russis served as contributing editor to the National Herald of New York, The Greek Review, and The American-Hellenic World of Chicago. His publications include "The Rise of the Republican Movement in Greece," (Current History, August 1924), "On the Hundred and Thirtieth Anniversary of the Independence of Greece," (The Greek Review, August 1924), "Howard K. Smith and 'The Greek-American Lobby,'" (The Greek Star, May 11, 1978), "Open Letter to a Congressman," (The Hellenic Chronicle, February 12, 1976), and numerous commentaries, book reviews and letters. He has been an active member of the Greek-American community of Chicago, and of AHEPA.

MGSA salutes Mr. William J. Russis and congratulates him for a long life full of achievement and service.

\* \* \* \* \*

# THE MODERN GREEK STUDIES ASSOCIATION

## GENERAL INFORMATION

The Modern Greek Studies Association is an American-based, non-profit, tax-exempt organization of scholars, students, and other interested persons, established for the purpose of promoting modern Greek studies, particularly in the United States and Canada but also wherever else interest exists and support is needed. Established in 1968, it is incorporated in the State of New Jersey.

The Association sponsors symposia and seminars devoted to modern Greek subjects: language, literature, history, the social sciences, and the fine arts. It issues and supports publications in the areas of its interest. It also serves as a center for information on programs and activities in the field of Byzantine and modern Greek studies. Information regarding membership, publications, and the Association's activities may be obtained from the Executive Director, MGSA, Box 1826, New Haven, Connecticut 06508.

### Publications Issued by MGSA

Journal of Modern Greek Studies, semi-annual journal of MGSA, William H. McNeill, editor. The Johns Hopkins University Press.

The Bulletin (semi-annual official publication of MGSA), A. Lily Macrakis, editor.

Edmund Keeley and Peter Bien, eds. Modern Greek Writers. Princeton University Press, 1972.

N. Diamandouros, J. Anton, J. Petropoulos, and P. Topping, eds. Hellenism and the First Greek War of Liberation 1821-1830: Continuity and Change. Institute for Balkan Studies, Thessaloniki, 1976.

Speros Vryonis, Jr., editor. The "Past" in Medieval and Modern Greek Culture. Malibu, California: Undena Publications, 1978.

John O. Iatrides, editor. Greece in the 1940s. A Nation in Crisis. Hanover, New Hampshire: The University Press of New England, 1981.

John O. Iatrides, editor. Greece in the 1940s. A Bibliographic Companion. Hanover New Hampshire: The University Press of New England, 1981.

A. Lily Macrakis and P. Nikiforos Diamandouros, editors, New Trends in Modern Greek Historiography. Occasional Papers of the MGSA, I, 1983.

Co-sponsored by MGSA:

Lars Baerentzen, editor. British Reports on Greece, 1943-1944. Copenhagen: Museum Tusulanum Press, 1981.

### Publication Supported by MGSA

Modern Greek Society: A Newsletter, a social science publication edited by P. Nikiforos Diamandouros and Peter Allen and sponsored by MGSA (semi-annual).

### MGSA Affiliations

American Comparative Literature Association  
American Council on the Teaching of Foreign Languages  
American Historical Association  
American Philological Association  
Modern Languages Association  
American Association for the Advancement of Slavic Studies  
International Studies Association

## Exchanges

Institute for Balkan Studies, Thessaloniki, Greece  
Institute of Southeast European Studies, Academy of the Rumanian Socialist Republic, Bucharest  
N. Iorga Institute of History, Bucharest, Rumania  
National Center of Social Research, Athens, Greece  
Society for Macedonian Studies, Thessaloniki, Greece

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## MGSA Legal Counsellor

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The Mr. and Mrs. James Hugh Keeley Fund

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#### MGSA STANDING COMMITTEES

##### Endowment Committee

Former Presidents (Edmund Keeley, John Petropulos, Lily Macrakis), Current Treasurer (Peter S. Allen), Former Officer for a three-year renewable term (P. Nikiforos Diamandouros)

##### Nominations Committee

Officers and members of the MGSA (annual selection)

##### Publications Committee

Peter Bien, Edmund Keeley, John Petropulos, John O. Iatrides, Julia Loomis, Lily Macrakis, Diskin Clay.

\* \* \* \* \*



O F F I C I A L   B U S I N E S S

MINUTES

MGSA EXECUTIVE COMMITTEE MEETING

8 April 1984

New School for Social Research, New York City

Present: Bien, Allen, McNeill, Doxiadis, Keeley, Pollis, Herzfeld, Coufoudakis, Zenelis, Diamandouros, Bowersock. Also present: John O. Iatrides, Executive Director.

The meeting was called to order at 11:10 a.m. by the President, after a quorum was established. The minutes of the January 28, 1984 meeting were approved as presented.

Next Meeting: Sunday, October 21, at 11:00 a.m. in New York. Location will be announced.

Triennial Review of the Executive Director:

The Committee met in executive session. The Executive Director's service was applauded by all.

MOTION 6-84: Keeley moved, seconded by Allen, that the Executive Director's term be renewed for 3 more years. The motion was adopted unanimously. The Executive Director joined the meeting at this point, accepted the Committee's invitation and expressed his appreciation for the confidence shown in him.

Finances:

Bien reported that we have now changed our account to a Prudential-Bache command account. Allen reported a bill of some \$10,000 for the Journal. Payment will need to be made partially with Endowment money (about \$6,000). Keeley questioned MOTION 2-84 and whether Allen's proposal conformed to the Constitution and the charge of the Endowment Committee. A brief recess was called during which Keeley, Allen, and Iatrides met as members of the Endowment Committee.

MOTION 7-84: Keeley moved, seconded by Zenelis, that part of current assets be designated as Endowment and held in a separate account subject to the provisions of the Constitution regulating the Endowment. The motion passed unanimously.

MOTION 8-84: Diamandouros moved, seconded by Herzfeld, that in view of the adoption of MOTION 7-84, MOTION 2-84 be considered null and void. The motion carried unanimously.

MOTION 9-84: In view of John Iatrides' status as Executive Director of the Association, Pollis moved, seconded by Herzfeld, to nominate Diamandouros as a member of the Endowment Committee to replace Iatrides. The motion carried unanimously.

Audit:

Allen reported that MGSA is not required by law to have an annual audit. Funding agencies will accept an IRS 990 form which will be prepared by a CPA. Herzfeld suggested that an audit could be done by a CPA as a donation to MGSA. Pollis will look into the possibility of a Greek-American CPA willing to do this by May 15.

Symposium 83:

Now that all bills have been paid, Allen reported that the Symposium produced an income of \$93. Iatrides suggested better coordination of Symposium finances between the Executive Committee and the Symposium Committee.

Greek Account:

Diamandouros has signature rights on the account maintained in Greece by MGSA.

MOTION 10-84: Allen moved, seconded by Diamandouros, that Keeley's name be added as signatory to the MGSA account held at Branch 100, in Psychiko, of the National Bank of Greece. The motion carried unanimously.

### Funding:

The President announced that notification has been received from the Greek Ministry of Culture that a 350,000 DRS grant has been made to the MGSA. Doxiades reported that the Hellenic Heritage Foundation is not a possible source of funds for MGSA. Keeley expressed optimism about the prospects of another grant from Mobil in view of Bien's statement of how the previous grant was used and how another one may be used. Bowersock will follow up his contacts with Exxon following the publication of the journal.

### Membership:

MOTION 11-84: On a motion by Allen and Pollis, a joint membership category has been established with the additional membership set at \$10. Joint membership implies a single membership address for both persons, with a single Bulletin and Journal being mailed to the members. The motion carried unanimously.

### Lagoudakis Collection:

Doxiades reported that interest continues on the part of "ELIA" in Greece for acquiring the Lagoudakis collection. Iatrides pointed out that the time period specified in our agreement with Boston University has not expired. Zenelis objected to the idea of transferring the collection outside the U.S.

MOTION 12-84: Keeley moved, seconded by Doxiades, that, before any further action is taken on the Lagoudakis collection, Bien explore by May 10 with Boston University Library the status and disposition of the collection and that he notify L. Macrakis of the results. The motion was adopted unanimously.

### Anatolia Papers:

MOTION 13-84: Allen moved, seconded by Zenelis, to endorse the idea of a Greek edition of the Anatolia Papers. The motion carried by 5 votes in favor, 1 against, and 4 abstentions.

MOTION 14-84: McNeill moved, seconded by Coufoudakis, that, if such publication were to be undertaken, it be done by external funds only. The motion carried unanimously. Following the adoption of the two motions it was suggested that the two editors of the U.S. edition look into the question of who will edit this publication, and that Bien inform Bill McGrew of the intent to publish the papers.

### Constitution Ad Hoc Committee:

Keeley reported that the Committee has sent a letter to all MGSA members which will also be published in the next issue of the Bulletin, and that it will wait for member responses.

### Nominating Committee:

Diamandouros reported that the Committee, consisting of himself, D. Gregory, and L. Macrakis has made some preliminary recommendations as to candidates for the Executive Committee, keeping in mind the need for new persons and the diversity of Modern Greek Studies, to fill the 7 vacancies in the 1984 elections. The possibility was also discussed of bringing an ABD doctoral student on the Executive Committee. It was emphasized that potential candidates ought to have not only professional qualifications, but also a strong interest in the Association and the willingness to attend the meetings of the Executive Committee. Additional names were also suggested for consideration by the Nominating Committee, which will report at the next meeting of the Executive Committee.

### Bulletin:

Iatrides reported that the next Bulletin will appear in a new and cheaper format (\$1.80 per copy). Pollis will bring additional cost saving ideas for the publication of the Bulletin at the next meeting of the Executive Committee.

### JMGS:

The Editor reported that the number of manuscripts submitted and/or accepted is adequate. More book reviews are needed.

### Future Symposia:

Bien reported on the panels that will be presented at the APA meeting, December 27-29, 1984 and the MLA meeting, December 27-29, 1984. At the MLA meeting on the Greek Drama, panel papers will be presented by Stratos Constantinides (University of Iowa) and Marlies Kronegger. On the panel on the Greek Theater professional actors will demonstrate and discuss acting styles employed in Modern Greek theater for ancient Greek plays. Demonstrations will be given by Isaac Dostis and Diana Sunrise, and also by Costas Vantzou and N. Kontouri.

At the APA meeting the topic is the "Anthropology of Ancient and Modern Greece" with papers by L. Muellner, Curtis Runnels, Paul Friedrich and Susan Sutton. Coordinators for the program are L. Danforth and Gregory Nagy.

Bien also reported on a proposal by Bill McGrew for another MGSA-Anatolia Seminar in the Summer of 1985 on the topic of "Greece and Asia Minor." The consensus was that Iatrides will act as liaison with Anatolia College for this Seminar. Also, that depending on the quality of the papers presented, MGSA reserve the right to decide on whether to publish the papers. Bien indicated that Bill McGrew would like to be consulted prior to such publication. Finally, it was agreed that the Seminar will not place any financial burden on the Association.

### Daedalus Proposal:

Bien presented a revised proposal for a Daedalus-MGSA conference on Greek-Turkish relations. It was agreed that such an activity would be in addition to the MGSA Symposium and not in place of it, as the Symposium remains a major MGSA activity.

MOTION 15-84: Zenelis moved, seconded by Allen, that a three member committee be appointed by the President to carry on discussions with Daedalus on the project, with the recommendation that the event be held not earlier than January 1986. The motion carried unanimously. Pursuant to this resolution the President appointed Bowersock and McNeill to the Committee.

### Symposium 1985:

The consensus was that Herzfeld explore with the administration of Ohio State University and Professors Kozyris and Lambropoulos the possibility of holding the 1985 Symposium on the OSU campus. He will report to the Executive Committee as soon as possible. The topic will be "Greece in the Orthodox and Muslim Worlds, Explorations in Modern Greek Identity." Diamandouros will be consulted as to potential contributors to such a Symposium.

The meeting adjourned at 4:30 p.m.

Van Coufoudakis  
MGSA Secretary.

### MINUTES

#### MGSA EXECUTIVE COMMITTEE MEETING

23 September 1984

New School for Social Research, New York City

Present: Bien, Allen, Keeley, Herzfeld, Papacosma, Pollis, Diamandouros, Coufoudakis, Hartigan, Zenelis. Also present: John O. Iatrides, Executive Director.

