

ChrissiAvgis' Stand on Education: a Case Study of the far Right Wing Party's Political Gazette

Evaggelia Kalerante

Assistant Professor

University of Western Macedonia
Greece

Abstract

This paper deals with the extreme right wing political party of "ChrissiAvgi" (Golden Dawn) and their stand on educational issues. Their official newspaper's post-2012 national elections exposure of their political platform, by the critical content analysis method, projects the right wing's positions against the broader political spectrum. Greek civilization, nationalism and religious identity are the aspired goals of curricula and educational methodologies together with the educator's orientation, while the extreme right wing party's main political concerns are emphasized, and its extreme rightist views are reflected in their recommendations for education. The research shows that there is an increasing number of "ChrissiAvgi" education related articles which systematically target the educational community.

Keywords: critical content analysis, extreme right wing political party, "ChrissiAvgi" gazette, views on education

1. Introduction

The year 2008, was a milestone for economic severity measures in the framework of a 'tightening belt' rationalization of cost curtailment and deficit reductions. At the same time, "ChrissiAvgi" emerged as a dynamic spokesman for the extreme right. Nationalism and opposition to globalization, with its negative political and economic implications, was dwelt upon by the party which capitalized on discontent. "ChrissiAvgi" was seen as the Greek political counterpart of the contemporary European extreme right wing[1]. The 2012 national elections party line was ethnic preservation, Hellenic blood ties and survival into a racially impeccable national and social future, while the looming immigrant threat, the "other" was highlighted. Accordingly, a nationalistic ideology was to be infused in the educational system sustaining the Hellenic ethos, in juxtaposition with adulterating exogenous cultures, a stand that gave rise to protests and antagonistic reactions.

The current state of education has been complicated by structural reforms, such as mergers, school eliminations and cost curtailment. It should be noted that increasingly pedagogical academy students, pupils and educators join and actively participate in the extreme right wing party, as do many others, in numbers proportional to the barrage of the expounded proposals on education. Concurrently, party gains are recorded in the Gallop polls. "ChrissiAvgi's" views on education are additionally fermented by the prevailing insecurity and uncertainty felt by crime and joblessness-beleaguered Greek citizens. The development of a nationalist ideology based on selected historical foci, Hellenic identity, and against deconstructionist trends regarding people's rights is undertaken, while Greece faces the eventuality of becoming isolated by the rejection of globalization principles and pressing immigrant issues, a grim reality leading to considerations of intercultural educational programs, vis a vis an overwhelming multi-racial inflow .

Bibliographical sources at our disposal show no comparative studies between ChrissiAvgi and other far right parties. Although undoubtedly classified as far right wing, it is to be distinguished from the far right wing of Holland, France and Denmark, as it apparently lacks a governmental power momentum. ChrissiAvgi's practices are presented by the international press as isolated racist acts with disregard for its far right ideological orientation.

European far right wing leadership is not in contact with ChrissiAvgi leadership, which gives the impression of its displacement and exclusion from the great right wing wave that sweeps through right wing parties such as those of France, Holland, Denmark and Finland. The Greek left-wing press underscores any show of power and sullies the right wing youth's nationalist behavioural patterns in schools.

Conclusively, the recency of right wing electoral presence in Greece is the reason for the lack of creditworthy coverage to be used in a comparative study with its European political counterparts. In any case, the political discourse of ChrissiAvgi seems to be constantly under development, as it is gradually shaped by political occurrences, its electoral rise pacing ahead of any possibility of a crystallised ideological model.

Nonetheless, Ideological parallels may be drawn along European far right wing lines: a) anti,-immigration, initially against Asiatic and African Muslims, then against all immigrant communities, b) Euro-scepticism in connection with the immigrant presence that undermines natives' rights and privileges, c) national history emphasis and nation-state empowerment, d) native language, perishable in globalized circumstances, e) catering to a lower stratum audience, against plutocrats that seek wealth and capital enhancement through world-wide capital movements, f) anti-Zionism, perceived as a globally based Jewish lobby operative, promoter of the effacement of nation consciousness, paving the way to the submission of the nation state to the power of money and material wealth.

2. Methodology

The research aims at examining "ChrissiAvgi's" views on education and policy implementations, as well as special concerns frequently externalized by the educational community.

