**The ‘other academy’: the lending library of Heraklion’s Pedagogιcal Academy during 1964-1967 and its role in student training**

**Abstract**

This article attempts to explore in an original way a much-discussed topic in the field of educational historiography, namely the characteristics of the teaching training received by the students of the Pedagogical Academies. More specifically, this research focuses on the teaching studies provided by the Pedagogical Academy of Heraklion, Crete, Greece in the period 1964-1967. The noticeable difference of this research is found in its methodology, since it utilizes the method of the microhistorical approach. A more detailed attempt is made to highlight the unmistakable aspects of teaching training through the study of the lending library of this institution, without which it is proved that complete conclusions do not emerge on the subject under consideration.

**Keywords**

microhistory, teacher training, sciences of education, pedagogical academy, lending library, bibliotype

**INTRODUCTION**

Teacher training content has been a major concern in the field of the history of modern Greek education. Defining this kind of training contents seems to have been a matter of significant consideration for political leaders. Giroux (1981:143-157) has stated that issues of teacher training appear as ideologically neutral to the common understanding, since they consist a major prerequisite in bringing to life many socio-economical parties’ essential need for the creation of a better society. However, teacher training programs work under the auspices of political, economic and social institutions and silently participate in the class selection process that occurs in school settings, while not allowing students the opportunity to observe how their professional expertise is not neutral as such.

In the present work we will look into this issue in terms of teacher training programs in Greece, focusing on the period between years 1964-1967. The reason for choosing that particular time period is due to the reforms of the government which remained in place and shaped teacher education till the political changes enforced in 1967 (Greek dictatorship).

We will attempt to compare the results of a preliminary evaluation of the 1964-1967 Greek educational reforms in terms of teacher training programs in relation to, an often neglected parameter in teacher education, that of the lending library. The present research centers on the lending library of PAH, which, as will be shown, played the part of the ‘other academy’, since its study reveals evidence that doesn’t agree with the conclusions drawn from rest of the bibliography about that period.

**The international paradigm**

Aside from the political changes that took place in the country and brought a breath of fresh air to its education[[1]](#footnote-2), it is worthwhile to also take a look to the international epistemological context. In other words, the years until 1967 were marked by important changes regarding the shaping of the sciences of education, or, more specifically, to the transition from a science of pedagogy to the sciences of education. This evolution influenced the main epistemological view of the field and gave rise to the various scientific subjects that enriched pedagogical research with new tools.

In the years preceding , there was a great debate based on research methodologies between different types of pedagogy (hermeneutical and empirical), with each side carrying its own argument respectively. The philosophical/hermeneutical side, which seemed to thrive in German speaking countries, was, to an extent, promoting pedagogy’s autonomy from other disciplines. On the other side, the French approach, linked to a more empirical and experimental attitude, was promoting an interdisciplinary approach stressing the importance of social studies. The effort was now focused on understanding the value of the empirical method through expanding the pedagogical science towards other scientific fields while leaving aside the hermeneutical side’s doubts which feared that pedagogy would end up being ousted. Within that framework there was great concern regarding pedagogy’s transformation from autonomous science to an interdisciplinary field of knowledge that aimed more on education rather than on schooling. Such efforts go back to the beginning of 1960s. The notion of education is not limited to schools and is not viewed as a recipe for achieving certain learning goals but is founded on research. The result of this gave rise to the notion of experimental pedagogy which is tied to notions of psychopedagogy, sociopedagogy and biopedagogy and can examine to a greater length the educational context (Debesse and Mialaret, 1980:78-82). The common idea in this process was, on the one hand, to highlight the value of research – experimental methodologies in examining educational situations (a key term here[[2]](#footnote-3)) and, on the other, the study of groups instead of single persons as a revitalizing feature on didactics.