The meeting was called to order at 11:00 a.m. by President Bien and the minutes of the April 8 Executive Committee meeting were approved as presented.

The Annual Meeting of the Association will be held December 29, 1984, at the Grant Suite, the Washington Hilton, 1919 Connecticut Avenue, Washington, D.C. The annual meeting is scheduled for 4:30 p.m. and the Executive Committee meeting at 5:30 p.m. The first meeting of the Executive Committee for 1985 will be held on Saturday, February 23; the location will be determined at the next meeting.

### Ad Hoc Constitution Committee:

Keeley reported that the Committee received only two responses to its request for suggestions for possible revisions to the Constitution. The consensus of the Executive Committee was that in view of the lack of any mandate for revision no further action is required.

### Future Symposia:

MOTION 16-84: On a motion by Keeley and Diamandouros \$200 were allocated to support the travel of two participants in the MLA/MGSA panel on the Greek theater. The motion carried unanimously.

Anatolia 85 Symposium: Iatrides circulated the preliminary announcement of this symposium.

Daedalus: Keeley reported that the editor of Daedalus may, in the future, solicit papers for a special issue; however, there are no formal commitments at this time.

MGSA 1985 Symposium: Bien reported that the Local Arrangements Committee in Columbus, Ohio, has secured a \$5,000 pledge toward the Symposium and that there is a strong possibility for raising an additional \$5,000. The Symposium dates are November 7-10, 1985.

Papacosma mentioned that he will solicit support from the communities in Cincinnati and Cleveland. Herzfeld also reported that there may be support forthcoming from the Turkic Studies program at Indiana University toward the travel of Turkish scholars. The Friday meetings will be held at the Holiday Inn in Columbus, and the remaining meetings on the OSC campus. Papacosma reported on the views of the program committee regarding the program theme and topic. Following discussion on the meaning of terms such as "Modern Greece," "Hellenism," "Greek Identity," the following motion was presented:

MOTION 17-84: Allen moved, seconded by Diamandouros, that the topic of the Symposium be "Modern Hellenism in the Context of Eastern Europe and the Eastern Mediterranean." The motion carried with Herzfeld voting against. Discussion followed on the explanatory paragraph that will be included along with the theme.

MOTION 18-84: Coufoudakis moved, seconded by Herzfeld, that the description read as follows: "The historical development of the Modern Greek Nation has brought it into contact with the peoples, cultures and religions of Eastern Europe and the Eastern Mediterranean--notably those of the Slavs, Turks, and Arabs. The Symposium will examine these connections and will additionally focus on their contribution to the formation and complexities of Modern Greek National Identity." The motion carried unanimously.

It was noted that the Association and its program committee should take advantage of the presence of scholars attending the Slavic meeting in Washington several days before the MGSA Symposium and that the various affiliated organizations be informed of our Symposium plans in order to broaden participation. The program committee will report on the scheduling of panels, plenary sessions, etc. at the next meeting of the Executive Committee.

The preferred languages for papers will be English and Greek. The number of papers per panel will be three, with limited presentation time and adequate time for discussion. Integrated interdisciplinary panels will be sought for maximum participation. The consensus of the Executive Committee was that the December meeting will be critical for final decisions on the program and the Symposium as such. Thus, that meeting will take up all questions relating to the program, finances, and administrative details. The Executive Committee will reserve the right to postpone the Symposium to a later date (Spring 1986), if adequate progress in the planning of the Symposium has not been made by the December meeting.

MOTION 19-84: Allen moved, seconded by Diamandouros, that Herzfeld join the 1985 Symposium Program Committee. The motion carried unanimously.

In the discussion that followed it was agreed that a chairperson was needed for the program committee, a person who is also a member of the Executive Committee for reasons of reporting and accountability. Pollis recommended the hiring of a student to assist the program chairperson. The student could be paid from funds raised locally for the Symposium.

MOTION 20-84: Diamandouros moved, seconded by Allen, that Papacosma and Herzfeld be appointed co-chairmen of the Program Committee for the 1985 Symposium. The motion carried unanimously.

The consensus was that in the interest of informing the MGSA members about the Symposium, the Executive Director will mail, at the earliest possible time, appropriate information prepared by the Program Committee to the 1983 and 1984 members by first class mail.

#### Finances:

Bank Account in Greece: On the basis of information received by Keeley there are various bureaucratic obstacles to adding his name on the account. In view of the declining value of the Greek account and the bureaucratic difficulties created by such an account, Allen moved, seconded by Pollis, that:

MOTION 21-84: The MGSA Athens bank account be closed after the 1985 Anatolia Symposium and that any unspent funds be transferred to the U.S. The motion carried unanimously, but see MOTION 22-84 below.

Discussion followed on Keeley's presentation on possible funding from Fulbright and the use of such money toward the translation and publication of the previous Anatolia papers and/or the 1985 Summer Symposium. In view of the inability of Fulbright to support both projects, Keeley recommended that the translation/publication of the Anatolia papers be given preference. The question was then raised as to the role of MGSA in the 1985 Anatolia Symposium.

MOTION 22-84: Allen moved, seconded by Hartigan, that the balance of the Athens Bank account be used as part of our contribution to the 1985 Anatolia Symposium. The motion carried unanimously.

MOTION 23-84: Allen moved, seconded by Diamandouros, that MGSA request from Fulbright \$3,000, to be divided equally between the 1985 Anatolia Symposium and the publication/translation of the previous Anatolia papers. The motion carried unanimously. The understanding on this motion was that any Fulbright money forthcoming, even if less than our original request, will be divided equally between the two projects. Finally, the consensus of the Executive Committee was that the editors of the Anatolia volume proceed with their publication plans.

#### Nominations Committee:

Diamandouros reported on the work of the Nominating Committee. There will be seven vacancies in the 18 member Executive Committee. Three of the current incumbents do not qualify for renomination. Expiring terms: Allen, Bowersock, Danforth, Doxiades, Ioannides, McNeill, Pollis. Not eligible for renomination: Allen, Bowersock and Pollis.

The Nominating Committee presented a slate of 11 names, ten of whom had accepted the nomination and the response of the eleventh would be forthcoming. Three alternates were also suggested. Diamandouros also explained the Committee's rationale for its recommendations. In the discussion that followed questions were raised as to the geographic and gender distribution of the nominees as well as their fields of research and teaching. Pollis recommended that in the future MGSA should consider allocating funds toward the travel of Executive Committee members, if wide geographic representation is to be assured.

MOTION 24-84: Herzfeld moved that the Executive Committee congratulate the Nominating Committee for its work and for the competent manner by which it carried out its task, and that in light of the statistical breakdown of the nominees it is recommended that, in the future, attention be given to a more equitable distribution of gender and geographic location. The motion carried unanimously. The Executive Committee accepted the slate of the nominees proposed by the Nominating Committee.

#### Bibliographical Project:

Zenelis reported that nine area specialists have accepted to cooperate in the project with three more specialists to be selected. Those accepting include: Peter Allen (Sociology-Anthropology); George Mavrogordatos (State and Politics); D. Argyriades (State Administration); Fr. M. Vaporis (Church and Religion); Evan Vlachos (Diaspora); Anne Farmakidou (Language and Linguistics); Lily Macrakis (History); G. Psacharopoulos (Education) and Alexander Xydis (Arts). A significant portion of the Greek government's contribution (financial) has been received.

Lagoudakis Collection:

Bien reported that the Lagoudakis collection is in the process of being catalogued and that it is accessible to scholars.

Journal of Modern Greek Studies:

Discussion followed on the need to select a new editor for JMGS as Professor McNeill's term expires in October 1985. Professor McNeill had accepted the editorship for two years only.

MOTION 25-84: Hartigan moved that the President inquire as to whether E. Friedl is willing to accept the editorship of the journal. An answer should be sought by November 1, 1984. The motion carried unanimously. Discussion also took place on improving the procedures for the selection of articles for JMGS.

Bulletin:

Pollis suggested that the Bulletin be replaced by frequent circulars to the membership. According to Diamandouros, Macrakis had suggested an arrangement of one annual Bulletin and a number of circulars. No final decisions were made on the subject.

Treasurer's Report:

Allen indicated that we are close to the figures of the revised budget he presented earlier, and gave a summary of the Association's finances.

The meeting adjourned at 4:00 p.m.

Van Coufoudakis  
MGSA Secretary

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## FORTHCOMING MGSA ACTIVITIES

### 1984 MGSA/MLA PANEL

Saturday, 29 December 1984

• Modern Language Association Annual Convention  
Grant Suite - The Washington Hilton Hotel  
1919 Connecticut Avenue NW, Washington, D.C. 20009

#### Greek Drama: From Text to Performance (1:45-3:00)

1. "Setting the Scene," Stratos Constantinidis, University of Iowa:  
Key-note address introducing the panelists, their topics and the overall theme of the two sessions (3 min.).
2. "Ancient Greek Drama on the Modern Greek Stage: A Case of Cultural Recycling," Stratos Constantinidis, University of Iowa (20 min.).
3. "Aesthetic Effect: Aeschylus, Claudel, and Milhaud," Marlies Kronegger, Michigan State University-East Lansing (20 min.).
4. "The Utah Classical Greek Festival: The Burden of Dreams," James Svendsen, University of Utah (20 min.).
5. Discussion

Coffee Break (3:00-3:30)

#### Greek Theatre: From Reinhardt to Stanislavski (3:30-4:45)

Professional directors and actors will demonstrate and discuss major acting styles employed for the production of Classical Greek plays.

1. "The National Theatre of Greece: Production styles and Politics," William Coleman, Drake University (20 min.)
2. "Transcending Language: A Stanislavskian 'reading' of Physical Action in the Oresteia," Isaac Dostis and Diana Sunrise, Stanislavski Seminars (45 min.)
3. Discussion

### MGSA ANNUAL MEETING

The MGSA Annual Meeting will follow the MGSA/MLA panel at the MLA convention. Saturday, 29 December 1984, 4:30 p.m. Grant Suite, Washington Hilton Hotel, 1919 Connecticut Avenue, Washington, D.C. 20009. The Agenda will include the President's report and elections for the MGSA Executive Committee. An Executive Committee meeting will follow at 5:30 p.m., to elect officers for 1985.

### 1984 MGSA/APA PANEL

THEME: 'The Anthropology of Greece, Ancient and Modern'

PLACE: American Philological Association Annual Convention  
Algonquin Room - The Royal York Hotel, Toronto, Canada

TIME: 9:00 a.m. - Friday, 28 December 1984

SPEAKERS: L. Mueller, P. Murray, Curtis Runnels, Laura Slatkin, Susan Sutton

PROGRAM COORDINATORS: Loring Danforth and Gregory Nagy

"GREECE AND ASIA MINOR"  
Anatolia College, Thessaloniki, July 2-5, 1985

Call for Papers

MGSA will co-sponsor with Anatolia College a scholarly conference July 2 through 5 on the Anatolia campus near Thessaloniki. The conference theme will be "Greece and Asia Minor" since the end of the Byzantine Empire.

The program committee invites scholars to submit proposals for papers to a member of the committee. Participants will be selected on the basis of previous scholarly work and the relevance of their topic. The papers may be read either in English or Greek. Further information may be obtained from William McGrew or John O. Iatrides at the addresses shown below.

Persons wishing to participate should submit to the committee the title of their proposed paper by February 1, 1985; a brief abstract (about 100 words) should be submitted no later than May 10.

The following topics have been tentatively identified as focal points of the conference, but do not limit or exclude other subjects which relate to the overall theme broadly interpreted:

- The Hellenism of Asia Minor (communities, social relations, education, music, language, literature, etc.) under the Ottoman rule.
- Migrations in modern times.
- Greek national ideology and the irredentist movement.
- Asia Minor in Greek literature.
- The Asia Minor disaster and its aftermath.
- The exchange of populations and its implications.
- The straits and Great Power strategic considerations.
- Greek-Turkish relations historically and contemporarily.
- Christian and Moslem minorities in Turkey and Greece since the 1920s.
- Shifting boundaries and frontiers.
- The Patriarchate of Constantinople.
- The Armenian experience in Turkey and Greece.
- American missionary and educational endeavors in Asia Minor and Greece.

