

Modern Greek Programs in Australian Universities

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RÉSUMÉ

Durant les années 1960 on assiste à l'immigration massive d'Européens vers l'Australie. Les Grecs étaient parmi les groupes migratoires les plus nombreux vers ce pays à cette époque. Une fois établis, tout comme d'autres Européens, les Grecs ont travaillé inlassablement afin de promouvoir leur culture et leur langue. Ce faisant ils ont construit beaucoup de centres communautaires, d'églises, et d'écoles grecques. Avec l'écoulement du temps et avec l'augmentation des étudiants Grecs dans les universités, le besoin d'enseignement du grec moderne au niveau universitaire devenait pressant. Cet article examine l'histoire des programmes d'enseignement du grec moderne dans les universités australiennes depuis l'établissement du premier programme à l'Université Charles Darwin dans les Territoires du Nord. L'article examine les facteurs responsables de la fermeture de certains programmes d'enseignement du grec moderne mais aussi les facteurs qui ont contribué au succès, à la durabilité et au progrès de ces derniers. Finalement, l'auteur suggère quelques propositions indispensables à la survie des programmes d'enseignement du grec moderne et à leur avenir dans les universités australiennes.

ABSTRACT

The 1960s brought the mass migration of Europeans to Australia. Greeks were amongst the largest migrational groups to come to Australia in that period. Like other Europeans, the Greeks worked tirelessly to promote their culture and language. In doing so they built many community centres, churches and Greek schools. As time passed, the need for modern Greek at a university level was pressing, as the number of Greek students at universities had increased. This article explores the history of modern Greek programs in Australian universities from the first established program at the University of New England in New South Wales, to the most recently established program at the University of Charles Darwin in the Northern Territory. The author deals with the factors responsible for the closing of certain programs but also explores the factors which have contributed to the success, sustainability and progress of other programs. Finally, the author attempts to shed some light on considerations for the survival of modern Greek programs in Australian universities.

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General Overview of the Existence of Modern Greek Programs in Australian Universities

European languages in Australian universities thrived just after the year 1970 when the political idea of multiculturalism was introduced. Previously, languages such as French and German were quite popular and existed in certain Australian universities. The most prestigious universities were offering classical and Byzantine Greek successfully for several decades, into the twentieth century. These departments were not in favour or willing to introduce modern Greek programs into their departments. For the sake of multiculturalism a lot of Federal Government money was spent on developing and maintaining modern Greek and other European language programs at Australian universities¹. Due to a large influx of students of non-English-speaking background attending Australian universities, the federal and state governments had to not only financially support these language programs but also implement language policies.

These policies would ensure that language learning and teaching at tertiary level would be successful, especially to those languages such as modern Greek which were regarded as “languages of national priority”². These policies further enhanced the prosperity of modern Greek in Australian universities. Modern Greek programs were most certainly influenced by the relatively powerful lobbying by the Greek community. The Greek migrants of this era heavily promoted the learning of modern Greek. This is evident from the appearance of successful Greek Schools which were established by the Greek Communities. This fervent promotion of modern Greek by the Greek people further reiterated the fact that modern Greek was in demand and a necessity at tertiary level. Obviously, the demand for modern Greek in New South Wales and Victoria was initially, more greater than that of any other state or territory because of the large numbers of Greek speaking people in these states. In these instances and with the help of great donations by certain wealthy members of the Greek Community and the Church we see the first modern Greek language programs being established in Australia, firstly at the University of New England in 1968 and secondly at the University of Sydney in 1972³. In 1974 and 1975 we see modern Greek appearing in Victoria firstly in Melbourne University and secondly at the Royal Melbourne Institute of Technology (RMIT).

By 1992-1993, the number of Australian universities offering modern Greek had reached a remarkable fifteen. Modern Greek was offered at six institutions in New South Wales, six institutions in Victoria, two in South

Australia, and one in Western Australia⁴. Unfortunately the twenty-five years of blissful reign came to an astounding halt after the year 1993, when a rapid decrease in the number of modern Greek programs throughout all the Australian universities, took place. The decline was evident in 2003 when the lowest number of Modern Greek programs reached six⁵.