Nonetheless, it bears mentioning how such efforts also received negative criticism in the international debate. The German-speaking side was initially opposed to such an approach, which was shown, occasionally in calmer tones. Typical example of this is the case of W. Brezinka who, even though close to the rationale of sciences of education, he criticized them heavily in his latter research works for their variety and their interdisciplinary point of view, which, in his eyes, causes a chaotic state of affairs stemming from the ‘exaggeration of post-pedagogigal reflections’, its ‘dispersion to neighboring disciplines’ and the ‘abandonment of pedagogical terminology’ that gave rise to multiple lines of thought beyond pedagogical interests. In conclusion, what he, himself thought of as most important was a practical pedagogy that promotes concrete goals and practical guidelines practiced within a straightforward assessment framework (Brezinka, 2003:9-27). Similar views have also been voiced by younger researchers who, although not coming from the same paradigm, they too refer to the ‘differences, contradictions and discrepancies’ that are typical of the relation between such concepts and the way they are practiced in the field of research (Keiner, 2006:177).

On the French side of thought taken into consideration in the present work, there emerged a significant problematization concerning the contents of the sciences of education. This resulted to the recognition of those subject areas whose acquisition is considered fundamental for teachers in order to manage effectively the complexity of educational situations notion. These included theoretical studies such as philosophy of education, history of education and comparative pedagogy, which examine methods and systems of education both in historical and geographic terms. Following these are scientific fields like biology, psychology and sociology which provided the concept of research based on experiments and which appear to help by offering each a concrete and solid scientific paradigm on ways of expanding the problematics of education in general. Adding to these, more specialized scientific discourses such as those of bio-pedagogy, psychopedagogy and sociopedagogy are needed to analyze deeply the educational situations content. Finally, examining the methodology itself also aids in the performance of educational processes (Dottrens and Mialaret, 1980:105-106).

The time period under consideration here is especially vital, as it marks the point of extensive reformations in the scientific discourse concerning the contents of pedagogical studies, which, furthermore, led to political choices that were made in order to support such needs. Important changes in the scientific era trigger the modernization of multiple fields of thought, foremost those of psychology, which now focuses on the study of behavior rather than that of the soul. Other areas that flourish under this influence include sociology, medicine and physiology. Even before the 1960s we notice a substantial, even though not yet systematic, scientific groundwork that is being put into place concerning interdisciplinary approaches in the field of research on education. However, the turning point in this process comes in 1967, when three universities in France implement specific curricula that put into practice notions of sciences of educational rather than autonomous pedagogy. This, however, did not immediately mean the higher institutionalization of pedagogical training since the related academies (Ecoles Normales) continued their regular operation (Mialaret, 2008:5-54).

In epistemological terms, the 50s and the 60s saw an intensified application of psychopedagogy in French universities, a fact which seems to have spurred the type of research that followed. The criticism against this approach came from the field of philosophy of education and focused on the orientation of conducted research, underlying the loss of pedagogical dimensions due to the sway of the educational-training aspects of teaching (didactics) (Best, 1988:159-160). This tendency was balanced out in the next decade with the inclusion of psychosocial theories, however, that period is not examined in the present article.

It becomes evident that, since the 2nd World War, there was a concerted effort of democratizing France’s system of education, which, despite everything, did not produce significant results as far as teachers’ training was concerned. Events in May 1968 gave rise to a significant wind of change that exerted its influence on the organization and the subsequent increase in attendance years of French PAs. In any case, the transition from an autonomous science of pedagogy to the sciences of education had been largely promoted by 1967, even though its impact on teacher training programs was not felt yet as much.

**The Greek context**

The years between 1964 to 1967 were part of a unique point in time for Greece, one with features that clearly distanced it from its past, since during that time frame, an important political change occurred which disrupted the country’s long line of conservative governments. In this article we aim to articulate the extent to which these reforming acts were influenced by the aforementioned international developments.

Based on the above, education had to take a different direction, one that would support a liberal change aiming at Greece’s economic and social adaptation to the international demands. The prerequisite for a move like that was a novel approach to the concept of humanism. The following excerpt from the executive summary of the legislative Decree of 1964 (Ν.Δ.4379/1964) is indicative: *“The humanism whose idea will inspire our National Education in all its levels, should be that which is not fixated on passively worshipping the dead forms of the past, neither opposes the Sciences and Crafts (which has been our century’s pride and accomplishment) but, remaining faithful to the deeper meanings of Greek Culture and Orthodox Faith, will embrace the great intellectual currents of our times and will aim to improve and refine Human life both in its private and common aspects”*[[3]](#footnote-4). Spelled out in it, is a different view of Greek culture in its two fundamental characteristics. The distancing of it from blind ancestor worship and the high quality encouragement of students’ pursuit of the sciences[[4]](#footnote-5).