The present research commenced in 2012 and is still in progress . More specifically, "ChrissiAvgi's" weekly political party's gazette bearing the same name, [2] and posted on the website, comes under special scrutiny in this research. This research follows the qualitative discourse analysis [3] on the gazette's educational articles' semantics and themes. The particular method has been selected to explain the gazette's approach to the political written word[4], as a vehicle to educational channels conforming to the party's political ideology, such as its cornerstone ideals of nationalism, ethnic identity, as well as its aversion for globalisation and illegal immigration[5].The 2012 forty-eight gazette issues have been perused for the purpose of this research. This period has been chosen because of the gazette's unwavering weekly circulation and concentration on educational topics at the time, whereas prior to 2012 the gazette's publication had been irregular, without educational issues. Also, this period mirrors ChrissiAvgi's" rise on the political popularity charts, positive sentiments toward the party being reflected on voters' numbers.

The party's social activism is noteworthy: Meals for homeless Greeks, medical care for indigent Greeks and History lessons to Greek youth, within the party's quarters - mushrooming around Greece - coincide with more extensive appearances of party members in the media and social networks.

The research pays attention to commentaries, political propaganda and writing style. Articles are culled and categorised in six sets tracing the evolution of the party's ideology, with particular accentuation of their consistency in their extreme rightist views infused in their educational propounding, targeting teacher voters, by restoring their authority, undermined in an environment of general anomie and institutional discrediting. The exertion of influence in the educational milieu is unavoidable. Tutorial authority is thus to be restored, recovering from the blows of student disobedience, cultural changes and an ill-conceived notion of democracy that calls for symbolisms of inequality as a defence mechanism.

The gazette ideological content, that is the party's political agenda and projected propaganda is delved into by means of the qualitative research method and not the quantitative research method.

More specifically, thematic article reading follows the particular ideological discourse and arguments that manifest the political characteristics of the party. Given that far right political party empowerment is without precedent in Greece, it is believed that the party's vision should be highlighted through an education based. Ideological momentum analysis that takes shape as a party that shows special dynamism and prospects for growth. It is noteworthy that the particular party's emergence takes place against the background of a Pan European rightist movement .

The six sets are: a) nation – state, b) population, c) immigration issues, d) globalization, e) communism, f) Greek educational policy and g) school National holiday observances.

The above classification follows the article content, a difficult task as many of the articles overlap. The research will be considered done when it can be ascertained that no more data are to be added. The six sets reflect the political and propagandistic line of the party. The research adopted Fairclough's theoretical guide lines, with a simultaneous study of the related qualitative and quantitative research conclusions to the approach of the political party's discourse [6]. Specialquant [7] [8] [9]. A reiteration of the same political stand resounds through the gazette's history, concurrent changes notwithstanding. Article based categories are studied for: a) ideological viewpoints b) manner of presentation, c) vocabulary-structure of discourse and d) tension generation.

Articles are read with a critical eye on:

- a. The background of the time of their writing. Salient departures from pre-elections gazette literature are noted,
- b. Concurrent legislation: anti-racist law
- c. Attacks against immigrants in the centre of Athens and
- d. Teachers encouraged foreign pupils to make drawings of their nations' flags on Greek national holidays, a fact that drew "ChrissiAvgi's" attention and reactions by nationalist teachers and students asking for the removal of leftist propaganda from schools. The gazette holds that the problem does not lie with students and their parents, but with teachers, without offence to their work. To be specific, "There is a distinction between actual educators and Marxist individuals who have taken over education for a long time" [gazette "ChrissiAvgi" 24/10/2012]), which facilitates party membership and voter recruiting [10].

Qualitative analysis is most effective in the prolonged research of written propaganda, as developments in the political scene and ensuing tensions evolve over a period of time. Research tools are indispensable in the approach and interpretation of content and underlying political arguments. Difficulties are encountered in the quantification of data and findings, as the method itself is not suited for generalizations.

3. Discussion

At the inception of the paper, simplistic propaganda was featured in articles. Yesteryear's prevailing political influences of Greek Communist Youth, and later Right Wing Youth are out of date in schools, replaced by "ChrissiAvgi's" young accolades' views. "ChrissiAvgi" professes: "Our newly enjoyed power ought to be put to good use[...]power weighs in our favour and youth sides with the powerful. Mainly we ought to have a grasp on historical facts so that we may effectively confront adversarial teachers. Our history reading does not follow the curriculum assignments." [gazette "ChrissiAvgi" 24/10/2012]).

ChrissiAvgi defines itself as the only ethically immaculate group, its leadership and members being totally scandal-free "No ChrissiAvgi member, male or female is featured on any scoundrel and conman lists. No one has reason to be ashamed. No one is involved in wrongdoings perpetrated against the nation!" (issue, 24-10-2012).