In the early 1990s, the Modern Greek Studies Association of Australia and New Zealand was established in Australia. The objectives were to create a collaborative network among academics; promote Modern Greek Studies; organise biennial international conferences; and publish the journal *Modern Greek Studies* (Australia and New Zealand.) Unfortunately, given the dramatic loss of academic staff, the number of association members declined as did the activities. Having said this, the association still manages to publish the journal and organize the biennial international conferences.

General Factors for the Decline of Modern Greek Programs in Australian Universities

By the early 1990s, Greek migration to Australia had nearly become obsolete. The academic demand for Modern Greek would thus become lower than the previous decades⁶. Another factor entered: the increase of Greeks marrying outside their culture. It is recorded that 51.9% of children from these marriages use only English at home⁷. With the integration of cultures, the identity of the offspring is often questioned. Over the years mixed marriages, identity and the almost complete lack of Greek migration to Australia has watered down the “Greek desire” for language courses seen in the 1960s and 1970s. This is demonstrated by the decline in numbers of Australian-Greek students taking up modern Greek in Australian universities⁸.

The drop in Greek in the late 1980s and early 1990s coincides with an increase in German, French and Japanese. This statistic has made the smaller number of Greek programs almost completely unsustainable⁹. What should also be mentioned at this point is that modern Greek programs were unsuccessful in attracting high numbers of students of non-Greek background. This became all the more evident when other competitive European languages (French, Spanish, German and to an extent Italian) were able to attract students of the wider Australian community in much larger numbers. This was very challenging for modern Greek. It is important to note that the number of Spanish and French students in the Australian

universities is very impressive.

One of the main factors for the decline of Greek programs is the gradual downgrading of the multicultural philosophy by the government¹⁰. This took place in the early 1990s when Australia saw a shift of government interest towards Asia. With the huge trade deals occurring between the two continents, Australia saw an enormous influx of Asian immigrants and the demand of Australians wanting to learn Asian languages for business purposes¹¹. In the spirit of promotion of relations with Asia, the Australian government granted bountiful funding to universities to establish Asian language programs¹². This further increased the financial cuts in languages such as modern Greek thus paving the way for its disastrous decline in Australian Universities¹³. Another important factor for the decline of Greek in universities is that since 1992, Australian universities have introduced high tuition fees, rendering it difficult for able students to undertake extra subject overloads and further degrees and diplomas¹⁴.

Modern Greek Program Initiatives

Due to the factors described in the previous section which relate to the decline of modern Greek programs, departments have tried to implement new strategies designed to attract more students. In so doing, modern Greek programs were made more economically viable, signalling a re-emergence of Greek. First, modern Greek programs offered units of study taught in English as electives to all students. These courses are usually in Greek culture, history and Greek-Australian issues. This was not primarily nor specific to modern Greek programs, as other mainstream disciplines moved into collaboration with other departments and disciplines in order to establish what we now know as cross-discipline study. Second, Greek programs began to introduce two levels of modern Greek language topics: beginners and advanced. Both of these initiatives have enabled non-Greek-speaking students to undertake topics in modern Greek therefore boosting enrolment numbers.

The current programs, offer diplomas and certificates in modern Greek. Some programs also offer interpretation and translator training. The modern Greek programs also have single topics which can be taken as electives, a major or minor in an arts or international studies degree. At the post-graduate levels, there are also graduate diplomas and certificates offered, as well as masters and doctorates. Some institutions offer these educational opportunities by correspondence.

The Creation, Evolution, Closure and Existence of Modern Greek Programs in Australian Universities

In order to complete this paper, many interview questionnaires were sent to academics throughout Australia. Unfortunately only a small number of replies were received. This was due to the limited time. Unfortunately, we did not receive official statistical data. Any statistics we state are those which were provided to us through the interviews conducted.

In this section we will endeavour to look at the specific history of the main modern Greek programs in Australian universities. They will be explored by state.

New South Wales

Modern Greek in New South Wales has been overall quite successful. At one stage there appears to have been six university institutions which provided modern Greek. Today only three survive¹⁵. At least these surviving institutions appear to be sufficiently stable. The other three institutions of New South Wales which once offered such Greek programs are the University of New England (extended analysis is given below), Charles Sturt University and Wollongong University. Below light will be shed on the three surviving programs and also we will discuss the now obsolete program at the University of New England for historical purposes.