This vision was largely put into practice with the legislative decree of 1964 and was further implemented with two government bills, the *On technical education* and *On the founding of universities*, which were never voted due to the uprisings that led to the government’s fall one year later. It was this very same reforming spirit that naturally swayed teacher training programs which had to be revised in order to serve the liberal mindset that was on the rise. The greatest changes were brought about by the decree of 1964, evident in articles 13, 16 & 17 and their corresponding parts in the executive summary, which are the source of vital information. The changes concerning PAs are the following:

* Increase of attendance years to three.
* Student admission to PAs depended on the grade of the students’ academic certificate taken by school, annulling the process of written admission exams.
* Combination of practiced and theoretical training in.[[5]](#footnote-6)
* Issues concerning the supervision and direction of the PAs were entrusted to the newly founded independent Pedagogical Institute.

When it came to the rest of the legislative actions that took place after the decree of 1964, the ones related to teacher training in PAs are the following:

* The 1964 assignment of new PA Curriculum and Schedule.
* Founding, in rudimentary wording and with no further explanation, of a one department PA in Karditsa, according to royal decree 504/1966.
* Founding of a second PA department in Larisa, according to the ministerial decree 110533/25-10-65.[[6]](#footnote-7)
* Assignment of new Curriculum and Schedule only for the first year of PAs, according to royal decree 247/1966.
* Α more general legislative framework of royal decree 923/1966, which regulated a multitude of issues regarding the daily workings of PAs. Some of its most significant points included: a) strengthening the students’ connection to real life schools’ routine through the PAs’ Pilot Elementary and other elementary schools, b) the continuing of the pre-existing framework for students admission to PAs, c) plans for the creation of students’ unions, however without any further mention about operation, rights or obligations, d) the institutionalizing of students meetings called by their unions on issues concerning the unions themselves or individual PA students. Meetings could be held on matters of lectures, trips, festivals or concerts, e) defining matters concerning students’ conduct, rewards and penalties. It should be noted, at this point, that the institutional guidelines concerning penalties didn’t vie towards a more democratic viewpoint, compared to that of previous decrees, f) defining subjects taught, without providing any specifications on a more particular time schedule for all three years of study.

Before moving on with our research, we will briefly discuss the 1964 PΑs timetable, in order to clearly show the government’s interference in the teacher training received by students in PAs. The changes implemented, once compared to what was in place in the past, prove to be greatly significant. To begin with, we need to stress the increase of attendance years to three. In addition, there was the establishment of optional courses for third year students. The selection of optional courses included Modern Greek Literature, General History and Cultural History, Mathematics, Natural Sciences, Folklore Studies, Sociology and Workshops – Laboratories on didactics. This selection was an important innovation, especially if we focus on the extra hours devoted to courses for Modern Greek Literature, Mathematics and Natural Sciences, the areas of study that are also named as the core of the ‘new humanism’ promoted by this reform.

What becomes apparent is the legislator’s attempt towards the advancement of teacher training programs’ features. In older schedules, the dominant model was that of psycho-pedagogic scientism, which set as its primary goal the pedagogic, teaching and psychological training, especially when it came to the psychology of learning (Αντωνίου, 2009:31-34). At the same time, courses were organized in such a manner as to steer one towards a paternalistic approach of teaching duties with distinct ethnocentric undertones. The new schedule though, established in 1964, seems to lead the way towards a less ethnocentric viewpoint of teachers’ training, which kept its link to related ideals intact, especially when we take into consideration the contents of offered courses. At the same time, more steps were being taken towards showcasing the concept of ‘new humanism’ which coalesces the necessary knowledge on sciences with a deeper understanding of the Greek language and literature. It is thus no coincidence that the added years of attendance in PAs were dedicated to the upgrading of these subjects.