It is perceived that the targeted audience consists of youngsters of limited education. In fact, the articles were sources of information and stimulation for action against immigrants and in strong support of Greek citizens. The centrist newspaper "Ethnos" article reproduced by "ChrissiAvgi" writes: "Past the stage of swastikas and slogan bearing graffiti, tsstudents of opposing credos", [newspaper "Ethnos", 25/11/2012]. "ChrissiAvgi" retorts that nationalism strikes panic among leftists intimidated by "ChrissiAvgi's" confidence in their ideals and predictions of the demise of the left. [gazette "ChrissiAvgi", 28/11/2012]).

The immigrant issue is three-fold: a threat to racial purity and Greek identity; cultural inferiority; violence as a threat to the security of indigenous Greeks; additionally, immigrants threaten the economic survival of natives and the working class. ChrissiAvgi poses as their self-appointed guardian angel against plutocracy and foreign invasion. Specifically, as it regards plutocracy, reference to a New York Times article is made, which reports that, according to critics, discontent with plutocrats presiding over a no transparent closed economy, ostensibly enjoying impunity, is on the rise among ordinary Greeks. (issue, 12-12-2012).

The first 2012 gazette issues announce party gatherings and advertise attire suitable for young followers. The national elections of May and June 2012 throw light on a novel penetration approach attempted by the new right wing party into the broader electoral body, no longer exclusively aiming at the lower social strata and the low educated. The percentage earned in the elections brings about a change in the party written propaganda, offering commentary on pan-European reactions to the ultra-rightist wave. For example, it retorts to a fearful Daily Mail article: "Once more the Lords' pet newspaper, the "Daily Mail", is overwhelmed by "ChrissiAvgi's" launch to the center of Greek and international attention".

The article of the English paper is titled “The new dark Age across Europe: Free Speech and Democracy under the greatest Threat since the thirties” [...] Question: “Why do not the English Lords fret over the neo-communist SYRIZA party’s lead in the gallops? It is projected as the party to govern. Answer: Because ChrissiAvgi is the only actually anti-establishment party!” [gazette “ChrissiAvgi”, 5/12/2012]).

The gazette tackles the issue of type of government by indirectly attacking democracy: “Just as the government prepares to terminate most subsidies and curtails what has been left over by cutting down on wages and pensions, the parliament wastes 2.500.000€ on the Institute of Parliamentary Government and Democracy. The institute was founded in 2000 and undertakes the study and dissemination of parliamentary and democratic principles with a strong emphasis on the national leadership role assumed by dictators at various times in history. Special reference is made, to I. Metaxas’ role as a dictator in 1936-1940.

Addressing educators and school students, they present I. Metaxas as a patriot who said “No” to the Italians. “The Italians did not receive the famous “No” answer from the Greek people, but from their leader who was strong and patriotic.” (issue 7-11-2012). ChrissiAvgi induces its members to skip the more recent G. Papadopoulos dictatorship (1967-1974) overthrow, but underscore that it constituted a beneficial period for Greece (issue 24-10-2012).

Gradually new pages are added to the newspaper which is syntactically and grammatically proofread. Besides, attention is given to the correct presentation of the party’s ideology, in place of its heavily fascist spill in the past [11] [12] [13] [14].

Following the elections, ideological proclamations proliferate, with the apparent addition of professional journalists to the newspaper staff, reflected in the improvement of intelligibility and persuasiveness of articles. These changes are in parallel with the growth of the party’s presence and office establishments around the country. Another research has shown an increase of support among students in Pedagogical Academies- the teachers to be. (see footnote 2). An interview with the Pedagogical Academies students, indicates that some of them contribute writings on educational matters to the newspaper, thus explaining the growing number of articles in the newspaper.

A great number of pseudonymously signed education-related articles targeting teachers are apparently censored by a teacher staff committee[15]. As a rule, the nation-state is the focal point of the articles and globalization is presented as a threat to ethnic and religious identity, while the communist threat lingers on. Educational policy issues and school organisation are prominent in the teachers’ articles, while special attention is paid to the curriculum as far as language, history and religion go. [16]. The uncertainty produced by changing times tainted by the economic crisis calls for a revamp of the educational program. Hard times bring on a head collision between the gazette’s viewpoints and the globalization forces that operate as controlling and constraining factors over the Greek society. Globalisation is blamed for most of the country’s beleaguering. [17]

They are predominately preoccupied with governmental antiracist policies. More specifically, they regard the government and the political system as fearful of the power of ChrissiAvgi’s youth in the school environment and pretextually attaching racist stigmas to ChrissiAvgi’s.

Notably, there are evaluations and follow-ups of the teamwork between party organizations and school student organizations.