Speakers will be welcome to reside in the Anatolia College dormitories. The sponsors anticipate outside financial support to cover the costs of room and board for speakers from outside Thessaloniki during the period of the conference. Spouses of out-of-town speakers will also be accommodated free of charge, but will be responsible for meal costs.

Program Committee:

- John O. Iatrides, Department of Political Science, Southern Connecticut State University, New Haven, Connecticut 06515.
- P. Nikiforos Diamandouros, Social Science Research Council, 605 Third Avenue, NY, NY:10158
- Paschalis Kitromilidis, Director, Center for Asia Minor Studies, 14 Navarinou Street, 106 80 Athens, Greece.
- John Koliopoulos, Anatolia College, P.O. Box 10143, 541 10 Thessaloniki, Greece.
- William McGrew, Anatolia College, P.O. Box 10143, 541 10 Thessaloniki, Greece.

MGSA members and other students of Greek history who will not make formal presentations are welcome to attend the seminar. There will be opportunities for commentary during general discussion periods. Dormitory facilities will be available for those who first apply. The rate for bed and board will be \$15.00 per day. Those not residing on campus may take meals in the Anatolia dining room for a reasonable charge.

Participants should plan to arrive by mid-day Tuesday July 2 in order to attend the opening sessions in the late afternoon. If there is sufficient interest, a bus tour may be arranged to Verghina and other archaeological sites the following weekend. Participants and their families may wish to extend their stay to visit Thessaloniki's Byzantine monuments, to travel to Mt. Athos, or to relax on the beaches of Chalkidiki peninsula. The program committee members from Anatolia will be happy to provide relevant information and help with arrangements.



MGSA SYMPOSIUM 1985

"MODERN HELLENISM IN THE CONTEXT OF EASTERN EUROPE AND THE EASTERN MEDITERRANEAN"

Ohio State University - Columbus, Ohio - November 7-10, 1985

CALL FOR PAPERS

The historical development of the modern Greek nation has brought it into contact with the peoples, cultures, and religions of Eastern Europe and the Eastern Mediterranean -- notably those of the Slavs, Turks, and Arabs. This Symposium will examine these connections and in addition will focus on their contribution to the formation and complexities of modern Greek national identity.

The Program Committee announces that, in addition to the invited presentations, volunteered papers and panels will be welcome. Those wishing to participate in the program should submit five copies of an abstract of 100-250 words, no later than December 20, 1984. Those submitting panel proposals should send, in one package, five copies of a 75-100 word summary of the topic and scope to be covered plus five copies of each paper abstract; additional copies of these abstracts should not be submitted separately. The Program Committee reserves the right to select individual papers from panels that are not accepted for the final program. Papers and panels will be selected on the basis of the clarity and quality of the abstracts and of their relevance to the Symposium theme.

All materials should be sent to: Program Committee, 1985 Symposium, MGSA, Box 1826, New Haven, Connecticut 06508. Suggestions and inquiries will be warmly welcomed.

The Program Committee:

Co-Chairmen

Victor Papacosma (Kent State University) - (216) 672-2492/7980  
Michael Herzfeld (Indiana University) - (812) 335-4358/1203/6193-4  
Kostas Kazazis (University of Chicago) - (312) 962-8523  
Theofanis Stavrou (University of Minnesota) - (612) 373-2708

MGSA PANEL

International Studies Association Annual Convention

"REGIME CHANGE AND ITS IMPACT ON FOREIGN POLICY IN THE SOUTHERN EUROPEAN STATES"

Washington, D.C. - 5-9 March 1985

PANEL:

Professor John O. Iatrides, Chair  
Southern Connecticut State University

"Continuity and Change in Greek Foreign Policy in the Post Junta Years"  
Professor Van Coufoudakis, Indiana University at Fort Wayne

"Continuity and Change in Spanish Foreign Policy"  
Professor Eusebio Mujal-Leon, Georgetown University

"Continuity and Change in Portuguese Foreign Policy"  
Professor Nancy Bermeo, Princeton University

"Changes in the Processes of Foreign Policy-making in Greece"  
Professor Theodore Couloumbis, The American University

DISCUSSANT:

Professor Adamantia Pollis  
The New School for Social Research

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## OTHER ACTIVITIES: RECENT AND FORTHCOMING

### GEORGE SEFERIS EXHIBIT NEW YORK UNIVERSITY

On Wednesday, 25 April New York University hosted a special exhibit honoring the late George Seferis, winner of the Nobel Prize for poetry. At a reception and program held in conjunction with the exhibit brief remarks were offered by the eminent authority on modern Greek poetry and a friend of Seferis, Professor Edmund Keeley of Princeton University. The exhibit, consisting of books, manuscripts and recordings from the collection of Mr. Dimitris Tsitouras appeared in New York thanks to the support of the Greek Ministry of Culture and Sciences and with the cooperation of the Hellenic Heritage Foundation. The exhibit was sponsored at New York University by the New York University Poetics Institute, the Fales Library and the Humanities Council.

### UNIVERSITY OF MINNESOTA MODERN GREEK STUDIES

The Seventh Annual Celebration of Greek Letters was held at the University of Minnesota on 25 May, 1984 and honored the Greek writer Alexandros Papadiamantis. The main speaker was Dr. David R. Weinberg who spoke on "The Literary Art of Alexandros Papadiamantis." A reception followed the program.

### UNIVERSITY OF COPENHAGEN DEPARTMENT OF MODERN GREEK AND BALKAN STUDIES CONFERENCE ON THE GREEK CIVIL WAR, 1945-1949 30 August-1 September 1984

The recently established Department of Modern Greek and Balkan Studies of the University of Copenhagen, which is chaired by Professor Sysse G. Engberg, sponsored a three-day international conference on the Greek civil war. The program committee consisted of Lars Baerentzen and Ole L. Smith of the University of Copenhagen and John O. Iatrides of Southern Connecticut State University. The conference, which was held at the Vilvorde Kursuscenter and on the campus of the University of Copenhagen, was attended by a total of about one hundred persons from Europe, the United States and Canada. A publication based on the papers presented is being contemplated by the sponsoring Department. The final program was as follows:

#### Thursday, 30 August

9:00-11:45 Chair: John O. Iatrides

Sysse G. Engberg: Introductory Remarks

Keith R. Legg: Musical Chairs in Athens. Analyzing Political Instability, 1946-1949

Nigel Clive: British Policy Alternatives, 1945-1946

Robert Frazier: The Bevin-Marshall Dispute of August - November 1947 concerning the Withdrawal of British Troops from Greece.

14:00-17:30 Chair: Nicos C. Alivizatos

Ole L. Smith: Mass Self-Defense and Communist Policy, 1945-1947

Heinz Richter: The 2nd Plenum of the Central Committee of KKE and the Decision for Civil War: A Reappraisal

Christophe Chiclet: An Analysis of Zachariades' Policy, 1945-1949

Christos Hadjiiossif: Economic Stabilization and Political Unrest, November 1944-March 1947

20:00-22:45 Chair: Lars Baerentzen

Andre Gerolymatos: The Security Battalions and the Civil War

Procopis Papastratis: The Purge of the Civil Service on the Eve of the Civil War

Friday, 31 August

9:00-11:45 Chair: Richard Clogg

Elizabeth Barker: Yugoslav Policy Toward Greece, 1947-1949

Jose Pirjevec: The Tito-Stalin Split and the End of the Greek Civil War

14:00-17:30 Chair: Sysse Engberg

Stanley Aschenbrenner: The Civil War from the Perspective of a Messinian Village

Riki van Boeschoten: Ideological Content of Civil War Songs

Angeliki E. Laiou: Population Movements in the Greek Countryside during the Civil War

Lars Baerentzen: The Paidomazoma and the Queen's Camps

Saturday, 1 September

10:15-12:00 Chair: Ole L. Smith

Hagen Fleischer: The Greek Trade Unions and the Civil War

John O. Iatrides: Perceptions of Soviet Involvement in the Greek Civil War

Lars Baerentzen: Concluding Remarks

RUTGERS UNIVERSITY  
THE ELYTIS CHAIR OF POETRY AND NEO-HELLENIC STUDIES

The Elytis Chair of Poetry and Neo-Hellenic Studies at Rutgers University, New Jersey, honoring Greece's Nobel Laureate Odysseus Elytis, was inaugurated this autumn with a three-part lecture on modern Greek poetry given by Dr. Peter Bien, Professor of English at Dartmouth College. The lecture dates were September 20, October 18, and November 15.

HELLENIC COLLEGE/HOLY CROSS GREEK ORTHODOX SCHOOL OF THEOLOGY

An Orthodox Christian-Muslim Dialogue  
March 17-19, 1985

Hellenic College/Holy Cross Greek Orthodox School of Theology of Brookline, Massachusetts is sponsoring a dialogue on Orthodox Christian-Muslim relations. Several noted Orthodox Christian and Muslim scholars have accepted invitations to present papers.

Materials describing the Program, Registration Procedure, Accommodations, and other details will follow.

For more information contact: Rev. Dr. George Papademetriou, Hellenic College/Holy Cross, Greek Orthodox School of Theology, 50 Goddard Avenue, Brookline, Massachusetts 02146.

THE HELLENIC SCIENTISTS ASSOCIATION OF BOSTON

The Hellenic Scientists Association of Boston held a symposium at the Massachusetts Institute of Technology October 12-14, 1984. The leading theme of the symposium was "Environmental pollution and its particular impact in Greece."

THE HELLENIC AMERICAN UNION  
Athens, Greece  
Greek Culture and Creative Arts 1984-1985

In the Academic year 1984-1985 the following courses will be offered:

- . Modern Greek for Foreigners
- . History of Greek Art
- . Greek Folk Dance and Music
- . Greek Cinema
- . Cinematography
- . Photography
- . News and Feature Writing
- . Greek Embroidery
- . Ceramics Restoration

For more information write to the Hellenic American Union, 22 Massalias Street, Athens, Greece, or call 3607305, X 53

ANATOLIA COLLEGE'S SUMMER INSTITUTE IN HELLENIC STUDIES

The 1984 session of the Summer Institute took place from July 2 through August 11. Forty-one American university students, most of them sons and daughters of members of AHEPA, participated this year. Students took courses in modern Greek language, classical art and archaeology, classical drama and theater, modern Greek history and the anthropology of the Greek village. Participants receive credit from their home universities for courses successfully completed. In addition to classroom study, the Institute includes inspection of archaeological sites, churches and museums of northern Greece, visits to rural communities, a climb to the summit of Mt. Olympus, a boat tour around Mt. Athos and excursions to Mt. Pyleion and Thassos island.

The teaching staff this year included Fotis Petsas, former Ephor of Antiquities in Macedonia; William Wyatt, Professor of Classics at Brown University; Richard Clogg, Lecturer in Modern Greek History at the University of London; and George Moutafis and Vassiliki Moutafis of the Anatolia College staff. Mr. John Gateley directed the Institute.

The 1985 session of the Institute is now being planned in collaboration with AHEPA. Those interested in participating should contact Mr. Timothy Maniatis, Executive Director, Order of AHEPA, 1422 K Street NW, Washington, D.C. 20005.

UNIVERSITY OF PENNSYLVANIA  
Philadelphia, Pennsylvania

"GREECE AND TURKEY: A CULTURE IN COMMON"  
April 25-27, 1985

Sponsored by The Greek-Turkish University Alliance

The Greek Turkish University Alliance is a non-profit, cultural organization created for the purpose of identifying the common heritage of the people of Greece and Turkey. The Alliance works to foster understanding among the communities of Greeks and Turks living in the United States, in their native lands and throughout the world. The Alliance focuses on developing an appreciation of the literature, history, arts, folklore, social customs, music and theatre of these two lands.