**The bibliotype as methodological research tool**

The research that follows is closely linked to an original term, that of the ‘bibliotype’, which is also the main methodological tool used throughout. What is referred under this term is the teaching bibliotype, an altered version of the teaching ‘ideal type’. According to Max Weber, the ideal type is a theoretical construct which allows to understand certain historical and social phenomena by analyzing their individual characteristics. However, it is doubtful if such an approach can touch upon the real dimensions of any given subject matter. Hence, oftentimes, the concept of the ideal type is used as a starting point to help us reach a specific case’s conclusion and then examine the causalities that are implicated in it (Lallement, 2004:234).

We postulate that all the views already mentioned, orbit around the notion of an ideal rather than a real teacher training program, since they lack the voices of the actual students and teachers. It is for this reason that we developed the concept of the ideal type to that of the bibliotype, which will offer us a real picture of the scientific orientation practiced in teacher training of the time. The bibliotype becomes thus a term used to study the totality of real-life parameters of the function and influence of academic books in terms of the teachers’ training orientation put forth in PAH.

It is our belief that focusing on the universe of the lending library’s books, makes for something more than a methodological necessity. It is instead a process of comprehending the ways in which an academic setting envisages knowledge. In other words, we are looking to uncover whether knowledge was being used in terms of a banking model of education (Freire, 1972), where students are nothing more than the depository of a god given systemic knowledge, or whether, the use of the lending library served as a space for students to reflect upon the epistemological orientation of their training

**Presentation of the PAH lending library research**

The research that will be presented here was based on records on the history of education, found in the PAH archives which are located in the C.S.R.H.E.T.P of University of Crete. Our goal here is to determine whether our conclusions concerning teachers’ training, as reached by examining the legislative framework, is confirmed or denied by the records of the lending library, a ‘bottom-up’ source of information as far as the practice of these acts in the context of the classroom is concerned. More specifically, we made use of the comprehensive catalog of the lending library for our specific timeframe, as well as the teaching logs describing the contents of the courses taught. In what follows, we will focus on specific, lending library book categories, depending on the basis of the goal orientation set by the legislative framework of the 1964 reforms, and delve into these, looking for their qualitative rather than quantitative characteristics.

In terms of the pedagogical discourse the five sub-categories that show up as the most popular, according to the library’s data, are those of Special Didactics, General Didactics, General and Introductory Skills, Retraining – Illiteracy and The Arbeitschule[[7]](#footnote-8), which can be seen in the following graph.

*Graph 1: Pedagogy, library*

In relation to the other sub-categories not featured in the graph but brought to view by the research, what bears mentioning is the high scores of History of Education, followed by Management – Legislation, Sociological Pedagogy, Civics and Comparative Pedagogy. The lowest scores noted for the sub-categories of National Education, Religion Studies and Penalties.

In terms of teaching the courses offered to the PAH students were Theory and History of Education (first year students) and Theory of Education (second year students). The situation, as shown in the following graph, changes drastically as more focus is placed in such concepts as discipline, Herbartian pedagogy, religion studies, Arbeitschule and education ideals. Other important categories that are less highlighted are the concept of individual interest, experimental pedagogy, comparative pedagogy and psychoanalysis. However, due to the minimal amount of hours dedicated to these courses we cannot assign them the status of being properly taught.

*Graph 2: Pedagogy, courses*

Following the above, we could distinguish the areas where evidence from both records seem to converge. One of them is that of Comparative Pedagogy, which seems to gather little interest in both records. Also, the promotion of experimental practices in pedagogical training as an individual subcategory in the library is missing and instead of this we noticed a brief discussion on pilot schools. In addition class sessions given to this issue are extremely limited in PAH. In terms of discrepancies noted, it’s worthwhile to mention the subcategory about the use of penalty and discipline as teaching tools, which scores very low in library, while shows up as prioritized in classes. Another inconsistency, one that will play a significant role in the interpretation of the findings, concerns issues of teaching techniques which prevail in the category regarding the pedagogical issues in library but not in terms of courses. Moreover, another interesting subcategory for the present research overall, is that of national education which scores in the lowest places in library and is non-existent in terms of courses. Nonetheless, the notion of the national aspect of education, as this is presented in subcategory regarding the pedagogical ideals, still exists.

