

Summaries

D. Psillas

The de-escalation of anticommunism in post dictatorship Greece (1974-1989)

The objective of this paper is to examine and analyze the de-escalation of state anticommunism, culminating in its abolition, during the first fifteen years following the restoration of democracy (1974-1989). Emphasis is given mainly to historic and political factors without intend to degrade social and economic variables.

Key terms: Anticommunism, Antifascism, Antijuntism, Antiterrorism, Challenger, Social and economic development, Consensus

D. Sotiropoulos, G. Economakis

Trade Unions and Wage Theories: The Case of J. S. Mill and Marx

The intensity of class struggle in England of 1860s began to transform trade unions from mutual aid association societies to crucial bargaining factors. Two different political strategies, which in the theoretical level are reflected in the interventions of Marx and J. S. Mill, evolved inside the working class movement. They both turn against the dominant analytical framework of the wage fund theory, according to which every working contest is finally proved contradictory to the working class own interests. Mill, modifying arguments that he had previously maintained, supported a reformist strategy, which in last resort did not dispute capitalist rule. Marx, on the contrary, appeared polemic to a political project like that, stressing the ir-reconciled contradiction of long term class interests between capital and labour.

Keywords: Wages fund theory, English trade unions of 19th century, Mill's "recantation", Marx's wage theory.

Androniki Kavoura*Issues of validity and reliability
when measuring television viewing*

The aim of this paper is the examination of the way of measuring of television viewing in Greece from the company AGB. The measuring of television viewing contributes to the determination of advertising agencies' choices who represent those who advertise their products/services in order to determine and choose the programmes where products/ services are advertised depending on the target group they aim at. Critical issues are examined about the way in which research of measuring television viewing takes place. The way results from television viewing may be used, provide another role to these measures apart from the quantitative description of the data since they may be used for the evaluation of the programmes. This is, though, a role that measures were not meant to provide, while the role of television viewers and the 'exchange value' that they obtain is shown since their available free time consists of the kind of negotiation between the advertising companies, the television stations and the research company that measures television viewing. That is why the distribution of information about the way measurements about television viewing take place is necessary.

A. Karapetsas, E. Ladopoulos*Frontal Lobes and Education*

The title of this article clarifies our intention: the operation of frontal systems and their relation with the main educational abilities (reading, writing, mathematics). The frontal lobes are part of the neocortex and only in human beings are to be found so developed. Without the development of frontal lobes in the human brain (specifically in linguistic regions), human culture would have never been developed. They organise all the superior mental functions and play an important role in the success or failure of each human action. The frontal lobes are "the leader" of all human brain structures, allocating unique connections that allow them to interact and regulate the brain structures. Our aim is to examine how they intervene in the development of cognitive abilities and particularly in the development of mathematical, reading and writing skills..

Key words: frontal lobes, mathematics, reading, writing

S. Nikolaidou*From «me» to «us» through Lysistrata,
the dramatic arts, communication
and the learning process*

This article analyses the decisive influence of the theatre on the creative metamorphosis of the individual self through collective activity. It likewise examines the educational processes and practices that undermine students' creative capabilities, limiting them to their own individuality.

It explores in particular the cognitive and socio-emotional function of education which, through the dramatic arts, can connect individuals and cultural groups. It emphasises the necessity for education based on communication, social sensitisation, intellectual cultivation and social harmony, proposing the introduction of the dramatic arts into the pedagogical process, not in the fragmentary way in which they are included today, but as a primary learning tool.

As an example of the acceptance/confirmation or rejection of the working hypothesis, we have selected the communications dynamic that resulted from a production of the play *Lysistrata* at the Spier theatre in Volos in March 2003, as part of the international anti-war effort (the *Lysistrata Project*) against the war in Iraq. Armed with dramatic discourse, the «us» that resulted from participation in this production enhanced the dialogue, contacts and discussion between the various individuals involved.

The article concludes by ascertaining that the quest for pedagogical action and the child's progress through the learning process are achieved more effectively by the intense, expressive and creative experience provided by the theatre.

A. Kofterou, D. Zaxos*Lone Immigrant Mothers' of Thessaloniki perception about their
children's education*

The target of this work was to examine the relationship of the members of a "special" category of population –single immigrant mothers of the area of Thessaloniki- with the matter of their children's education, a case about which very few things are known –especially in Greece. The "Case Study" composed the chosen strategy of inquiry, while the open interview com-

posed the main researching technique (method). The analysis of the twelve lone immigrant mothers' interviews whose children were studying at Greek public schools, revealed the problems and the difficulties these women face, trying to contribute to the normal educational incorporation and the good school course of their children.

Key words: education, immigration, lone mothers

Anagnou Vagelis & Vergidis K. Dimitris

The effective headmaster of second chance schools

The importance of the headmaster's role in the improvement of their school is derived from Greek and international bibliography. Various are the typologies for the characteristics of the efficient headmaster. This article concerns the characteristics of the efficient Second Chance Schools (SCS) headmaster, according to the views of SCS headmasters/mistresses. The findings of the research show that the characteristics of SCS headmasters/-mistresses, according to the sample, are not equivalent to those of the headmasters/ -mistresses of the typical schools of secondary education. Specifically, it is not experience and the management knowledge and competencies that are considered of vital importance, but embrace of SCS principles and philosophy, social and communication skills and leader characteristics.

Key-words: Second Chance Schools, secondary education, adult education, effective headmaster.

F. Antwniou, E. Souvignier, A. Gold

Enhancing reading comprehension in students with special educational needs:

The implementation and evaluation of a reading-strategy program

Reading comprehension depends on variables such as decoding skills, vocabulary knowledge and reading self-efficacy. However, recent literature findings show that the mastery and use of reading- and self-regulation strategies is a major component that enhances the reading competence of

the students with special educational needs. Within the present study, the effectiveness of a 29-lesson program designed according to these findings is evaluated in 147 - of a sample of 268 - students with special educational needs. A pre-post design was used and all students were assessed in reading comprehension, reading-strategy knowledge and reading self-efficacy. Significant gains in favour of the treatment group were observed on the reading comprehension and reading strategies knowledge tests, whereas, the differential analysis shows that students with different basic learning skills profit by the reading-strategy program.

Keywords: Reading comprehension, reading strategies, strategy instruction, special educational needs.

Ap. Kaproulias

Aspects of right and justice in the work of Plotinus

The main purpose of this study is to emphasise the ethical and anthropological dimension of the concept of right (δίκαιο) and justice (δικαιοσύνη) into the philosophical system that Plotinus introduces. According to the leader of the neoplatonic School, the values of right and justice are activated in all substances of soul - Soul, universal hypostasis of soul, individual soul - in which the existence believes and assorts. According to this discrimination, Soul, thing-in-herself as a pure constitution, possesses thinkably the virtue of right and justice. The universal soul, on the other hand, as a bodiless hypostasis, possesses virtues with a thinkable as well as a seamy way at the same time, and so right and justice. At the individual souls, the above mentioned virtues exist in an inferior way and they are activated mainly due to the individual mind. Additionally, they are taken in a double anticipation: a. each virtue that exists in the individual souls - under the terms of the mundanely justice - approaches her corresponding superior without any adscitious interference. b. More specific, each right part of any individual soul comes closer to everything that corresponds to it. The above, of course, have a meaning under the preconditions that the authentic origin of right as well as of justice occurs in the greater of Mind, where the procedures of evolution and reduction have no place. All these that are presented here, are placed among the general intention of Plotinus to define precisely the metaphysic versus the physic world, despite the correspondences which recognizes that exist between them.