For information write to: Dr. Kostas Myrsiades, English Department, West Chester University, West Chester, Pennsylvania 19383

BALL STATE UNIVERSITY  
MUNCIE, INDIANA

CYPRUS 1960-1985: TWENTY FIVE YEARS SINCE INDEPENDENCE is the Theme of the Lecture Series, sponsored by the Greek Studies Programme of the University, to be delivered at Ball State University during the current (1984-1985) academic year. Among those invited to give Lectures are:

- |                                     |  |
|-------------------------------------|--|
| <u>1984</u> - Wednesday, 31 October | "NATO'S Mediterranean Time-Bomb"<br>Mr. Andrew Wilson, Associate Editor, <u>The Observer</u> |
| <u>1985</u> - Thursday, 14 March    | "Three Greek Islands and the Development of<br>International Law"<br>Sir David Hunt          |
| - Thursday, 28 March                | "Keeping the Peace in Cyprus"<br>Field Marshal Lord Carver                                   |

Lectures dealing with issues in the history of Greece and Cyprus would also be given during the month of April, 1985 by the Rt. Hon. Lord Briggs, Provost of Worcester College (Oxford University), Oxford, England, and Dr. Michael Attalides of Nicosia, Cyprus.

Dr. John T.A. Koumoulides, Professor of History, is in charge of the Lecture Series and Administrator of the Greek Studies Programme of Ball State University.

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## COMMITTEE ON HELLENIC STUDIES

A conference on 'Modern Greek Literature and the University Curriculum' was held at Princeton University on 13 and 14 April 1984. The conference was sponsored by the Hellenic Studies Committee of Princeton University with support from the National Endowment for the Humanities and the Stanley J. Seeger Hellenic Studies Fund.

An exhibit of the works of George Seferis from the collection of Dimitris P. Tsitouras of Athens was held in the Firestone Library of Princeton University at the time of the conference. Support from the Ministry of Culture of the Republic of Greece helped bring this exhibition to the United States.

Participants to the conference were asked to send a summary of their talks to the Bulletin. We are including here the papers we have received for the benefit of our MGSA members who were not able to participate in this very enlightening and lively meeting.

## MODERN GREEK LITERATURE IN THE UNIVERSITY CURRICULUM

Opening Remarks by Professor W.R. Connor, Chairman, Committee on Hellenic Studies, Princeton University. The Results of the MGSA/Princeton Survey.\*

As preparations for this conference began, we recognized how important it was to obtain more precise information about the current state of Modern Greek Literature in American colleges and universities. Our interest included the role of Modern Greek Literature in language courses, but we were especially interested in determining the extent to which institutions had experimented with teaching Greek Literature through English translations. Professors Keeley and I prepared a questionnaire which in Spring 1983 was sent to thirty-six institutions that the Modern Greek Studies Association identified as being the most likely home for courses in Modern Greek Literature. We are very grateful to John Iatrides for his help in this phase of the survey. A few additional questionnaires were distributed at the Fall 1983 MGSA symposium. Eventually twenty eight responses were received.

These replies demonstrate one thing with unchallengeable clarity -- the diversity of Modern Greek Studies programs. The institutions responding are themselves very diverse -- private research oriented universities in New England, urban colleges in major cities, state supported colleges and universities in both the United States and Canada, and institutions of widely varied sizes, resources and definitions. The work in Modern Greek also takes varied forms on these campuses. The diversity is one sign of the strength of Modern Greek Studies in North America, but it makes summary and generalization very difficult. Yet the returned questionnaires, tabulated and studied by Christina Dufner of the Department of Classics at Princeton University, help define some of the issues that are most important for discussion in this conference.

1. How Much Modern Greek Literature is Taught?

The returned questionnaires indicate that of the twenty eight institutions responding, seventeen offered at least one course in Modern Greek literature, either in the original or in translation. If one excludes the institutions that reported no Modern Greek Studies at all, approximately two thirds of the programs represented have at least one class in which literature (as opposed to language training etc.) comprises a substantial part (50% or more) of the course content. Of these, thirteen offer at least one class in translation; nine offer at least one literature course taught in Greek. Five institutions report offering literature courses in both the original and in translation. These figures,

\* I am greatly indebted to Christina Dufner, a graduate student in the Department of Classics at Princeton University, for her compilation and study of the questionnaires upon which this report is based.

however, may be misleading in at least one respect: It is not always clear from the survey how often or regularly such courses are given.

No one who knows the situation of Modern Greek Studies will be surprised at these results, but anyone who appreciates the astonishing cultural creativity and literary vitality of Greece in recent years must be disappointed. Greece can be proud of its major literary accomplishment in the twentieth century; its poets and novelists are widely recognized among the great writers of our century yet they have a remarkably constricted curricular role even in those institutions that the MGSA identified as being likely homes for significant work in this area and that responded to our request for information. The seventeen institutions that report some work in Modern Greek Literature, to be sure, are not the only ones in North America to offer such instruction. But the number of American students who have access to such courses is still very low. Clearly we must ask why Modern Greek Literature has not come to play a more significant role in the curriculum.

## 2. The Sponsorship of Instruction in Modern Greek Literature.

This question takes a more specific form when we turn to the question of how such instruction is organized and supported. The survey again confirms that course offerings in Modern Greek are sometimes sponsored by independent departments of Modern Greek, but that other departments, e.g. Classics, English, Comparative Literature, Near Eastern Studies, History, Linguistics, Modern or Foreign Languages, and Political Science serve as the base for Modern Greek programs. The diversity is again remarkable. Yet in most cases it is either the Department of Classics or the Department of English that sponsors courses in Modern Greek literature. English, followed most often by Classics, is most frequently the department sponsoring courses of Modern Greek Literature in translation; Classics departments are more often the sponsoring department for programs in which the literature is taught in the original or in both translation and the original.

One anomaly in this situation has often been pointed out, often in rather provocative phrasing: Why should Classics departments be any more involved in the teaching of Modern Greek than in the teaching of Italian? And why should English departments have any claim on literary texts from outside the English speaking world? These questions cannot easily be avoided in any discussion of the future of Modern Greek Studies, but a further anomaly in the survey may help us formulate those questions in a more constructive way. Classics and English Departments in the United States long ago led the way to the teaching of major literary texts -- ancient Greek Literature, the Great Books, European Literature of various periods -- through English translations. More recently Programs and Departments of Comparative Literature have flourished by offering sophisticated approaches to works of literature studied in translation. The success of such courses has contributed a great deal to humanistic education in America and provides models for courses concerned with Modern Greek Literature. But the models seem as yet not to have been widely extended to the teaching of Modern Greek Literature. One of our tasks in this conference is to ask how the success in teaching other literary texts through translation to significant numbers of American students can be adapted to instruction in Modern Greek literature.

## 3. The Constituency for Such Courses

Part of the answer to that question may be found in the responses to another part of the questionnaire. We wanted to identify the existing student constituency for such courses. Hence we asked respondents to break down the total enrollment by major or field of special interest. Not all institutions fully answered this question, and in some cases it seems to have been misunderstood. Among the useful responses, moreover, no one field stood out as representing more than 25% of the enrollment at any institution, except at San Francisco State, where approximately 50% of the enrollment was said to consist of majors in comparative literature.

A second question concerning the constituency for existing courses sought to determine the percentage of students who were Greek or of Greek-American extraction. Nineteen institutions responded, twelve of which indicated that a majority of the students in these courses were Greek or of Greek descent. Where Modern Greek literature is offered only in the

original, two thirds of the institutions responding report that 50% or more of their students were Greek or of Greek descent. The preponderance is less marked in courses taught through English translations, but a majority of institutions still report that 50% or more of their students are Greek or of Greek descent.

The results again confront us with a major question for this conference. The title of Professor Constantinides' talk expresses the issue squarely: "Is there Future without the Greek-American Constituency?" We may react to that question in divergent ways, depending upon our own experience and the size and intellectual commitment of the Greek-American student body on our home campuses, but the issue is a central one if Modern Greek Studies is to flourish on a wide range of American campuses. Part of our agenda, then, must be to determine if there are ways by which Modern Greek literature can successfully be presented to students whose primary intellectual commitment is to literature, not to Modern Greek Studies. Mr. Keeley has confronted this question in developing his course on Modern Greek literature on this campus where fewer than 1% of the undergraduate students have identifiable Greek surnames.

#### 4. The Potential for Future Development.

The questionnaire also attempted to collect the respondents' impressions about the ways by which the teaching of Modern Greek Literature might be encouraged. Because the question was specifically directed to the development of courses in Modern Greek literature taught through English translation, the responses may not reflect the situation for Modern Greek Studies generally. Nor do the responses of our respondents necessarily constitute a prescription for advancing the study of Modern Greek Literature throughout American higher education. Yet the responses do draw attention to the continuing importance of departments of Classics in future studies of Modern Greek. Classics, followed closely by English and Comparative Literature, is the department most often cited as likely to foster the development of such courses.

The results of the questionnaire anticipate the issue that will be most directly addressed in our final panel, entitled "Modern Greek Literature in Search of a Home: The Relation to Established Disciplines". If Modern Greek Studies are not likely to win independence and autonomy in the very near future on most campuses, what institutional structures will best encourage the growth and development of the study of Modern Greek Literature? We should recognize at the outset that there is not likely to be one answer that will apply to all institutions. American colleges and universities are just too diverse for that. But many institutions do face common issues and concerns. One of those certainly is the relationship between Modern Greek Studies and the Classics. Here again the title of one of our forthcoming talks poses the issue squarely. Peter Bien has given as his title: "Classics No; Comparative Literature Yes".

A provocative title, and for some of us a poignant one, raising memories of the struggles some classicists have waged to win the inclusion of Modern Greek in the curriculum, -- and the battles other classicists have waged to exclude it. Emotions can soon run high, especially in a time of increasing financial pressures on our colleges and universities. Yet, however upsetting, President Bien's question raises an issue of great importance for this conference and for the future of Modern Greek Studies. Has the time come for a divorce between the study of ancient and of Modern Greek?

The question is important, but so is the way we approach it and analyze it. Perhaps we would do best to think of ourselves not as the judges in the divorce court that will decide whether the union with Classics shall be declared null and void, but as a training session for marriage counsellors. Our concern in other words might best be the conditions under which such unions are most likely to lead to continued growth for both parties. One of these, I believe, is so obvious that it often gets overlooked. Two distinct academic fields can co-operate only if they have something to offer each other. I do not mean by that the exchange of fantasies: on the one side that Classics departments will automatically ensure faculty respect and student enrollments in Modern Greek; on the other side that wealth beyond the dreams of avarice awaits the Classics department that sponsors Modern Greek and then turns to the Greek government or the Greek-American community for funds. Both of these fantasies have often been refuted but never totally



extirpated. My concern is not with dollars and enrollments but with shared intellectual and scholarly interests. Respect and co-operation between two fields -- any two fields -- develops if and only if each finds that the other is dealing with issues that are intellectually important to its own scholarship. If that recognition prevails, competition for students, staff and resources becomes a manageable problem. Without that recognition no co-operation is likely long to endure. Thus part of our agenda must be to ask not only what we can get but what we can give to other areas within the university.

Here we must reach beyond the data gathered in our little survey. My suspicion is that by and large Classics and Modern Greek Literature have failed to discover that intellectual compatibility. If that suspicion is correct, we could spend the rest of this conference assigning blame and naming the culprits. But good marriage counsellors will want to deal with a more fundamental issue. Why has that compatibility failed to develop? Is it possible that the reason is that both fields have persisted in using false models for the relationship among literary works within their own specialty? Surely narrow definitions of literary tradition and its significance for individual writers, an obsession with cultural continuity combined with a paradoxical neglect of the culture of Byzantium, and confining approaches to questions of influence and allusion sometimes still dominate literary studies in Classics. Implicitly such models treat Modern Greek Literature as either derivative or hopelessly fallen from classical ideals. But I wonder whether false models do not sometimes prevail on the other side as well. The emphasis on Modern Greek literature as a self-contained national literature, consciously liberated from the dead weight of the classical past but also isolated from the mainstream of modern European literary developments has probably contributed to the cultural vitality in Greek literature in the past two generations. Mike Keeley has pointed out to me how important such ideas have been for Elytis. But is the same emphasis equally productive as a critical or pedagogical approach? Does it not tend to isolate Modern Greek literature from its European context and from some of its persistent sources of strength in ancient myth, and in the tragic vision so inescapable in much of Greek literature? Professor Savidis' lecture on Seferis at this conference seems to me to be eloquent testimony to the need for an approach that would recognize the richness and setting of recent Greek literature.