The first ever modern Greek program to be established in an Australian university was the program at the provincial university of New England in Armidale NSW¹⁶. This program was offered as a correspondence course. It was instituted by a scholar of ancient Greek, Peter Thomas, who had taken great interest in the study of modern Greek and convinced the board of the University of New England to establish a course there¹⁷. He was very successful as there were many Greek migrants who attended university and were then given the opportunity to study modern Greek formally¹⁸. The program at New England had a very comfortable number of students enrolled and hence with regards to enrolment, it was quite successful. Unfortunately though, due to university cutbacks and especially with the deteriorating financial situation of the School of Philosophy, the modern Greek program at New England closed at the end of 2001¹⁹. What is evident from this situation is that the closure was definitely not a product of the lack of student enrolment nor was it a lack of community lobbying. Primarily it appears that the program was a victim of the government's financial cutbacks²⁰.

In 1972 the modern Greek program was established at the University of

Sydney. It was established because of the donation from a very generous Kytherian migrant, Sir Nicholas Laurantus²¹. Sir Laurantus and other Greeks, who held high positions in business and politics, established a board to form and maintain a Chair of Modern Greek at the University of Sydney²². In the first three years of its operation, the modern Greek department employed two full-time and one part-time member of staff²³. The amount of students throughout the 1970s was on average 150 per year and the highest amount of student enrolment had reached 300 in the late 1980s²⁴. In the first five years, the Modern Greek Chair had seven post graduates²⁵. Now the number of post graduates remains healthy. In general, the modern Greek post graduates of the University of Sydney have undertaken research mainly in the area of literature, cultural studies, history and Greek Australian issues²⁶. Approximately 20–25 % of the students undertaking modern Greek are of non Greek speaking background or products of mixed marriages where one parent is of Greek origin²⁷. This figure is constantly on the rise²⁸. The remaining 80-75% of students are of predominantly Greek background²⁹. Currently, the modern Greek department at the University of Sydney is funded by faculty funds, whilst 75% of one position is covered by the Sir Nicholas Laurantus Fund³⁰.

The Macquarie University was established in 1988 by Vasilis Giorgiou. It was substantially funded by the Greek Studies foundation which gave the amount of \$375,000 to the university. Unfortunately Vasilis Giorgiou who was very energetic and who steered the initial success of modern Greek at Macquarie passed away. The foundation continues to support the Greek program at Macquarie. Macquarie University has good numbers of enrolments, offering various subjects and courses, both in the under graduate and graduate domains³¹. At this present moment there is one member of staff, however the Greek government has decided to supply another member of staff in 2007.

The modern Greek program at the University of New South Wales was established in 1989–1990. It currently has two members of staff one being a lecturer who has been granted by the Greek Ministry. Among the post graduates, there are four doctoral candidates exploring themes of Greek Literature, Politics and other areas. The Greek program also publishes an online modern Greek Journal called *Mirror*. The University of New South Wales is quite steady in its approach to ensure the continuation of the modern Greek program there.

Canberra

Modern Greek was introduced in 2001 at Canberra via the Australian National University. It was supported by the Classics department but was firstly run in outreach by the University of Sydney and then by Macquarie University. The program was greatly supported by the Greek Embassy and the Hellenic Club of Canberra³². Unfortunately extremely low enrolment led to the inevitable closure of the program after four years of operation in 2005³³.

Victoria

Comparatively, Melbourne has not fared that well with respect to the continuation of modern Greek programs, especially given that it is regarded the third largest Greek city after Athens and Thessalonica. Victoria once boasted six university institutions which offered modern Greek programs whilst now only three institutions: La Trobe University, University of Melbourne (which is outreached by Latrobe) and the Royal Melbourne Institute of Technology (RMIT). The other modern Greek programs which do not exist anymore were offered at: Deakin University, Monash University and the Victoria University of Technology.

In Victoria, modern Greek was introduced in 1974 at the University of Melbourne after the efforts of a long appeal by the Greek community to collect the required funds³⁴. In 1975 a course was established at RMIT. This course was specifically designed for interpreters and translators and was supported and funded by a Federal Government grant³⁵. In 1981 the translators and interpreters course was transferred to Victoria College³⁶. In 1982 Monash University began to hold classes of modern Greek. This was instituted to make life easier for Monash University students who were doing modern Greek through the Greek program offered at the University of Melbourne³⁷. In 1988 Monash University established a modern Greek program with Pavlos Andronikos as the first chairperson³⁸. Later the translators and interpreters courses at Victoria College amalgamated with Deakin University which had also established its own modern Greek program. This merger was the product of the Dawkins reform which was instilled in the late eighties by the then Minister of Education, John Dawkins. This policy made all colleges and technical education institutions amalgamate with universities so that there would only exist a unified university-only system³⁹. Unfortunately in 1996 the modern Greek program along with the translators and interpreters courses closed, due to the advent of government changes and a decreasing demand for