The next area of interest here is that of didactics, which were not indexed as a separate category in the library for the timeframe reviewed here, but were included in the pedagogy category. Consequently, only the teaching logs can be reviewed in this case as evidence. Since the course, due to its nature, refers to technical components of teaching, we will attempt to examine some of the traits which reveal the philosophy of teaching techniques. First of all, we find evidence that corresponds to the increased class sessions noted in the time schedule, since the course is taught in both academic years[[8]](#footnote-9). In the first year, the course on General Didactics shows an evenly distributed class sessions between all subcategories, without any distinct differences noted. The graph below presents the results of the first year course.

*Graph 3: General didactics, A’ grade*

The precedence of the concept of individual interest is obvious but what is mostly stressed here, even if it’s not visible in the previous graph, is the mind frame under which time schedules and selection of teaching material are shaped. According to the course, the reasons for these choices are religious, national, moral, humanistic and social ones, without however, any one of them being particularly stressed. The next issue here is that of discipline and rewards, which are seen together, without any of them taking the lead in terms of class sessions. Also of note is the factor of teacher personality, which is decisive in the shaping of the teaching process. Finally, we should cite the parameters of fatigue and recess, which are also mentioned.

During the second year, the course of Special Didactics includes techniques for teaching individual subjects. The principal subjects brought to light in this case were, respectively, geography, history, fairytales and language. In the following graph, the percentages scored by the most popular subcategories can be viewed.

*Graph 4: Special didactics, B’ grade*

In the second year course of General Didactics a more explicit class sessions’ pattern is shown. Namely, most hours are dedicated in the description of the use of audiovisual teaching material, followed by a subcategory that combines reading and writing skills with the *Gesamtunterricht* methodology[[9]](#footnote-10) and groupwork according to students individual skills. The next subcategories that log out more class sessions are on teaching methodology, curriculum, and three stages teaching process[[10]](#footnote-11). In examining the rest of subcategories we can conclude that the issues examined are the same to those of the first year course with the only difference being that of the issue of discipline which is this time combined with the benefits of work (based on the Arbeitsschule movement). The following graph shows the percentages of the most popular subcategories.

*Graph 5: General didactics, B’ grade*

Coming next is the Psychology category. The distinction of relevant books in the lending library took place in the first years of the Greek dictatorship (1967-1974). Prior to that, books on pedagogy, psychology and philosophy all belonged to the same general category. In terms of courses, a course on General Psychology was part both of the first and the second years of study while on the second year there were also some further specialized courses centering around Vocational Guidance and Individual differences Psychology. In fact, what we came across was a tendency to employ psychology mostly in terms of the individual rather than those of groupwork. In the graph below we can see the subcategories found in analyzing the library’s book index as far as the united book category of pedagogy is concerned,

*Graph 6: Psychology, library*

According to the findings shown above, we can infer that the areas of vocational guidance, which is associated with the field of adaptation psychology, score the higher percentages, a fact that agrees with the courses’ overriding rationale. What is more, the subcategory of Child Psychology refers mainly to the proceedings noted during the course under the same title. Approached thusly, our findings in terms of the course agree to those concerning books on the psychology of individual differences. The main difference gleaned mostly concerns categories of books of psychoanalysis and analytical psychology. These look mainly into theories by Freud, Adler and Jung that examine deeper strata of various phenomena, always on the basis of the individual rather than of group formations.

The following knowledge area examined is that of History. First and foremost, it is crucial to note the significant divergence found between the contents of the course taught and the books of the lending library. In the graph below, the most popular subcategories detected in researching the lending library’s corresponding book categories, become apparent.

*Graph 7: History, library*

What follows are the subcategories with the most class sessions.

*Graph 8: History, courses*

Based on the above, we can safely say that the major topic categories are clearly differentiated. Most books in the library focus on the history of Crete, the Macedonian question, the Greek revolution, ancient Greek history and matters of folklore history, that is, mainly on Greek history, leaving aside the international context. Moreover, what becomes evident examining the rest of the topic categories, is that there is a distinct focus on the period of modern Greek history with few books that delineate Greek history in all its time periods.

