

myths was that they had captured something fundamental about human relations and their expression. Thomas Mann, in his essay on Freud, perhaps put it best when he said: «Life, then —at any rate, significant life— was in ancient times the reconstitution of the myth in flesh and blood; it referred to and appealed to the myth; only through it, through reference to the past, could it approve itself as genuine and significant. The myth is a legitimation of life; only through it and in it does life find self-awareness, sanction, consecration» (p. 186). It is interesting that it is in Greek mythology —not in Near Eastern or other mythologies— that we can identify fundamentally human problems. *The Road to Daulis* shows us the way to a clearer understanding of their mythical expression and psychological and psycho-analytic application.

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Education and Greek Americans: Process and Prospects. Edited by Spyros D. Orfanos, Harry J. Psomiades, and John Spiridakis. New York: Pella Publishing Company, Inc., 1987. Pp. 216. Paperbound \$ 12.00. Hardcover \$ 25.00.

Education and Greek Americans was published for the Center for Byzantine and Modern Greek Studies at Queens College of the City University of New York and is the fifth in a series of monographs whose purpose «is to promote and disseminate scholarly works on the history, institutions, and the culture of the Greek people». *Education and Greek Americans* contains eleven chapters or essays, ten of which constitute the two main parts of the book: «Social and Public Policy Issues» and «Educational and Psychological Issues». The fourteen contributors include linguists, philologists, psychologists, a political scientist, health, family, and bilingualism educators. The articles range from the analytical to statistical, from the informative to mundane. The natural presence of so many behavioral (social) scientists with their basic love for questionnaires, surveys, and data samples dominates many of the presentations but also raises questions because practically all of the hard data is based on Metropolitan New York experience. The «education» referred to is limited to elementary and secondary school levels; higher education is not dealt with. Perhaps another volume will be dedicated to this vital area.

The editors of *Education and Greek Americans* felt that there were at least three reasons for bringing out this volume: (1) during the last five years education has been subjected to rigorous review; (2) educational issues confronting the Greek American community have not been addressed in a systematic or scientific way; and (3) Greek American studies need to move from general analytical studies to investigations of particular institutions to provide greater understanding. Certainly, «A closer look at the specific interactions of students, parents, schools, and policies will be an addition to our present understanding of the forces operating in and around the Greek American community» (p. 13).

The editors are quick to admit that the topic of their book is not exhausted in this volume. In fact, one is struck by the eagerness of the contributors to engage in and share their research but in some sense in the meagerness of their data and the narrowness of their focus. They reinforce their own conclusion that «while research informs action, it tends not to be the major influencing factor on those participating in the educational process or the making of decisions» (p. 14).

With his essay on «Education for Greek Americans for a Pluralist Society» (19-34), Harry C. Triandis opens Part I and offers social psychological and cross-cultural frameworks for understanding values and educational prospects and balancing same, while Chrysie C. Constantakos in «The Greek American Subcommunity: Intergroup Conflict» (35-71) presents survey data on intergroup conflict and John Spiridakis in «Greek Bilingual Education: Policies and Possibilities» (73-90) reviews the sociopolitical aspects of bilingual education positively. Harry J. Psomiades in «Greece and Greek America: The Future of the Greek American Community» (91-102) concerns himself with the relationships of elites within the Greek American community and between those elites and the Greek state in terms of education. He concludes that future pride and respect for traditions will be as visible as past pride.