modern Greek translators and interpreters⁴⁰. The modern Greek program at RMIT continued until 2001 when for unknown reasons declined⁴¹. However, over the past few years there has been a lecturer who is granted by the Greek Ministry who administers to a small modern Greek program at RMIT⁴². Prior to 2001, modern Greek at RMIT was actively involved in all areas of language teaching at research. The program had organized many successful conferences; programs abroad with the University of Ioannina and it boasted an integral Centre, specializing in Greek-Australian migration.

In 1982, modern Greek was taught at La Trobe to help Latrobe University students who were undertaking Greek at the University of Melbourne⁴³. Greek became very popular at La Trobe. In fact, there were more students in La Trobe classes than at the University of Melbourne. In 1987 La Trobe established its own modern Greek program employing a Senior lecturer and two full time lecturers⁴⁴. The inaugural chairperson was Mr. Chris Fifis⁴⁵. In the first year of its operation the program had just over 100 under graduate enrolments and in the proceeding five years boasted four to five post graduates annually⁴⁶. The highest amount of student enrolment in this program was between the years 1990 – 1993, whilst the lowest amount of student intake has been in the last three years⁴⁷. Today there are about 200 students in total who are enrolled at least in one study topic unit, and about eighty students are enrolled in language topics⁴⁸. The areas of interest for the post graduates range from linguistics, literature, history and theatre. Some of the post graduates have worked in the university system in other fields, whilst others are secondary teachers looking to broaden their expertise⁴⁹. Students in the modern Greek program at La Trobe are mainly of Greek background with few exceptions⁵⁰. The modern Greek program is primarily funded by the university with some assistance from the Greek and Cypriot governments. The department is also very fortunate because it has a fully paid lecturer supplied by the Greek Ministry⁵¹.

South Australia and Northern Territory

In the early 1970s, there was a strong lobby by both the Greek Orthodox Archdiocese of Australia and the Greek Orthodox Community for modern Greek to be introduced at the university level. Finally with the support of the Australian Labour Party, modern Greek was introduced at the Adelaide Teachers College (later known as Adelaide College of Advanced Education) in 1973⁵². The primary idea was to produce teachers in the state school system who would be capable of teaching modern Greek at primary and secondary schools. This idea was promoted by the newly introduced policy

of Multiculturalism⁵³. In 1978 a two year interpreting and translating course was introduced at the Adelaide College of Advanced Education (ACAE)⁵⁴. Whilst this was a landmark in the journey of modern Greek studies in South Australia, it was far from ideal. Unfortunately, students of the Adelaide and Flinders Universities who sought to undertake modern Greek at this institution could not obtain any recognition by the universities. This meant that students would have to enroll separately to the ACAE and take on a study overload, doing modern Greek as well as their university degree⁵⁵. Later in the late 1970s and early 1980s, university students wanting to do modern Greek at the ACAE were not permitted because the ACAE was receiving funds for students enrolled in degrees not subjects, therefore it was claiming that these extra students (university) were being taught for free⁵⁶.

After very long and tiring lobbying by prominent members of both the Greek Orthodox Archdiocese and the Greek Orthodox Community, community petitions, backing of the Hellenic republic, the required funds from the governments of Australia and Greece and the funds raised by the Greek communities, the modern Greek program at Flinders University became a reality in 1989⁵⁷. The inaugural appointed Professor of Modern Greek at Flinders was Dr D. Dimiroulis, who had previously been a lecturer in modern Greek at the University of Sydney. At the same time in 1990, the Dawkins reform forced the merger and the transportation of the ACAE with the University of Adelaide. The Greek Program at the University of Adelaide only lasted until 1992.