These are the speculations of an amateur and an outsider. Perhaps I am quite mistaken about the models that shape teaching and scholarship in Modern Greek Literature. But attention to these models is surely a central part of our task in this conference, for if false models prevail, dialogue disappears and the recognition of shared intellectual interests declines -- whatever the departmental home of Modern Greek Studies. The divorce court is then not far away.

Until better approaches to the understanding of literature are developed and utilized, discourse and cooperation between various literary fields will always be difficult, and literary specialists meet as rivals and competitors rather than as fellow workers in a shared enterprise of great excitement and significance. Thus this conference confronts a scholarly as well as a pedagogical and institutional issues. The central question is not how can we add a few more courses or cajole a few more students into taking them. It is rather how can we better understand the richness of these texts and thereby teach them with greater understanding and appreciation? If we can make some progress on that question, this conference will amply have succeeded.

#### A CASE OF COMPARATIVE TEACHING; WALT WHITMAN & ANGELOS SIKELIANOS

Dorothy Gregory  
Barnard College.

The proposition of teaching Whitman and Sikelianos together exemplifies a larger conviction of mine, namely that the comparative presentation of works from two (or more) literatures deepens the comprehension of these works because it helps highlight both similarities and differences and stimulates interest in exploring further the differences, whether cultural, thematic or stylistic. My presentation of Whitman and Sikelianos, then, can be viewed as part of a possible course where more poets of a kindred sensibility can be studied -- for example, Elytis on the Greek side, Allen Ginsberg on the American -- or of a still broader

and longer course where the above group of poets can be contrasted to poets of a different sensibility such as T.S. Eliot, Cavafy and Seferis.

Angelos Sikelianos, in his introduction to Nikos Proestopoulos' translation of Leaves of Grass into Greek in 1936, called Whitman "a supreme exemplar of the erotic impulse," in the poetic rendition of which the Universe is "constantly renewed" by becoming immediately accessible. These words could apply equally well to Sikelianos himself. I believe that this common element in the two poets, the immediacy of their accessibility to the Universe, can best be studied in "Song of Myself" and "Alafroiskiotos," Whitman's and Sikelianos' respective long poems which each poet considered as the true beginning of his poetic career. Neither of the two poems has a linear development, but in both of them we can find cycles of initiation into a way of apprehension where the visual world becomes a portal into the invisible and the eternal, and where the visionary poet communicates and merges mystically with nature in an ecstasy which perceives life and death not as antithetical but as complementary states.

There is a problem, however, about teaching these two poems to the student who does not know Greek, namely that "Alafroiskiotos" is very partially translated into English. (Sikelianos' resonance is hard to convey in translation.) It seems to me that this problem can be approached through the method of teaching poetry expounded by Stanley Burnshaw in The Poem Itself, a multilingual anthology, which approaches the poetry of a language we do not know as direct experience: learning to hear and eventually pronounce (if only approximately) the sounds of the original poem, while reading simultaneously a literal rendition. Burnshaw's method is best suited for the short poem. Moreover, a language like Greek, which uses a different alphabet, presents additional problems because the text would have to be transliterated. I do not therefore propose that the whole "Alafroiskiotos" be transliterated. That would be impractical and could not sustain a student's interest. I do believe, however, that one could effectively present four or five transliterated passages from different sections of the poem which, along with the few translated passages in existence\*, could offer the student a somewhat rounded introduction to the poem. The additional work that both teacher and student would have to put into such an endeavor will have its compensations: it will enable the students who do not know Greek to experience the auditory effect of Sikelianos' poetry and, in the process, it may stimulate in some of them the desire to start learning Greek.

\* I am referring to the "Return" and "The Horses of Achilles," the first two selections in Keeley and Sherrard. Angelos Sikelianos: Selected Poems (Princeton, 1979). These two selections as well as a few lines from the section "Among the People," which appear in Keeley and Sherrard's introduction to Six Poets of Modern Greece (Thames & Hudson, 1960) are, to the best of my knowledge, the only passages translated into English from "Alafroiskiotos."

IN THE SUNSHINE STATE: MODERN GREEK LITERATURE AT THE UNIVERSITY OF FLORIDA'S CENTER FOR GREEK STUDIES: PROBLEMS, CONSTITUENCIES, AND OPPORTUNITIES.

Karelisa Hartigan  
University of Florida

#### Problems:

A basic problem in teaching modern Greek literature at University of Florida is that few students have any familiarity with language or literature of contemporary Greece. Even those from Greek-American families, who may chatter in Greek and thus seem proficient, do not read or write Greek at all. While U.F. students in general -- except Spanish speaking students from Miami -- have little language awareness, most are familiar with some French or German novels (or film versions). The problem facing the teacher of modern Greek literature is greater than that of the other European literature teachers, for the linguistic ignorance extends directly to a basic unfamiliarity with any contemporary Greek writings. Thus our modern Greek faculty report as typical the student comment, "Ma'am, when I signed up for this course I did not know what I was getting in to!" At least 70%

of the students in these classes selected the course for one reason: they needed an elective to fill out their schedule and they had 6th hour MWF free. The basic problem, then has been that most students bring neither background nor expectation to the class.

#### Constituencies:

The audience for CLT/A 2970 is, therefore, the basic UF student, probably 2nd year if preprofessional, 3rd or 4th year if a Liberal Arts major, needing an elective credit. The course does not fulfill a general education (core) requirement. However, some 30% of the students will have other reasons for selecting the class:

1) Those who know about CGS. These are largely Greek-American students who have learned about the Center and its offerings from the Hellenic Student Organization or from one of us at the many festivals and special events where we've promoted the Center's work.

2) Those who have taken one or more of the ancient Greek courses. This is the largest group. In my teaching of Myth, Drama, Cities, and language, I always take time to point out the continuity of tradition(s) or current issues/problems in Greece. I also include examples from literature; all 700 Myth students read and must know the meaning of "Ithaka." My colleague who teaches the General Greek Culture course, shamelessly titled "Glory That Was Greece," also initiates his 300 to modern Greece. He, as I, use only Greek island shots for focus slides, and he plays bouzouki tapes at class breaks.

Another course which leads into the modern Greek Literature class is the Center's central course, "Greece Yesterday and Today." This multi-disciplinary class, meeting one night a week, examines ancient to modern Greek myth, history, science, literature, politics and economy. I used to teach the literature there, until we had our two modern Greek teachers. The enrollment here varies between 40-60.

3) Those who have been to Greece. Very few U.F. students have travelled at all, but some have been to Greece and hence want to learn more about the country with which they fell in love. This audience may also include non-students, who are members of the Gainesville community at large. We are also, of course, aided in increasing this group of constituents by our affiliation with the Aegean Institute. I had the AI-program put through the SUS system in 1980; this allows students to receive credit for summer courses automatically, as well as having the International Studies Office promote the Institute.

4) Those who have taken the modern Greek language sequence. These are, of course, our favorite audience. The MG languages teachers are so good they have a small but devoted following. Language instruction is, after all, the foundation of any cultural studies program.

Thus the modern Greek literature students are mixed: some 30% bring expectations, 70% have just signed on. The good report is that those same students who didn't know "what they were getting in to" later in the course say, "I am learning a lot and I really like this class." And occasionally, we get the greatest reward of all: some take the language sequence the next term.

#### Basic Outline of the Course Taught at U.F.:

Since housed in the Classics department, the course begins with ancient Greek literature as a foundation, but quickly moves to modern Greek. Dr. Hatzichronoglou began her class this year with the movie, "Spirit of Place: Lawrence Durrell's Greece," which she says was extremely successful. Both teachers use as a basic text L. Politis' History of Modern Greek Literature (Oxford, 1973) and the C. Trypanis Penguin Book of Modern Greek Verse. (xeroxed), with other readings on reserve. Lena's course was, perhaps, more strictly chronological and primarily literary. She moved from Dighenis Akritas through Demotic Songs to Cretan Theatre and Pastoral to Solomos and generation of the 1890's, then to Cavafy, Kazantzakis and the generation of the 1930s, ending with the term with Ritsos and Elytis. Dr. Michopoulos' course followed much the same chronology and topics, but devoted more time to current politics; he reports blending ancient and modern throughout, and using lots of current newspaper clippings. Both are dynamic teachers; Lena says that to cover the novels they didn't have time to read she "acted out the parts."

## Opportunities:

Of course the Center's rapid and successful growth enhances all our opportunities and possibilities. Several factors can be noted as both results and events which look towards the future:

1) The greatest asset we have at U.F. is a totally supportive college administration. Just why our Dean so favors the Center we are not sure: possibly because we work hard, ask for little, and bring in substantial funding; perhaps because we took him to Greece in the spring of 1982. But the result is that his support greatly enhances the Center's work.

2) In recent weeks there has been a notable increase in students wanting to take more work in modern Greek studies. Some want a Certificate in Modern Greek, which is the U.F. equivalent of a minor. This new option will allow students to take more courses from the Center's offerings and receive recognition. Others want to major in modern Greek. At present this is an ID major at U.F., which must be negotiated through the department and college office; here, again, the support of the dean's office has made paperwork easier. ID majors must write a senior thesis; several have written, or are writing, on modern Greek literature.

3) The chairman of the Classics department wants the literature course to be one which fulfills the College GE requirement. You may wonder why such an administrative detail is important. But if the course is thus approved, the enrollment will increase and hence we will reach ever more students. While a class of 25-30 is more fun to teach, a class of 40-60 (we can cap some; not all have to be 150-300!) will make twice as many students familiar with current Greek literature, as well as increase the possible number of those interested in taking the language. At this point 50% of my Ancient Greek language students are those who have had one or more courses with me. And 25% of those switched to a Classics major. The numbers game is crucial at the state university. More importantly, this changing of the course to fulfill the GE requirement clearly demonstrates the interest in and support of modern Greek on the part of the Department and the College/University. This is the type of recognition we need.

4) An ongoing visiting lecture and exhibition series. Prominent visitors to the Center both add lustre to regular classes and increase our visibility. During the past year

- a) we hosted a 6-week long gallery exhibit of the Ancient Art from Cyprus from the Ringling collection. This opened with a lecture and a reception attended by over 200 people.
- b) a lecture on Greece of the 1940s by Lars Baerentzen from the University of Copenhagen.
- c) a lecture by Helen Kazantzakis.
- d) a presentation on the issues of translating Euripides' Elektra for a college student performance by Constantine Santas of Flagler College.
- e) our greatest success: one Wednesday evening last month Dr. Michopoulos snared Nicolas Gage to come and talk about Eleni. At least 100 people, students, faculty, and Greeks from all communities within a 50-mile radius attended his presentation.

5) An interdisciplinary exchange program. U.F. for Modern Greek Literature in Greece (University of Thessaloniki); Greek for American/Technical Programs at U.F.

## Conclusions:

In summary, then, our basic problem is a lack of background and hence familiarity or even expectation. We are, however, making a beginning in conquering this difficulty. Our audience is -- and will be -- primarily students fulfilling a requirement, enhanced from time to time by members of the community or by some who have some previous knowledge. But such

a situation actually presents both a challenge and an opportunity. A required course well taught can make a lasting impression. Those of us in the Center look forward to meeting this challenge and taking of this opportunity. For at this time modern Greek literature is a secure and definite part of the educational program in the Sunshine State.

#### GREEK-AMERICAN STUDENTS IN A PROGRAM OF MODERN GREEK

Elizabeth Constantinides  
Queens College - CUNY

It cheers the heart of every Neohellenist that the study of Modern Greek literature in America has reached a point of development where a conference such as this becomes necessary. We owe a debt of gratitude to Professors Connor, Keeley, Burgi, and Fagles and the Committee on Hellenic Studies of Princeton University for their efforts in sponsoring and planning this conference.

Of necessity the teaching experience each one of us has had in this new field of ours is limited, yet information on the state of modern Greek studies nationwide is hard to obtain. My remarks, therefore, will be based primarily on my own experience, namely four years of full-time teaching of modern Greek on all levels, including advanced literature and literature in translation, at Queens College of the City University of New York. I have also taught modern Greek language in a summer program at the University of New Hampshire and a one semester course in modern Greek literature in translation at Colgate University.

