

The learning of reading and writing: problems of theory and practice

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Abstract

A critical examination is undertaken of fundamental ideas and practices concerning the learning of written language, which refer to theory, educational practice and our view of learning problems. Starting-point of the critique is the theoretical bias inherent in a tradition of psychology which has always influenced education, and which studies learning as a cognitive process only. The process of learning always has, however, an emotional constituent and is, within school at least, a communicative and social event as well. Such a wholistic approach of learning phenomena bears consequences for educational practice and our understanding of learning problems. Educational practice can not be a matter of teaching techniques based on the ideas of cognitive sciences, but the organization of learning processes which take into account the psychological and socio-cultural identity of each child. Within this light, we are led to reject the ease with which a cognitive inadequacy is supposed whenever a child has problems in school with reading and writing.

Practice and attitudes of Greek women towards abortion and contraception: Analysis of a questionnaire

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Abstract

In this article the results of an empirical research are presented. The research was carried out on 180 women who visited the Family Planning Centre of Salonica within a six-month period. A questionnaire was administered with a view to study the motives and possible effects of having recourse to abortion, ways of getting information, contraceptive methods used, as well as the attitudes of these women and their companions towards contraception and abortion. The answers to the questionnaires (data) were analysed by Correspondence Analysis and automatic cluster Analysis. The analysis showed that (a) women from different socioeconomic categories equally tend to have recourse to abortion and to mention similar causes and effects, but (b) the attitude towards contraception is differentiated according to their educational level and professional status. However, the information they possess about such matters seems to be influenced by reservations, especially as regards the pill. Furthermore, their decision to have an abortion or modify their contraceptive practices seems to be influenced by the difficulties of bringing up children.

Unconscious lope.

P. Casement

Abstract

In this article, it is suggested that there may be an unconscious search (or hope) for what is needed? this search draws attention to unmet needs during development, especially in early life, but also in therapy. Parents and analysts may be able to see clues to what is really needed by the individual. This unconscious hope can also be expressed in some forms of defence. Examples are given with repetition compulsion, projective identification, but also with some forms of pathological behaviour, i.e. delinquency, threats of suicide, etc.

The effect of age of compulsory entry to primary education on school performance

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Abstract

Greece is one of the few countries in which compulsory primary education begins at 5 1/2 years. In most other countries primary education begins at the age of 6 years. In this survey, we explored whether pupils enrolling in primary education at 5 1/2 years have lower school achievement than those enrolling at 6 1/2 years. The sample consisted of 95 pupils, aged 5 1/2 years at the time of enrollement in the first grade, as well as 120 pupils aged 6 1/2 years at the same time. At the end of the first and third grade the achievement of both groups in reading, spelling and arithmetic was assessed. For this purpose a specific achievement test was used, as well as questionnaires completed by teachers. Some of the most important findings are the following: (a) Students aged 5 1/2 years, in comparison with those aged 6 1/2 years have lower achievement in all subjects examined at the end of the first and third grade. (b) At the end of the third grade, the difference in achievement between the two groups was higher than the difference at the first grade. (c) The younger group of students (aged 5 1/2 years) have a higher risk of low achievement if they come from families of low socioeconomic status.