On the contrary, based on the analysis conducted for the corresponding course, we can detect a distinct approach although some common traits still exist. This course also refrains from including any events from the international historical context. However, the greatest discrepancy found concerns the time periods that are being examined. In contrast to what was previously mentioned, more focus is placed on ancient and prehistoric Greek history, while further references extent up to the byzantine years. In general, there is a balanced distribution of class sessions dedicated to the ancient Greek and byzantine periods with the exception of Hellenistic times and the years of the Persian wars which obviously take the lead in terms of hours allotted to them. No mention is done to folklore notions since those were examined under a course wholly devoted to this area. In any case, the great number of books on folklore to be found in the library under the section of history books, makes already for a crucial backslide, especially if we compare it to the international historiographic discourse those very years[[11]](#footnote-12), while it also reveals a specific ethnocentric orientation supported.

The field of Sociology was the next one to be examined and, according to the research, there were two relevant courses offered, none of whose contexts corresponded to the tenets of sociologic science. The first of these, under the title of Principles of Public Law was taught from 1964-1965 till 1965-1966, while the second one, titled Introduction to Economics, was taught the academic year of 1966-1967. In the first of these two, issues of economical nature but also matters important for students to be aware of, concerning constitutional law and basic information on the Constitution and the separation of powers, were discussed. In the second course, topics under consideration included an introduction to economical science, like taxes, expenditures, demographics, how certain social issues influence a country’s economy, employment and health insurance matters. As far as the related category of the lending library, which came under the title of Sociology, is concerned, we remark that the majority of books found mainly expanded on political issues and half of them adopting an anti-communistic approach. Few were the books under this category that discussed educational issues.

A pivotal point in our research was the study of sciences. In the teaching logs of courses given in the PAH, different sections are given to courses of Agricultural science, Physics and Mathematics, for which no mention of individual courses’ logs was deemed necessary, since they only refer to technical rather than teaching content. On the other hand, the lending library contains one joint book category on agricultural and sciences. Reading the graph below makes it obvious that most books of this category concern agricultural issues, followed by those on geography and lastly those on sciences.

*Graph 9: Sciences, library*

Gymnastics was the next area under review. The course offered was titled Physical Education and was taught in both academic years. Matters under consideration included issues related to the body, the didactics of gymnastics, physical education theory, discipline necessary for the performance of exercises, various types of sport, dance, and, lastly, physical education history. In the graph below, percentages of the most popular subcategories can be seen.

*Graph 10: Physical education, course*

The relevant book category in the library, found under the title of Gymnastics – Hygiene – Scouting, gives a fairly concise description of its contents. Issues touched upon are scouting, hygiene, gymnastics for children, gymnastics in general, didactics of gymnastics, military training but also those referring to gymnasiums and the history of gymnastics. Comparing these findings the greatest difference we observed applies to scouting which wasn’t mentioned in any of the teaching logs under review. Another point that came under our attention was the fact that library contents focus more on issues of hygiene and military training which were never taught in class. In the graph that follows, we can see the percentages of the most popular library subcategories mentioned.

*Graph 11: Gymnastics, Hygiene, Scouting*

**Conclusions**

This study was formulated on the basis of a different historical and methodological approach, as it ventured to highlight the characteristics of the teaching type encouraged, not by following the official legislative acts of the state, but by delving into the archives of PAH’s lending library, employing thus the concept of the bibliotype, which replaced that of the ideal type as methodological tools are concerned. Consequently, our efforts are part of a specific case and do not aspire to apply to a greater extent and yield more general conclusions.

Based on the above, we concluded that the teaching bibliotype that emerged, does not seem to concur with the new approach that had been put forward by the educational reforms of the time. In particular, PAH decided to maintain a joint category of books related to pedagogy, psychology and philosophy, contrary to the current international epistemological views of that period. In essence, what was found points towards the use of a didactics-oriented model of teaching, while the predominant pedagogic discourse practiced seems to have beenaligned with the concept of didactic methodology, obviously forgoing the experimental aspects of educational research. At the same time, the didactic methodology proposed appears to ignore the full body of courses by giving prevalence to certain subject matters, contradicting thus the interdisciplinary discourse that arose from the formulation of the sciences of education. In any case, the focus placed on didactic methodology was found in equal measures both in classes and books.