It is obvious that the study of modern Greek language and literature was initially included in the curricula of many of our colleges and universities because of the dedication and perseverance of individual faculty members. They convinced chairmen and administrators to provide for modern Greek instruction, they engaged in fundraising, they on their own introduced modern Greek subject matter in their courses. What is less clear, I think, and what has not yet been discussed in any detail is the degree to which the make-up of the student body, particularly the proportion of Greek-born and Greek-American students on campus, has affected the introduction and, more importantly, the continuation of modern Greek offerings. Since our topic here is specifically the teaching of modern Greek literature, the experience of those institutions that for a number of years have been teaching such literature courses would seem to be significant as examples. One such institution is Queens College.

I am acutely aware that our program in modern Greek literature -- its breadth and its solidity -- is not known to all here. I would therefore like to mention some essential facts about it. The teaching of modern Greek language was initiated in the Department of Classical and Oriental Languages in 1971; an intermediate course was added in 1972; in 1974 a center for the promotion of Byzantine and modern Greek studies was set up under the direction of Professor Harry Psomiades, a senior faculty member and former chairman of the Political Science Department. For the past few years the Center has coordinated a program of ten to twelve courses per semester (drawn from various departmental offerings) on Byzantine and Modern Greek topics. This year Queens College was for the first time authorized to offer a major in Byzantine and modern Greek. Since the fall of '79 there have been at least five courses each semester (on four levels of difficulty) of modern Greek language and literature. More than half of these are exclusively literature courses covering the period 1453 to the present, and students may elect to take a minor in modern Greek language and literature. These courses continue to be taught in the Department of Classical and Oriental Languages which alone makes faculty appointments in the field. Three years ago, as a result of the untiring efforts and persuasive power of Professor Psomiades and the strong support of the Department of Classical and Oriental Languages, the administration allocated college funds for a fulltime tenure-bearing faculty position in Modern Greek language and literature. In addition the Department has part-time faculty teaching modern Greek.

I turn now to the students. Queens College draws its students primarily from the borough of Queens with its large immigrant population. Of a student population of 16,000, the Greek-Americans and the Greeks born in Greece and Cyprus together total over 1500, that is, almost one in ten. This makes it the largest Greek and Greek-American contingent on any American campus. The administration of Queens College, a municipal institution, is especially sensitive to the concerns of the surrounding community. There is no doubt that the presence of all these students and the administration's responsiveness to their interests have been essential in the stabilizing and expansion of the modern Greek program. These students, I would like to emphasize, are for the most part good, capable students. The City University's open admissions policy, while still officially in force, does not mean lowered academic standards at Queens College: after some problems in the 70s the College has once more set a fairly high admissions standard, a high school average of at least 85%. It has furthermore reinstated a foreign language requirement and a literature requirement, both of which can be satisfied by some of the courses in modern Greek.

I must be frank and admit that the Greek-born students bring to our program their own particular set of problems, but these problems are by no means insurmountable. For instance, we, that is the departmental chairman and the modern Greek faculty, must turn into a three-headed Cerberus when it comes to keeping native speakers out of courses that are too easy for them. That we have been successful in this is evidenced by the increasing number of students of non-Greek parentage that have appeared in our lower-level courses: of the 22 students in my beginning Greek course last semester, one half were not of Greek heritage. It is the Greek-Americans, however, who are the mainstay of our departmental modern Greek program and who form the majority in all but our most advanced literature courses. They are clearly attracted by a program in which the teaching of modern Greek language and literature is now a smooth sequence of courses on graded levels of difficulty.

The presence of a large Greek community nearby, that is, a large cohesive immigrant population, does not in any way exert an undesirable influence on our academic programs and our own scholarly work. Though one of the stated purposes of the Center for Byzantine and Modern Greek Studies is to provide information to the Greek community and cultural activities that may be of interest to them, in practice individual faculty members have as much or as little contact with the community as they wish. In my case, this has usually amounted to a few speaking engagements before Greek organizations and church groups and attendance at some community cultural functions.

I would like to conclude by saying that in a large municipal college like our own, the teaching of modern Greek literature would not be possible without the strong interest and enrollment of the Greek-American students on campus. Whether it can survive as a regular offering in any American university or college without this student component is a difficult question to answer. On the basis of my experience I would have to conclude that it cannot, but I put this all-important question to my colleagues elsewhere and shall listen to their comments with great interest.

#### MODERN GREEK LITERATURE IN LANGUAGE TEACHING

Kostas Kazazis  
University of Chicago

I am a linguist, not a literary scholar. I read a good deal of literature, but little literary scholarship. I doubt whether linguists, as linguists, have much to offer to a conference like this one, but if others think otherwise, so be it.

As my contribution to getting the general discussion going, I will say a few things about Modern Greek literature in the language class and in language teaching in general.

The obvious problem facing the language teacher who wishes to introduce his students to literature is finding readings of high literary quality that are not too difficult for students at the early stages of language learning. Some textbooks introduce relatively

difficult poetry very early in the curriculum. Now, a teacher fluent in both Greek and English can always try to explain difficult readings to his students. The question is whether beginning students are using their time optimally when they spend some of it learning words like στρατι-στρατι or καλοκυράδες. What in the name of Lambros Porphyras does καλοκυράδες mean? The textbook in which I found that word -- and which was written by a close friend of mine -- glosses it as 'queens.' The Dimitrakos dictionary, on the other hand, tells us that καλοκυράδες can mean either 'fairies' or 'noble ladies' (or however one is to render αρχόντισσες in English); not a word about 'queens' in Dimitrakos. So here I am, a native speaker of Greek, wasting what is optimistically known as "valuable class time" on an obscure word that surely cannot be found on anyone's list of the 1,000 most frequently used Modern Greek words -- or 2,000, or 3,000, for that matter.

Such problems are inevitable if one is to use "authentic" literary texts, that is, texts that have not been tampered with for pedagogical purposes. I will refrain from discussing now the pros and cons of using expurgated, i.e., simplified, literary texts for beginning or intermediate students of the language. Instead, I will say a few words about a couple of things we can do to introduce good literature relatively early in the curriculum. Alas, I claim no originality for my tricks; they seem to be widely used by teachers of foreign languages, including teachers of Modern Greek.

One way to introduce difficult literature early on is to teach songs whose lyrics are good poems or fragments of good poems. This method has the obvious advantage of sweetening the pill: it is more fun learning a song than learning a poem by heart. There are problems, to be sure. For one thing, this is a potentially noisy method, and we may soon find that colleagues using nearby classrooms become suddenly less cordial than they were before. More seriously though, singing songs is time-consuming: it takes a great deal longer to sing Theodorakis' song 'Αρνηση than it takes to read Seferis' poem 'Αρνηση. It does take time, but it may be well worth it.

Another way to teach literature while teaching the language is through translations. Wouldn't it be nice if we had a few more bilingual texts, with the Greek and the English texts on facing pages? So what if the students read the English first before they tackle the Greek? You might say: ah, but suppose they don't even bother with the Greek? Well, I am assuming all along that we are dealing with highly motivated students and not a bunch of bums. One type of bilingual edition that has not quite come out of the closet yet is the English classic with the target language on the opposite page. Once again, it is immaterial if such an edition was originally designed to teach English to speakers of Greek, rather than the other way around. The first time I read some of Oscar Wilde's stories was in such a bilingual edition, designed for learners of English whose native language was Serbocroatian. I was trying to increase my vocabulary in Serbocroatian, which I probably did, but of course only after I had zoomed through the English original -- don't trust appearances: linguists are human too.

But I may be preaching heresy by suggesting that our students read English classics in Greek, at a conference on Modern Greek literature. What I think is important is not necessarily to expose the students to a great amount of literature but rather to expose them to death to a small but very carefully chosen literary corpus. Why "to death"? Because, after motivation, in language teaching there is nothing that works as well as repetition. In the sixties, this was known as "overlearning," except here we are no longer talking about overlearning the trivialities of very early language study but rather what -- we hope -- is the non-trivial stuff that λογοτεχνία is made of.

Finally, if we can get a few short stories and a couple of plays on tape, and if we can have our students listen to them a great many times, we'll be surprised at the strides that those students will be making in the language. I am not advocating that we violate copyright laws; I am simply expressing the wish that there were more recordings of Modern Greek plays and literary prose available, so that we could use them in language teaching, among other things. Recordings of literature can be an extraordinarily effective language teaching device, provided we can get our students to listen to them many times: while they are getting dressed or undressed, while cooking, or doing the dishes, or shaving, or whatever. To subject you to another autobiographical tidbit, years ago I learned a lot of Rumanian by listening again and again, almost every evening for months, to "The lost letter," an extraordinary nineteenth-century play by Ion Luca Caragiale -- while I was doing the dishes.

Unfortunately, when I went to Rumania for the first time, I realized that the play in question had done me in. My Rumanian, while reasonably fluent, was in several respects identical to the speech of nineteenth-century working class *μαχαλάδες* in Bucharest. Oh, my speech was cute all right, but somehow I didn't quite cut the professorial figure that my Rumanian interlocutors had expected. That is why I said earlier that the texts to be read or listened to to death should be "very carefully chosen."

PROPOSAL: A MODERN GREEK LITERATURE BIBLIOGRAPHY  
FOR TEACHING PURPOSES AND BASED ON ENGLISH LANGUAGE SOURCES

Dia Philippides  
Harvard University

The following and second part of my presentation today comes out of a look to the future, both on a personal level and as I perceive our profession as a whole.

In the relatively near future I shall add to my teaching load a course in Modern Greek literature in translation. Apart from teaching students the language through regular or specialized approaches, I believe that an excellent route for attracting people to Modern Greek language and literature is to intrigue them first by the subject matter, leaving the pains of grammar and language structure until they follow in due course as a natural sequence. This is the approach often now taken by departments of classical studies, which offer courses in classical civilization, literature in translation, ancient heroes and glorious ages.

In this new teaching endeavour I shall have to expand my personal library. I may have to advise a university library on the development of its collection. I will certainly have to be familiar with English language sources, including translations of Modern Greek literary works and secondary sources discussing those works. I will need a working bibliography of material available in English.

Approximately at the time I was having these thoughts, others had apparently reached a similar conclusion, although on a larger scale. As you may know, the Modern Greek Studies Association has recently embarked on a new bibliographical project. Its purpose is to provide a teaching bibliography for Modern Greek Studies based mostly on English language sources available in the United States. The bibliography would cover approximately ten areas such as politics, history, language, literature, etc. Although I know very little about bibliography, I was put on the committee because of my interest in computers. Naturally, such a project would be best recorded and edited on a computer; the final text could be sent directly to a computer typesetter.

I do not want to present now the whole case of the MGSA bibliography, though I think we all agree that our field needs consistently more and better reference works. What I have tried to do is prepare something to discuss with those of you are interested, in the hope that we can benefit collectively from the work I have already completed. I have prepared a preliminary draft of a teaching bibliography for Modern Greek literature based on English language sources to be used as a guide in teaching. I prepared it mostly out of personal need for such a tool, but I would be happy to share it with some of you now in the hope that you would help me improve it for a future version.

An approach I propose is for you to ask me for a copy and then mark on it entries which you consider especially valuable in teaching or to fill in omissions where you perceive them. You might also choose to send me references, offprints, lists of your own works or syllabi from any general Modern Greek literature and culture courses you teach.

Let me quickly emphasize that the bibliography constitutes only a rough draft in its present state. Many entries do injustice even to the sources from which I culled them. I plan to rectify the sloppiness in future versions and to add, expand or delete several entries. I also plan to add critical, i.e. illuminating, comments.

It is immediately obvious that my bibliography owes a significant debt to many sources. I have relied on reading lists prepared by Professor Savidis for the courses he teaches in translation. Colleagues from other parts of the country have shared their course outlines



with me. Some of my students have culled furiously from the Clogg bibliography and from Mantatophoros, especially the recent issue containing the synopsis prepared by Evro Layton and Peter Mackridge. They have also begun to go through the MLA bibliography systematically.

Yet none of these sources provided in ready form what I was looking for. I want an arrangement by subject, and a guide not only to the titles of books containing major translated works or collections of works or essays but also to the interior of these books. I am seeking a better way of identifying material hidden within journals, special issues and anthologies.