During the first few years, the modern Greek program at Flinders experienced a healthy influx of student enrolments which gave rise to a certain enthusiasm. Unfortunately, this enthusiasm was shortlived because Flinders University would suffer the new government policies and other declining factors already explored. This was also not helped by the resignation of Dr Dimiroulis, who found a post at Panteion University of Athens⁵⁸. His resignation at that crucial time abolished the Modern Greek Chair at Flinders⁵⁹. In 1995, the department went through crisis⁶⁰. With the added support of the communities and later on with the monetary assistance of the Greek government, the modern Greek program was given a reprieve. This gave the department, time to devise certain structures and policies. Over time these measures were implemented. The modern Greek program was promoted and certain initiatives, (which have been discussed) improved enrolments and research outcomes. The academics built successful relationships with the Greek communities, and together they developed a successful, solid and sustainable

program⁶¹. This success was even more apparent with the establishment of the Biennial Conference. The conference is becoming more and more dynamic, with the appearance of high profile international and national academics. This conference produces a publication which incorporates all the proceedings of the conference. The conference also serves as a professional development period for primary and secondary modern Greek teachers. The success of the modern Greek program at Flinders is also attributed to the establishment of the Foundation for Modern Greek Studies. This recently established foundation will provide a solid financial and community base to promote modern Greek studies and culture in South Australia.

Modern Greek is now offered through the program at Flinders, to three Universities of South Australia. They are Adelaide, South Australia and Flinders. From 2005 the Modern Greek department of Flinders University also outreaches to Charles Darwin University via video conferencing. The establishment of modern Greek at Charles Darwin has been branded as unique and successful. It is unique because the students in Darwin have the chance to enroll in topic codes provided by the Charles Darwin University. Also lecturers do not only use videoconferencing as a sole means of teaching but travel to Darwin on a monthly basis, establishing a warm environment. There is a similar prospective program to be offered at Griffith University, Queensland in 2008⁶². Currently there are four members of staff one granted by the Greek Ministry. The other three positions are funded by Flinders University.

Western Australia

In Western Australia there appears to have been three institutions which have held a modern Greek program at one point. The two now non-existent programs appeared at the University of Western Australia and at Edith Cowan University (which closed in 1992⁶³). Today, Greek in a Western Australian university survives in the relatively newly established modern Greek program at the University of Notre Dame.

It appears that the first modern Greek program was established in the University of Western Australia in 1980 under the guidance of President Dr Michael Lekias⁶⁴. It was funded and supported by the Hellenic Community, federal and state levels of government, the Greek government and the Greek Consulate in Perth⁶⁵. Unfortunately, over a short period of time, the program lacked sufficient enrolment and for this reason the Chair was lost. Efforts were raised after the demise of the Modern Greek Chair to revive modern Greek classes for adult learners, who were possible prospective teachers at

Greek schools and public schools. This was initiated in 1983 and until 1998 these short courses, part of the university's outreach to the community, were held sporadically, analogous to the number of student enrolments.

The modern Greek program at the University of Notre Dame was established in 1999 after a Greek Consular initiative, which initiated the monetary support of the Greek government and certain individuals from the Greek Community⁶⁶. The program offers just about all the capabilities that one can undertake at the other universities mentioned, at undergraduate level, but does not offer post graduate studies. In its inaugural year, 30 students were enrolled and in the following years this number rose to about 50⁶⁷. An interesting statistic is that the percentage of Greek-background students as opposed to non-Greek students is approximately 50-50⁶⁸. Today there is one member of staff who is contracted by the Greek Ministry.

Considerations for the Future

It is evident from the above that modern Greek programs in Australia remain fragile. It is necessary to undertake measures to enable the existing modern Greek programs to continue and develop. There are three factions which need to work collaboratively together, in order to get the best possible results for modern Greek education at a tertiary level in Australia. These three factions are academics and the departments of modern Greek studies, Greek communities and Greek lobbying groups, and finally the Greek and Cypriot Governments.

Academics within the modern Greek programs in Australia should develop appropriate and successful strategies in promoting modern Greek studies inside the universities and in the wider society. This would ensure enrolment levels sufficient for the standards of Australian universities. It is important to emphasise that in Australia over 100 to 150 students per program are required. It appears that this number is comparatively higher than that of the equivalent programs at European universities. This naturally shows that modern Greek programs in Australian universities have a much higher pressure than that of modern Greek at European universities. Greek academics should actively be involved in research and publishing. They should also develop dynamic postgraduate program studies, but most importantly, they develop research initiatives relating to the historical and social Australian reality. In the past, the Greek departments were unable to receive any significant and competitive national grant. These grants will only be harder to obtain in the future due to the limited number of academics in the area of modern Greek studies and the multiple variety of activities in which they are engaged in. It seems that the

academics that were dynamically involved in the areas mentioned succeeded in developing and maintaining successful modern Greek programs.