Part 2 opens with «Parental Influence on Greek American Children» (105-117) by James R. Campbell, Charlene Connolly, and Lawrence Svrcek, who address the question of parental influence in terms of math and reading achievement among elementary school children; male as against female influence; parents of emigrant children as against parents of first generation or native born American; one parent families as against two parent families. In «The Interaction of Two Alphabets during Reading» (119-133) Mary Teresa Ryan and Evelyn P. Altenberg show that Greek-English bilingual subjects unconsciously use their knowledge of both alphabets to convert graphemes to both English and Greek phonemes in their English proof-reading task, while Terry Tchaconas in «Cognitive Style and the Reading Process in Greek-English Bilinguals» (135-149) concludes that there seems to be one reading process which would suggest teaching reading skills and strategies in the children's stronger language at the time they enter school (Greek) and transferring those skills and strategies to the second language at a later date —not the simultaneous introduction of reading instruction of two reading languages. Aristotle Michopoulos's «A Language Dominance Test for Greek American Children» (151-161) draws from his Florida State University doctoral dissertation psychometric data on language dominance development and shows that data from the test instrument were consistent with existing theories about the relationship between the language ability of subjects of different socioeconomic backgrounds. Mary P. Lefkarites's «Sex Education and Greek Americans» (167-184) describes a workshop on sex education and offers a model for family life development but emphasizes as well that «the aim of a sex education program in the school setting is to empower parents. The program is a catalyst for that empowerment. A quality sex education program is consistent with Greek American values in this respect» while at the same time providing «new roles for Greek American youth that are centered in equality of the genders» (p. 184). Spyros D. Orfanos and Sam J. Tsemberis in «A Needs Assessment of Greek American Schools in New York City» (185-201) identify for the reader many of the little revealed problems facing the Greek day schools in New York City and offer some practical solutions and sensible policy guidelines for future action.

Though there is no general bibliography, almost each chapter, including the introductory one, has a list of references at its end. There is a good author index but an even more valuable subject index at the end of the volume for those who would need to double check topics covered, and, as already indicated, there is an ample supply of statistical data for those inclined in a quantitative direction.

Education and Greek Americans, despite its self-imposed limitations, is an important step in the direction of «trying to understand the particular case of

education and the Greek experience in the United States» and in illuminating «the unique processes and prospects of a particular ethnic group», but it also serves to increase «our understanding of the ways in which ethnicity in general interacts with education».

Harry Psomiades, the Director of the Center for Byzantine and Modern Greek Studies at Queens College, the editors of this volume and its contributors are to be commended for a noble effort put forward in a noble cause.

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Roger Ling, *The Greek World*. The Making of the Past Series. An Equinox Book. New York: Peter Bedrick Books, 1988. Pp. 152 with 180 illustrations (140 in color). Hardbound \$ 19.95.

Peter Bedrick Books is well known for producing excellent picture books of the ancient world. *The Greek World* by Roger Ling, who has directed the British research project at Pompeii since 1979 and is also Reader in Classical Art and Archaeology at the University of Manchester, was originally published in Lausanne by Elsevier Publishing Projects SA and has now appeared simultaneously in a Second Edition by Equinox Ltd. of Oxford and in an American edition. «The Making of the Past» series, whose Advisory Board is made up of John Boardman of Oxford, Basil Gray of the British Museum, and David Oates of the University of London's Institute of Archaeology, is «designed to provide a complete survey of the early history of the world as revealed by archaeology and related disciplines. Its subject is a new history, the making of a new past, freshly uncovered and reconstructed in recent years by skilled specialists. Beautifully illustrated with photographs, many in full color, and with maps, diagrams and line drawings, including reconstructions, the series will be completely authoritative and up to date, while losing nothing of the excitement of recent discoveries about the ancient past». The first two volumes thus far published, *The Egyptian Kingdoms* by A. Rosalie David and *The Greek World* by Roger Ling fully justify this claim.

The Greek World, which also contains an updated and lively Introduction by Alan Johnston, is a sumptuous visual and verbal feast for the reader who wants a literate and authoritative introduction to ancient Greek history and civilization, which the author divides into four chronological periods: (1) The Geometric, from the 11th to the 8th centuries B. C.; (2) The Archaic, from 700 or 650 to 500 B. C.; (3) The Fifth Century B. C. and The Fourth Century B. C., often called the «Classical» Period; and (4) The Hellenistic Period, inaugurated by Alexander the Great and concluding with the Roman conquest.

The author interestingly outlines the significant achievements of the Greeks in literature, philosophy, science, government, and the arts and vividly and skillfully traces the role and principal features of the Greek city-state (*polis*), but he does much more than that: he provides a fascinating history of archaeological research on Classical and Hellenistic Greece from Pausanias in the 2nd century A. D. through the Renaissance and the age of dilettanti art collectors to the excavators of today who use such techniques as aerial photography, geophysical prospecting, and underwater archaeology, such eminent figures as Cyriac of Ancona, Earl Thomas