In its present draft the bibliography is subdivided into several areas: bibliographies useful in locating Modern Greek literary works and studies; journals whose issues frequently contain Modern Greek literary subjects; special issues of other journals dedicated for one time to Modern Greek literature; literary history, including more general books and articles covering broader or earlier periods in Modern Greek literature and arranged approximately chronologically by subject; books of collected essays; anthologies; and authors arranged alphabetically, with the primary works of each preceding the secondary works under the name. A final category of allied fields, such as works on language, the theater, has been suppressed for the moment.

A major part of the reworking plan consists in improving the system of cross-references, now practically nonexistent. For cross-referencing, once the names of authors and works have been dug out of the anthologies and collections or journals in which they now hid, I consider the computer the best tool and hope to find the means to employ one.

I propose that, if you want to see the present version, you undertake to help me improve it, by marking entries you consider especially valuable in teaching or filling in omissions where you perceive them, by sending me new references or copies of your articles or appropriate course outlines.

CLASSICS, NO! COMPARATIVE LITERATURE, YES!

Peter Bien  
Dartmouth College

I've been asked to describe the relation between Dartmouth's modern Greek program and our Classics Department, and then to speak about a proper home for modern Greek. Since the title of my talk is "Classics, No! Comparative Literature, Yes!" you already know my conclusion.

At Dartmouth we do not have a "program" in modern Greek. We have only one course, an elementary one in language lasting a trimester (10 weeks). Though we owe thanks to our Classics Department for housing us, I will say that the relationship has rarely been intellectual in character as opposed to administrative. This is why I am not going to defend Classics as a good home, despite the fact that Classics has kept modern Greek alive at Dartmouth and actually now wants to expand our offerings from one course to three.

Let's examine this from the double perspective of language and literature.

First: language. None of our methods for teaching modern Greek has come from methods used by Classicists, for obvious reasons. Pedagogically, we relate to teachers of other living languages; our methodology derives from advances they have made in French, for example, and indeed in TESOL (the teaching of English as a second language). I don't say that substantive intellectual cross-fertilization in the area of language teaching is impossible between us and the Classicists. It would be interesting to try modern Greek as a prolegomenon to ancient Greek (if only we did not have that bothersome difference in pronunciation!), but our Classicists have shown little interest in this. On the contrary, they have suggested the reverse, requiring students to do a term of ancient Greek before beginning modern -- something that we view with mixed feelings. In my own mind, the most logical place for an intersection between ancient and modern is New Testament Greek, where I truly believe that the modern language, and modern methods of teaching a living language, could

help enormously. But the fact remains that, as a language teacher, I have related not to Classics but to instruction in other modern languages, including English.

Second: literature. Here, I feel even more strongly that our intellectual colleagues are not the Classicists but instead those trained in comparative literature or one of the national literatures. I say, "even more strongly" because, in this case, the relationship with Classics as a discipline has not only failed by neglect to give neohellenists a direction -- as in the case of language instruction -- but has also actively sent us in the wrong direction. Our relationship with Classics derives from, and now continues to legitimize, the myth that modern Greek literature, indeed the whole of modern Greek culture, may best be understood and studied as an emanation from ancient Greek culture, with Byzantium providing the link in this supposedly intact chain of descent. This myth has been exposed sufficiently so that I do not have to rehearse all the arguments; yet the organizational mode in university after university still consists of an arrangement the only intellectual justification for which is this myth of cultural continuity. The ideal of George Thomson at Birmingham, whereby students would be able to study ancient, Byzantine and modern Greek in a unified department, is replicated at McGill, at Harvard, at Melbourne, at Princeton for all I know -- all too often, however, merely as an administrative convenience, without Thomson's convictions as the chief motivation. Nevertheless, this arrangement tends to legitimize, as I said, an interpretative orthodoxy. Meanwhile, those who teach modern Greek, because they often tend to be trained under such an arrangement, or to be modernized Classicists, perpetuate the philological modes of Classicism, stressing -- for example -- Ritsos's relationship with Sophocles instead of his relationship with Mayakovsky (because they know more about Sophocles than about Mayakovsky), and in general keeping literary studies in modern Greek somewhat removed from the intellectual mainstream insofar as literary theory is concerned.

Thus I have entitled my talk "Classics, No! Comparative Literature, Yes!" I realize, of course, that beggars can't be choosers and that we should be grateful to the Classics departments which have given us a home. Nevertheless, insofar as we do have some choice, I feel that our intellectual home should be elsewhere. The beautiful thing about Comparative Literature is that it does not exclude Classics, but rather includes ancient Greek literature as one of the many forces determining modern Greek culture. Furthermore, Comparative Literature is the best place for teachers and students of modern Greek to keep abreast not only of critical theory but also of linguistics, fine arts, anthropology and other disciplines that intersect with ours.

Our relationship with the Classics has been a stage -- perhaps a necessary one -- in the development of neohellenic studies. I hope that, as though we were an adolescent about to go away to college, we shall move on to a new stage by leaving our first home and establishing ourselves in another environment perhaps not so immediately compatible, but surely more broad, more conducive to our further growth.

#### FROM PAUSANIAS TO DURRELL: SETTING THE INTERDISCIPLINARY CONTEXT FOR THE LITERATURE OF GREEK TRAVEL

Lily Macrakis  
Regis College

The course "Travels in Greece" was conceived as a means of attracting students from various disciplines in a course dealing with the history and literature of modern Greece. The description of the course in the 1982-1983 Harvard catalogue shows its range;

"Greek landscape and culture as observed by eloquent travelers from the East and West. Eighteen centuries of tourism and philhellenism illustrated by the writings of adventurers and scholars, poets and diplomats, such as Pausanias and de Clary, Evliya Celebi and Lord Elgin, Byron and Colonel Leake, Alphonse de Lamartine and Henry Miller. A historical and ideological survey of this persistent cultural phenomenon, based upon the primary literary and artistic sources."

And this is what it was: An interdisciplinary course trying to tie together geography, history, literature, and the arts and aiming at filling a gap in the undergraduate offerings of colleges by presenting to the non-specialist and through the literature of Greek travel an introduction to the modern Greek physical, social and political landscape. While this was not a survey course, it did not depend on prerequisites and it was presented entirely in English, translations being provided when necessary. The major references were the works of the travelers themselves.

Students who attended this weekly seminar came from a broad range of disciplines: the classics, languages, folklore, history, government. In their evaluation of the course they emphasized 'the diversity of approaches used -- topical, regional, chronological, thematic,' 'the rich source material available at Widener library', and not least the contributions of the three guest lecturers (a historian, an art historian, and a philologist). These lecturers spoke on such diverse subjects as "Visitors to the court of Ali Pasha," "French Art and the Greek War of Independence -- the politics of revolutionary imagery," and "Greece: the modern influence."

I recommend this approach as a pleasing paedagogical way to introduce students to our field with no special background in Greek studies.

#### Modern Greek 105 - Reading List

- M. Cary, The Geographic Background of Greek and Roman History, Part I  
W. A. Heurtley, et al, A Short History of Greece, Cambridge University Press, 1965  
Pausanias, Description of Greece, Harvard University Press (Loeb), I, Books 1 and 2 OR  
Pausanias, Guide to Greece, Vols. 1 and 2, Penguin  
Strabo, Geography, Vols. III and IV, Harvard University Press (Loeb)  
R. Clogg, A Short History of Modern Greece, Cambridge University Press, 1979  
H. Tregaskis, Beyond the Grand Tour -- The Levant Lunatics, Ascent Books, 1979  
F.M. Tsigakou, The Rediscovery of Greece, Ekdotiki Athinon, 1981  
K. Andrews, Athens Alive, Hermes 1979 (a source book)  
Reader 105 (a source book)  
Outline Maps of Greece (for map exercise)  
H. Miller, The Colossus of Maroussi, New Directions 1941  
P.L. Fermor, Mani, John Murray 1958  
                  , Roumeli, John Murray, 1966  
L. Durrell, Bitter Lemons, Dutton, 1957  
                  , Prospero's Cell, Penguin 1978  
                  , Reflections on A Marine Venus, Penguin 1978  
P. Levi, The Hills of Kronos, Dutton 1981

Also on reserve the travel accounts of: Lady Mary Wortley Montagu, Evliya Chelebi, R. Pashley, T.A.B. Spratt, R. Chandler, W.M. Leake, A. de Lamartine, R. de Chateaubriand, E. Dodwell, J. Hobhouse; the letters of Lord Byron; the sketches of Stuart and Revett, etc.

#### Topics

1. Organizational meeting: a few words of introduction
2. A Journey through Greece: a little geography
3. Pausanias' Guide to Greece: Baedeker of the Ancient World. MAP DUE
4. Sailing to Byzantium: Mediaeval and Renaissance Visitors to Greek Lands
5. Visitors at the Court of Ali Pasha of Tepelen: a guest lecture by Dr. D. Skiotis, Harvard University
6. The Greek War of Independence in French Art: The Politics of Revolutionary Imagery. Illustrated lecture. Guest speaker: Prof. Nina Kallmyer, University of Delaware
7. The Levant Lunatics: English Travelers in Greece
8. The Incurable Romantics: Chateaubriand and Lamartine
9. Greece: The Modern Influence. Guest speaker: Prof. Edmund Keeley, Princeton University
10. Athens through the Ages: Dust and Dreams
11. Classical Landscape with Figures: Greece today.

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MODERN GREEK STUDIES PROGRAMS

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Modern Greek Courses 1984-1985

Fall Term Only:

\*Modern Greek 101-B. The Poetry of C.P. Cavafy, II: A Slight Angle to the Universe 3233. G.P. Savidis. Tu. & Th. 12. An examination of Cavafy's mature poetics: his obliquity and pragmatism illustrated by the thematic sequence of "Poems 1916-1918" and the chronological collection "Poems 1919-1932". Some reference to the contemporary social and cultural background.

\*Modern Greek 232. The Divine and Human Voice of Angelos Sikelianos: Conf. Course 3737. G.P. Savidis. Tu. 7-9. Selected readings from "Lyrical Life" and from the main poetic dramas of Angelos Sikelianos. Conducted entirely in Greek.

Spring Term Only:

\*History 1522. From the Ottoman Economy to Western Capitalism: Greece, 1750-1914 3257. George B. Dertilis. M.W.F.-11. Greece as an Ottoman Province and Independent Greece. Comparisons with the Balkan states, the Iberian countries and Latin America. Theoretical considerations of economic development and historical interpretation.

\*Modern Greek 100. Advanced Modern Greek 8487. (Modern Greek Cr). Diana Haas. Tu. & Th. 11, (Tu. 1). Enhancement of reading and writing skills through the study of modern Greek literary texts including Aiolian Land by Elias Venezis and Stepmotherland by Michalis Ganas.

Both Terms (Full Courses, Divisible):

\*Modern Greek A. Elementary Modern Greek 8604. Diana Haas, M.W.F. 11, and a fourth hour for conversation.

\*Modern Greek B. Intermediate Modern Greek 8187. Diana Haas. M. 1-3, W. 1, and occasional laboratory.

Extension School, Both Terms: 495-4024

\*Modern Greek E-A<sup>a</sup>. Elementary Modern Greek. E. Mastichiadou. Th. 5:30-7:30 p.m.

\*Modern Greek E-A<sup>b</sup>. Intermediate Modern Greek. L. Veletza. W. 7:30-9:30.

\*Modern Greek E-B<sup>a</sup>. Advanced Modern Greek. E. Mastichiadou. W. 5:30-7:30.