The role of the lobbying by the Greek Community is extremely important in supporting the modern Greek programs research and cultural activities. After all, the modern Greek programs in Australia were introduced because of the initiative of the Greek community to lobby for each program. Again it is the academics' responsibility to approach the Greek communities and show leadership in guiding the community to take the most realistic and necessary steps. Finally it is absolutely vital that this Greek community – university relationship establishes foundations and trusts (at least one per major state New South Wales, Victoria, South Australia) like that in South Australia. The establishment of these institutions will provide financial support, community awareness and political support for the longevity of modern Greek at a tertiary level.

It is common knowledge that Greece and Cyprus are supporting Greek studies abroad with limited funds. This is a very welcome, positive and generous initiative, if we consider that no other European country offers equivalent support for their language in Australia. Also vital is the relatively recent decision of the Greek government to support Greek programs by sending qualified educators to service the Greek programs in Australian universities; this is something that other European countries were doing previously. There is however a need for the Greek and Cypriot governments to undertake research in order to understand the nature and dynamics of each Greek program in Australia so that their support can be more efficient and strategically effective for the distant future.

NOTES

1. M. Tsianikas, “Η Περίπτωση των Νεοελληνικών Τμημάτων Αυστραλίας, Πολυπολιτισμός, Ελληνική παιδεία, Έρευνα” in *Hellenic Studies In the Antipodes At the Dawn of the 21st Century*, pp. 69-73.
2. J. Hajek, N. Nicholas, “The Rise and Fall of Modern Greek in Australia’s Universities, What can a quantitative analysis tell us?” in *Arts and Humanities in Higher Education*, Vol. 3 (2), pp. 195-209.
3. Christos N. Fiftis, “The Teaching of Modern Greek in Australia: Expectations, Institutions, and the Politics of Multiculturalism” in Christos P. Ioannides (Ed), *Greeks in English Speaking Countries: Culture, Identity, Politics*, A.D Caratzas, N.Y 1997, pp. 122-124.

4. J. Hajek, N. Nicholas, “The Rise and Fall of Modern Greek in Australia’s Universities, What can a quantitative analysis tell us?”, *op.cit.*, p. 198.
5. *Ibid*, p. 200.
6. Michael Clyne, “Τα ελληνικά στην Αυστραλία” in Ρούλα Τσοκαλίδου, Μαρία Παπαρούση (Ed), *METAIXMIO επιστήμες: Θέματα ταυτότητας στην ελληνική διασπορά. Γλώσσα και λογοτεχνία*, METAIXMIO, Athens 2005. pp. 59-68.
7. *Ibid*, p. 64.
8. *Ibid*. pp. 64-68.
9. J. Hajek, N. Nicholas, “The Rise and Fall of Modern Greek in Australia’s Universities, What can a quantitative analysis tell us?”, *op.cit.*, p. 200.
10. Χ. Φίφης, “Η Ελληνο-αυστραλιανή παροικία και τα προβλήματα της ελληνομάθειας” στο Anna Chatzinikolaou, Michael Jeffreys, (Ed), *Modern Greek Studies* (Australia and New Zealand) Vol 5-7, University Printing Press, Melbourne 1997-1999, p. 276.
11. Μ. Τσιανίκας, “Η Περίπτωση των Νεοελληνικών Τμημάτων Αυστραλίας, Πολυπολιτισμός, Ελληνική παιδεία, Έρευνα” *op.cit.*, p. 72.
12. *Ibid*.
13. Χ. Φίφης, “Η Ελληνο-αυστραλιανή παροικία και τα προβλήματα της ελληνομάθειας” *op.cit.*, pp. 276-277.
14. Christos N. Fifis, “The Teaching of Modern Greek in Australia: Expectations, Institutions, and the Politics of Multiculturalism” *op.cit.*, p.133.
15. J. Hajek, N. Nicholas, “The Rise and Fall of Modern Greek in Australia’s Universities, What can a quantitative analysis tell us?”, *op.cit.*, p. 200.
16. *Ibid*, p. 198.
17. Χ. Φίφης, “Η Ελληνο-αυστραλιανή παροικία και τα προβλήματα της ελληνομάθειας” *op.cit.*, pp. 276.
18. *Ibid*.
19. Νίκος Μαχαλιάς, “Τα Νεοελληνικά στα πανεπιστήμια της Νέας Νότιας Ουαλίας στην αυγή του 21ου αιώνα” in *Hellenic Studies In the Antipodes At the Dawn of the 21st Century*, p. 60.
20. The Hon. J. M. SAMIOS, Question to the Special Minister of State, NSW Legislative Council Hansard, 10 October 2000, Pages 8799 - 8800, article 11.
21. Νίκος Μαχαλιάς, “Τα Νεοελληνικά στα πανεπιστήμια της Νέας Νότιας Ουαλίας στην αυγή του 21ου αιώνα”, *op.cit.*, p. 60.
22. Interview with Dr Anthony Dracopoulos, 12 September 2006.
23. *Ibid*.
24. *Ibid*. Also note that the means for measuring students now, differed to the way student numbers were measured in the 1970s. In the 1970s the raw number of students