In the framework described above, psychology was not able to supply an alternative solution, since the steps followed were readymade didactic ones and of a technical content. In terms of the library, psychology essentially became yet another tool for further examining didactic topics, disregarding more humanistic or pedagogical aspects of any given course. What was furthermore noted was that courses and books, in general, seem to have been encouraging an individual-based approach, meaning little mention was made to the values of groupwork.

Historical knowledge is considered to be central to the training provided, but we have not identified any evidence that is in line with the current international historiographic thoughts. Moreover, the presence of the subcategory of folklore that was noted, steers us even further away from major international historiography notions of that same period, as it is tied to a more romantic concept of a nation state. Crucially, the concept of folklore was more strongly felt in library documentation, with books on folklore to be found both in their own category but also in that of books on History.

When it comes to issues of modernization and democratization posed by recent reforms ιt would be even fair to say that library goes against the content of courses designed to accommodate such an approach. Typical examples of the above are found in the book categories on sociology, physical education and sciences, where research showed great discrepancies and, in general, an overall conservative viewpoint.

Based on all the above we realize that teachers of PAH employed a pedagogic logic that stemmed from a didactic-based approach with certain ethnocentric and, to some degree, conservative characteristic. In cases where this wasn’t explicitly supported, library materials ensured that this approach would be conveyed to students. The opposite was observed in terms of purely pedagogic topics, where the library supplied a rather more modernized view of teacher training compared to course contents. However, merging books on pedagogy, psychology and philosophy into a single category, undermined their respective scientific features and reframed any progressive views proposed in a manner that deviated from their original content.

As a consequence, the library managed to mask the negative aspects of teaching methods concerning pedagogy courses and, at the same time, to encourage some ethnocentric attitudes not strongly felt in courses. Therefore, the teaching bibliotype eclipses, to a degree, the pedagogic dimensions of educational situations, even though this does not become readily available to the naked eye and thus reveals an ethnocentric point of view linked to a more general political view against left political thought.

Finally, it should be noted that the lending library was a crucial part in percepting the teacher training proposed by PAH in a fuller and more profound way during the time period we examined here. Through the use of the bibliotype we managed to access aspects of the training program that were not visible to previous research, which stayed on the surface of phenomena, failing thus to proceed to a ‘bottom-up’ treatment of the field. What became apparent to us is that the library function was designed to overthrow the official approach presented by PAH through its courses. We can speak then of the library as the ‘other academy’, as a parallel curriculum used to serve specific goals posed by the academy itself. Subsequently, the library studied here did not succeed in providing students for any further reflection grounds, but was, instead, used as a tool of silently propagating dominant knowledge, turning students into a depository bank of that very knowledge.

**Abbreviations**

PA: Pedagogical Academy

PAH: Pedagogical Academy of Heraklion, Crete, Greece

OECD: Organisation for Economic Co-operation and Development

C.S.R.H.E.T.P: [Centre of Study & Research of History of Education and the Teaching Profession](https://kemeiede.edc.uoc.gr/the-centre)

Competing interests

The author declare no conflicts of interest with this work

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* Haris, K. (1966). The correct view of teacher training in teaching methods. Epistemonikos Vima tou Didaskalou, 2, 4-7.