BARNARD COLLEGE  
Modern Greek Courses 1984-1985

- 1x-26. Elementary Full-Year Course. Introduction to Demotic Greek; emphasis on both speaking and writing; basic grammar and syntax; pattern practice reinforced by laboratory attendance; easy reading. - D. Gregory.
- 3x. Intermediate Course, I. More complex and idiomatic Greek through a variety of readings, including selections from Kazantzakis' Report to Greco and short stories by Myrivilis and Venezis; grammar and syntax review; conversation; short weekly compositions. - D. Gregory.
- 4y. Intermediate Course, II. Selected readings from Modern Greek literature, both poetry and prose, annotated and presented in order of difficulty, used as a basis for discussion and composition. Poems by Solomos, Palamas, Cavafy, Seferis; short stories and essays by Theotokas, Terzakis and others. The improvement of the student's language skills is still a primary goal. - D. Gregory.
- 5x. Prose of the Twentieth Century: 1930-1950. Four works representing the main trends of twentieth-century prose up to the Civil War: Myrivilis' Life in the Tomb, Venezis' Aeolian Land, Petsalis-Diomedes' The Bell of Holy Trinity and Kazantzakis' The Fratricides. Main themes highlighted by a few relevant poems by Cavafy, Sikelianos and Seferis. - D. Gregory.
- 6y. Contemporary Prose and Poetry. Divided equally between prose and poetry: selections from a few important works written after 1950: Samarakis' I Refuse, Vassilikos' The Leaf, The Well, The Angel, Margarita Lymberaki's The Other Alexander, Seferis' Logbook III, Ritsos' Romiosini, Moonlight Sonata, Repetitions, and Elytis' The Axion Esti. - D. Gregory.

LOYOLA MARYMOUNT UNIVERSITY  
Center for Modern Greek Studies  
Greek Courses 1984-1985

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- . Modern Greek Literature in Translation
- . Greek Literature (Ancient and Modern) on Stage and Film
- . The Dances of Greece
- . The Greek Orthodox Tradition
- . The History of the Byzantine Empire
- . Modern Greek History (19th and 20th centuries)

All these courses are offered to undergraduates for credit and fulfillment of their degree requirements. By special arrangement, these courses are also open to members of the community at large.

The program is supported by the Hellenic-American Chamber of Commerce, the AXIOS organization, the Hellenic University Club of Southern California and from individual donors.

\* \* \* \* \*

## ANNOUNCEMENTS

The National Library of Greece has asked to receive copies of all publications (books, newsletters, circulars and all other printed materials) produced by Greek-American authors and organizations in the Greek language. Copies of such material received by January 31, 1985, will be included in the Library's 1985 catalogue. They will also be eligible, in the case of literary works, to be considered for the awards given each year for the best books received.

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Vacant posts on the teaching staffs of Greece's seven universities and institutions of higher learning have been listed and details of those posts, and of the procedure for applications to fill them, may be obtained from the Greek Press and Information Office of the Greek Embassy or from Greek consular authorities.

### PHOTOGRAPHIC EXHIBITION "METAMORPHOSES"

#### Available On Loan

The Embassy of Switzerland is providing on loan a photographic exhibit on Greece by the Swiss photographer-artist Daniel Schwartz. The collection contains ninety black-and-white photographs (white frames 40x50 cm plexiglass, white matting), ten black-and-white photographs 60x90 cm, and one marble globe. No rental fee is charged but exhibitors are expected to cover shipping and insurance costs within the United States.

This fine exhibit is of particular interest to directors of modern Greek studies programs who may wish to display it at their centers.

For information and arrangements contact Mr. Bruno R. Weber, Cultural Counselor, Embassy of Switzerland, 2900 Cathedral Avenue NW, Washington, D.C. 20008; telephone: 462-1811/7.

### HELLENIC HERITAGE FOUNDATION

312 East 51 Street, New York, New York 10022

The Translation Center of Columbia University, which publishes the semi-annual literary magazine, Translation, is committed to publishing the finest translations of significant works by foreign contemporary writers. In April of 1985, the publication will feature Greek authors in English translation. Works for publication will be carefully selected by Guest Editors Professor Edmund Keeley, Director of Creative Writing at Princeton University, and Professor John Chioles of the Comparative Literature Department of New York University.

In recognition of the need and importance of bringing contemporary Greek artistic achievement to the attention of the public, the Hellenic Heritage Foundation supports this publication. To mark the occasion, the Foundation will grant an award to a translator of Greek literature for excellence in translating part of a book-length literary work.

The budget for the Greek edition is \$20,000, a small sum in comparison to its potential impact. The Hellenic Heritage Foundation is seeking support for the Great Feature issue. Contributions will bring Greek literature to a broader English-speaking audience and will be greatly appreciated. Please write to the address above.

CADMUS PRESS

25 Waterview Drive, Port Jefferson, New York 11777

[The following letter, dated 24 April 1984, was circulated by Professor Niki Stavroulakes and is reproduced here because of its obvious interest to MGSA members.]

With the establishment of Cadmus Press we have begun the distribution of books published in Greece that concern Greek literature, language and culture (archaeology, history, travel, etc.). At the moment we are dealing with publications of Lycabettus Press, the Romiosyne Series by Denise Harvey & Co., some books from the Efstathiades Group and one from Ekdotike Athinon. A list of these books is available.

We will also try to fill orders from you or your college bookstore for any Modern Greek works you may require or wish to use in your courses next semester. We should receive these orders before June 10th so as to deliver them on time for the fall semester.

Cadmus Press is also planning the publication of books concerning Greece. Our first project is a series, already begun in Greece by Lycabettus Press with Athens-Auschwitz by Errikos Sevillias and now available in the U.S. We will continue here with the forthcoming publication of a cookbook of Jewish-Greek cuisine, and a book on the Jews of Jannina by Rae Dalven.

Further plans are in the formative stages and we will welcome your comments or suggestions, as well as book orders.

\* \* \* \* \*

NEWS OF OUR MEMBERS

JOHN G. SIOLAS recently defended his doctoral dissertation at New York University in the Department of Curriculum and Instruction, School of Education. His thesis, "A Compilation and Analysis of Literary Elements found in Bilingual materials reflecting the Greek-American experience in the U.S.A.," elaborates on the present scope of children's literature and provides a methodology by which elementary school teachers can use a course of study in teaching the Greek-American experience to Greek-American students in the intermediate grades.

GREGORY JUSDANIS has completed and defended his doctoral dissertation, "The Poetics of Cavafy" in the School of Hellenic and Roman Studies at the University of Birmingham, England. He has been appointed Research Associate in the Research Center for Language and Semiotic Studies at Indiana University, where he will be conducting research on the politics of canon formation in Modern Greek Literature and Criticism.

ANDONIS DECAVALLES recently published his book Ransoms to Time. A reception honoring him and the publication of his book was given by Fairleigh Dickinson University, Madison, New Jersey. Speakers included the President of the University, Dr. Robert H. Donaldson, and professors W. Salvage and P. Bien. Dr. Decavalles read from his poetry in Greek and Professor Marjorie Keyishian read from the English translation.

R E C E N T P U B L I C A T I O N S

JOURNAL OF MODERN HELLENISM. No. 1, April 1984. Edited by Harry J. Psomiades and Nomikos M. Vaporis. Hellenic College Press, Brookline, Massachusetts.

Contents:

- Elizabeth Constantinides, "Language and Meaning in Kalvos' Ode to Parga"  
Costas M. Proussis, "Papadiamantis and His National Literary Conscience"  
John Chioles, "Eros and Revolution in the Poetry of Cavafy"  
John Rexine, "Nobel Laureate George Seferis and the Continuity of the Greek Tradition"  
Maria Kakava, "Seferis and the Homeland"  
C. Nadia Seremetakis, "The Eye of the Other: Watching Death in Rural Greece"  
Nomikos Michael Vaporis, "The Influence of the Foreign Bible Societies in the Development of Balkan Literary Languages: The Greek Experience."

ETUDES HELLENIQUES/HELLENIC STUDIES. Vol. I, No. 1 (Spring 1983) 5582 Waverly, Montreal, Quebec, H2T 2Y1, Canada

Contents:

- Stephanos Constantinides, "Les Grecs du Québec et les Médias"  
George Kourvetaris, "The Early and the Late Immigrant"  
Jean Catsiapis, "Les Grecs de France"  
Demetrios P. Stasinou, "Parental Attitudes and Mentally Retarded Children"  
Jacques Bouchard, "Les Débuts de l'Imprimerie en Langue Grecque au Québec"  
Leonidas C. Bombas, "A Socialist Reform in Greek Education?"

ETUDES HELLENIQUES/HELLENIC STUDIES. Vol. I, No. 2 (Fall 1983)

Contents:

- Efie Gavaki, "The Greek Family in Montreal"  
Jean Catsiapis, "La population de la Grèce en 1983"  
Theodoros Maniakas, "Greek as Spoken in Montreal"  
Bill Schabas, "Canadian Policy in Cyprus"  
Stephanos Constantinides, "Secteurs d'activités et conditions de travail des Grecs du Québec"  
George Kanarakis, "Greek Australians and their Literature"

Ioanna Tsatsos, Poems. A bilingual edition, translated by Jean Demos with an introduction by A.C.A. Trypanis. The North Central Publishing Company, 1984.

\* \* \* \* \*



PUBLICATIONS RECEIVED

The Greek Review of Social Research, 48, 49, 50 (1983), 51 (1984)

Andonis Deçavalles, Ransoms to Time. Selected Poems. Translated from the modern Greek with an Introduction and Notes by Kimon Friar. Fairleigh Dickinson University Press, 1984.

Epopteia 93. E Via Stin Exousia. Goulandris Foundation.

Epopteia 94. Philosophia tes Technologias. Goulandris Foundation.

Journal of Hellenic Diaspora, X, No. 9 (Winter 1983), XI No. 1 (Spring 1984)

The Patristic and Byzantine Review, II, Nos. 2-3 (1983)

Revue des Etudes Sud-Est Europeennes, Academie des Sciences Sociales et Politiques, Bucharest, Romania, XXI, Nos. 3, 4 (1983), XXII, No. 1 (1984)

The Amaranth, Bulletin of the Modern Greek Studies Program, University of Toronto, No. 7 (1984)

Diavazo, 85-103 (1984)

Orthodox Thought and Life, I, Nos. 1, 2 (1984)

Journal of Modern Hellenism, No. 1 (April 1984)

Mediterranean Women. K.E.G.M.E. Quarterly Newsletter (1984)

Themis Siapkara-Pitsillidou, O Hubert Pernot Se Ena Tou Gramma. Athens, 1983. Compliments of Nicolette Pernot Ringgold of Williamsburg, Virginia.

Hellenism in Chicago (1982)

Hellenic Professional Society of Illinois: Fifty Years in Reflection, 1925-1975.

The Turkish Crime of Our Century. Published by the Asia Minor Refugees Coordination Committee.

\* \* \* \* \*

MGSA PUBLICATIONS

MEMBERS' REDUCED PRICES

Orders for the publications shown below should be addressed to: MGSA, Box 1826, New Haven, Connecticut. 06508. Checks or money orders should be expressed in U.S. dollars and drawn on prime U.S. banks and made out to MODERN GREEK STUDIES ASSOCIATION. Prices shown below include postage (surface mail) and handling charges. Outside the United States postage additional.

BOOKS

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| Edmund Keeley & Peter Bien, editors, <u>Modern Greek Writers</u> . Princeton University Press, 1972.  | \$10.00                                  |
| N. Diamandouros, J. Anton, J. Petropoulos, and P. Topping, editors<br><u>Hellenism and the First Greek War of Liberation 1821-1830: Continuity and Change</u> . Institute for Balkan Studies, 1976. | \$10.00                                  |
| Speros Vryonis, Jr., editor, <u>The "Past" in Medieval and Modern Greek Culture</u> . Udena Publications, 1978.   | hardbound: \$30.00<br>softbound: \$25.00 |
| John O. Iatrides, editor, <u>Greece in the 1940s: A Nation in Crisis</u> . University Press of New England, 1981.   | \$22.50                                  |
| John O. Iatrides, editor, <u>Greece in the 1940s: A Bibliographic Companion</u> . University Press of New England, 1981.  | \$10.00                                  |
| Lars Baerentzen, editor. <u>British Reports on Greece, 1943-44</u> , Museum Tusulanum Press, 1981.  | \$ 6.00*                                 |

\*Price does not include postage. Order direct from the publisher at Njalsgade 94, Copenhagen 2300 S, Denmark.

OCCASIONAL PAPERS

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|---|---------|
| A. Lily Macrakis and P. Nikiforos Diamandouros, editors, <u>New Trends in Modern Greek Historiography</u> , Occasional Papers of the MGSA, I, 1983. | \$10.00 |
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MGSA BULLETIN (semi-annual)

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