was measured. Today, enrolments are calculated as enrolments to all units of study.

25. *Ibid.*

26. *Ibid.*

27. *Ibid.*

28. *Ibid.*

29. *Ibid.*

30. *Ibid.*

31. *Ibid.*

32. Interview with Assoc. Prof. Michael Tsianikas, 10th September 2006.

33. The Classic's Program Report for 2005, "Teaching", Australian National University College of Arts and Social Science: School of Language Studies, at http://arts.anu.edu.au/languages/classics/classics_annual_report2005.asp [accessed 20th September 2006].

34. X. Φίφης, "Η Ελληνο-αυστραλιανή παροιμία και τα προβλήματα της ελληνομάθειας" *op.cit.*, pp. 276.

35. Interview with Mr. Chris Fifis, 8th September 2006.

36. X. Φίφης, " Η Ελληνο-αυστραλιανή παροιμία και τα προβλήματα της ελληνομάθειας" *op.cit.*, pp. 276-277.

37. *Ibid.*

38. *Ibid.*

39. J. Hajek, N. Nicholas, "The Rise and Fall of Modern Greek in Australia's Universities, What can a quantitative analysis tell us?", *op.cit.*, p. 196.

40. *Ibid.* p. 201.

41. *Ibid.* p. 199.

42. Interview with Assoc. Prof. Michael Tsianikas, 10th September 2006.

43. Interview with Mr. Chris Fifis, 8th September 2006.

44. *Ibid.*

45. *Ibid.*

46. *Ibid.*

47. *Ibid.*

48. *Ibid.*

49. *Ibid.*

50. *Ibid.*

51. *Ibid.*

52. Nicholas Ganzis, "Politics and Greek Education in South Australia" in Elizabeth

Close, Michael Tsianikas, George Frazis (Ed) *Greek Research in Australia: Proceedings of the Annual Conference 23-24 June 2000*, Elikon Fine Printers, Melbourne 2001, p. 122.

53. *Ibid*, pp., 120-125

54. *Ibid*, p., 124.

55. *Ibid*, p., 125.

56. *Ibid*, pp.125-128. Please refer to this article by Nicholas Ganzis if you would like further information as to the reasons why Modern Greek was not welcomed at Adelaide University, and why the Flinders University attempt was put on hold.

57. *Ibid*, pp.127-133.

58. *Ibid*.

59. *Ibid*.

60. Interview with Assoc. Prof. Michael Tsianikas, 10th September 2006.

61. *Ibid*.

62. *Ibid*.

63. J. Hajek, N. Nicholas, “The Rise and Fall of Modern Greek in Australia’s Universities, What can a quantitative analysis tell us?”, op.cit., p.199.

64. Angela Yiannakis, “The past, present and future status of Modern Greek in Western Australia”, in *Hellenic Studies in the Antipodes at the dawn of the 21st Century*, pp., 42-43. Note: Angela Yiannakis in this document also says “Modern Greek was offered at the UWA (University of Western Australia for a period of time in 1969, a feat which I am hoping to learn more about through my research”. Unfortunately I was unable to verify this and because no other published document mentions any study I refrain from adding this in the main text. Hopefully in the future with some added research this fact can be verified.

65. *Ibid*, p. 47.

66. *Ibid*.

67. *Ibid*.

68. *Ibid*.

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