“We have in previous issues expanded on Marxist plans to fend off the mounting power of Chrissi- Avgi around schools: and we have guided instructors parents and students in fending off Marxism, toward the triumph of laicist nationalism.” Actually, the new leftist gazette EDITOR’S GAZETTE 14 November, wrote an article on national activism in schools.

They exalt Metaxas (dictator). Their school presence is not organized. There may be one or two of them standing out: reading the propaganda distributed by party hierarchy”.

ChrissiAvgi prescribes that nationalist students and educators ought to work together to publicize ChrissiAvgi’s doctrine, “Then the agreeable and the sympathetic can make the acquaintance of others toward the end of coordinated activities. Two or three educators from each city school are more than enough to create a syndicalist force. Don’t think that marxists were in the majority from the start. They began in a somewhat similar fashion” (issue, 24-11-2012).

In some of the final issues, reference to a new Greek occupation is made, reminiscent of the Second World War Germany occupation of Greece. "The Hellenic Ethos" suffers a blow. As a result, Greek culture is being effaced and "ChrissiAvgi" is bent on reintroducing it into political morality.

Political morality is defined in religious, historical and political terms. In particular, it is tied to the dominant essence of being Greek, as a linkage between individual and nation honoring blood ties and disassociated from the notion of rights which might encompass the recognition of rights for immigrants. Political morality also relates to religion. Orthodoxy is part of the Greek identity, with simultaneous historical reference to the Ancient Greek religion as a link of genuineness between past present and future. The gazette makes clear that a genuine Greek persona can only be shaped by proper education, against the inroads of globalization. The lower strata ought to be properly trained to face off globalization. The upper strata shuns a program of study bolstering ethnic ideals.

"On the contrary, in occupied Greece, the three-party conclave and its predecessors, promoters of the most despicable anti-Hellenic practices and policies do their best so that our ancient ancestors' language is no longer taught in schools and consequently becomes effaced from our cultural heritage. Ancient Greek language and history teaching has to do with blood bonds and the preservation of Greeks in a Greek nation state". (issue, 21-12-2012). More empathically "Modern Greeks are the genuine offsprings of ancient Greeks, as proven not only by history, ethnography and linguistics but more recently genetics and anthropology to the spite of internationalists of liberal and marxist persuasion who fight this Truth with every means at their disposal" (issue, 5-12-2012).

History teaching, in particular, is singled out as an emotional experience to be nourished by real life representations so that the awareness of being Greek may be cultivated in early childhood. (issue, 7-11-2012).

The nationalist educator's role comes into play "He ought to explain that there is room for a personal say, beyond book assignments. History is not like chemistry or math. There is no mould for it, but rather various versions to choose from. The assigned book is not the Gospel. It contains one of many versions." (issue, 24-10-2012).

Globalization is a threat, as the prospect of a nightmarish reprehensible future world looms over us, and we already live in it. Frontiers have been lifted. National aspirations shimmer like fanatics' utopias, as the global capitalist rodents, the invisible manipulators of intangible money have a stronghold on us. Our country, our honor; our civilization, our dignity are in the grip of globalization and a nationalist education is our defense. (issue, 7-11-2012).

In a nationalistic ideological framework, the term population is defined as a complex of ethnic values, Hellenic ethos, Greek tradition and common folks' genuineness. "ChrissiAvgi", as another far right wing party uses a populist approach to nationalism, patriotism and popularised anti-immigrant clichés. [18]. The above ideological framework permeates its educational proposals for an Ancient Greek Language, History, Geography, Religion crux in the curriculum. Gazette articles also informally serve as History courses for Citizens' Education. It is pinpointed that articles exclusively related to education serve as an informal education medium that may reinforce ethnic identity [19].

National symbols are of the essence. They have been cancelled by globalization, but genuine Greeks owe them recognition and respect, as students-party sympathizers ought to understand and follow suit. "Greek students strike at terrorist progressivism. Yet symbols of national unity like the flag and the national anthem are regarded as fascist and racist instruments by the accolades of multi-culturalism and the double-crossing media propagandists, matched by democrats in anarchist and leftist disguise, who hate the symbols of Greek liberty while singing hymns to freedom" (issue, 12-12-2102)

The presence of foreign students is overlooked, except on the occasion of National holiday parades when foreign valedictorians become flag bearers in accordance with a Greek law which is deemed anti-national by "ChrissiAvgi".