Records from P.A.H. archives:

Teaching Logs:

* *Teaching logs from 1964-1965 until 1966-1967/*C.S.R.H.E.T.P. – Department of Primary Education, Univ. of Crete

Library book Index:

* Comprehensive book index / C.S.R.H.E.T.P. – Department of Primary Education, Univ. of Crete
1. For a more extended overview on the 1964-1967 educational reforms see: Bouzakis, S. (1995). Educational reforms in Greece, Primary and Secondary General and Technical and Vocational Education. (vol. 2). Athens: Gutenberg, p. 116-164, On the reforms’ experience by its protagonists, see Papanoutsos E. (1996). *Struggles and anxiety for education. 2nd ed.). Athens: Philippotis*, p 319- 348. [↑](#footnote-ref-2)
2. For more on the concept of educational situations see Mïalaret, G. (1975). Situation éducative, faits éducatifs, sciences de l'éducation. [*Paideia*](https://philpapers.org/asearch.pl?pub=5202) 4:91 [↑](#footnote-ref-3)
3. For more on this see Παπανούτσος, E. (1996). *Struggles and anxiety for education. (2nd ed.). Athens: Philippotis*, p 319- 348. [↑](#footnote-ref-4)
4. The distancing of the Greek educational system from areas of sciences is linked to the emergence and nature of the Greek middle class which was based on resale and its interests did not allow a turn to the sciences . For more on the Greek middle class and its emergence see Kondylis, P. (1991). The causes of the decline of modern Greece. Athens: Themelio, p 11-21 and on the influence of its resale character see Tsoukalas, K. (1992). Dependence and reproduction, the social role of educational mechanisms in Greece (1830-1922). (6th ed.). Athens: Themelio, p 483-495. [↑](#footnote-ref-5)
5. K. Χάρης, who was a consultant of the Pedagogical Institute at that time, believes (1966:4-7) that teacher training should move away from ‘narrow didacticism’. By that term we refer to the adherence to a formalistic teaching methodology that ignores the import of other parameters in teaching and training. In fact teaching methodology should be seen as the applied branch of the sciences of education, meaning that teachers should add it to its proper place along other sciences like philosophy, sciences that are the source of our education commodities (mathematics, physics, history, religious studies and literature) and the solid psychological awareness of the human individual personality. [↑](#footnote-ref-6)
6. For more see Bouzakis, S. et al... (1998). *The training of teachers and kindergarten teachers in Greece, volume B, The period of Pedagogical Academies and Kindergarten Schools. Athens: Gutenberg, p 246.* [↑](#footnote-ref-7)
7. We prefer at this point to treat the original German term of this concept, as its English translation presents several points that could make its perception more difficult at this point in our work. In fact, this is one of the most important achievements of the reform movement in pedagogical science at the beginning of the 20th century. Its main creators were G. Kerschensteiner and H. Gaudig, and in essence they made the request for the return of the school to the child's natural environment, giving special value to the concept of work, which concerns physical and mental work. For more information see Kerschensteiner, G. (1922). *Begriff der Arbeitsschule. (1911)*. Leibzig: Teubner. [↑](#footnote-ref-8)
8. What we need to note here is that this research showed how the implementation of the law on 3 years of academic studies in PΑs was only put in practice for one year, in 1967-1968, which was not part of the time period examined here. [↑](#footnote-ref-9)
9. We prefer at this point to treat the original German term of this concept, as its English translation presents several points that could make its perception more difficult at this point in our work. The creator of the term is considered to be Berthold Otto. The term *Gesamtunterricht* originated from the educational changes that took place at the epistemological level in the early 20th century around pedagogical science. In essence, this is a didactic approach that organizes the teaching material into unified categories based on the interests of the students, as they arise from the principles of evolutionary psychology, and in addition the aspects of a subject are not taught in separate lessons, but are grouped in one unity. For more details see Otto, B. (1963). Gesamtunterricht (1913). *Ausgewahlte padagogische Schriften (besorgt von Karl Kreitmar), Paderborn*, 120-132. [↑](#footnote-ref-10)
10. In Greece, the five-stages teaching approach, which emerged from Otto Scheibner, based on his perception in the *Arbeitsschule* movement, was transformed into a three-stage approach. N. Exarchopoulos was intensely active in this context. For more details see Εξαρχόπουλος, Ν. (1946). *Γενική Διδακτική*. Αθήνα: Δημητράκος [↑](#footnote-ref-11)
11. For changes in historiography ideas see Κόκκινος, Γ. (1998). *Από την ιστορία στις ιστορίες*.

Αθήνα: Ελληνικά Γράμματα [↑](#footnote-ref-12)