The assimilation of Albanian students is fait accompli as far as "ChrissiAvgi" goes, due to their majority presence in the Greek school system and "ChrissiAvgi" is opposed to any inter-cultural programs or recognition of foreign ethnicity, as recommended by the Left. A typical "ChrissiAvgi" comment on the Albanian national holiday celebrations: «"In "racist" Greece", as coined by the Albanian mass media, Albanians are FREE to celebrate their national holiday. Meanwhile, the residents of Northern-Epirus are PELTED WITH STONES when they attempt to honour their dead of the 1940 war epic. Students, parents and teachers of the Albanian School in Thessaloniki organised a cultural event, as it was called, to commemorate the 100th anniversary of the Independence of Albania. It was sponsored by the "Mother Theresa" Albanian Association. The event was attended by Albanian consulate employees and community members. [gazette, ChrissiAvgi, 28/11/2012].

Special directives in history teaching, underlying the superiority of Ancient Greece and its emanating virtues offer a historical narrative through the Ottoman occupation of Greece until the present, towards the end of the recapture of an endowed heritage. Vivid battle narratives are repeatedly given in order to emphasize virility, war readiness, bravery, daring and courage. It is expected that such an approach will abet Greeks in overcoming the disadvantages of globalization and the dismal economic crisis. Teaching that is not nation-centered is disallowed, along with the history of civilization, while references to war conflicts are desirable, especially when pertinent to Greek involvement and distinctions of Greek grandeur. They take a very strong stand against ironed rough historical edges that favour a well-rounded global view of history without national differentiations. [20] [21].

History and Geography are interwoven so that students may comprehend the dual role of place and time in regional confrontations in various phases of history. Such an approach offers an awareness of the combined notion of Greece and civilization. Historical propaganda plays a role in breeding Greeks, overlooking a multi-ethnic student majority in Greek schools.

A mere Curriculum modification will not suffice for such a helleno-centric educational system. Teachers are to also receive a helleno-centric education, in order to be able to train students to become veritable Greeks. Primary Education is crucial as the primal stage for the preparation of a Hellenic persona.

Currently, Pedagogy is multi-culturally oriented at the expense of Greek students' priorities [22]. The gazette's documentation goes beyond school book documentation. There are anonymous references to teachers of a nationalist version of history that makes mention of the Greek inhabitants in Northern Epirus and Constantinople and presents territorial claims. An effort is also made to capitalize on National holidays in order to put on relief historical events and Greek historical milestones.

In this vein, it is suggested that Greek literature, theatre, arts and scientific accomplishments ought to be also incorporated in National commemoration festivities. These proposals are consisted with ChrissiAvgi's historical commemorative (famous battlegrounds of clashes with Persians, Turks and Greek communists) rituals that ought to be incorporated in the educational process.

As far as religion goes, there is an oxymore in the Christian orthodoxy/pagan duality that nevertheless lies in the foundation of Greek identity. Likewise, there is neither a clear distinction in favour of a system of government, alternate to democracy, nor is there any commentary favourable to democracy.

4. Conclusion

As already mentioned, this research is based on the first twelve-month publications of the right wing party gazette in 2012, when the gazette's periodicity was established and the party acquired parliamentary status with political power prospects, receiving wide Media coverage. The gazette extensively counters all hostile arguments by the Media and other parties, a task systematically undertaken by its professional journalistic staff. An expose of the party's positions on nationalism, populism, thus unfolds along with directives for the incorporation of the above in educational policy, all aiming at the rediscovery and reaffirmation of Hellenic roots in a global environment. In the midst of the economic crisis, Greece is viewed as a captive of the European Union and international banking. At the same time, bolstered by growing support by power lusting youth, party members throw their weight about attracting new membership to their ranks.

Teachers are also to be counted among new members, which is to explain the gazette's interest in educational issues and education-related legislation. Some articles concentrate on Greek virtues, nationalism, populism, historical milestones and National holidays.

Globalization has been accepted by the communists, the upper strata, intellectuals and those holding political power which motivates the run of the mill supporters of ChrissiAvgi to push for ideals like nationalism, love for country and respect for Greek history. Even though communism is being faced out in the former Soviet, and yet, resurrected in Greece according to the gazette. An article sides with anti-government Ukraine policy: "We have to draw lessons from the former Soviet Block Countries and all others who have wiped communism out of their political life." [issue "ChrissiAvgi", 7/11/2012]).

Globalization has permeated education and upper strata-prescribed educational policy passing globalization messages that counter national identity. The lack of genuine Greek learning is underlined, which translates into a deficit of Greek values, Greek civilization and Greek virtues instead of their promulgation.

In a multi-cultural milieu, Greek students do not stand out by virtue of a pure Hellenic upbringing, but are culturally defaced in a racially inferior melt-pot. Racial purity is notably bi-levelled: a. white supremacy and b. nationality-Hellenic civilization heritage, both evidential matter of Greek, superiority.

Criticism on educational policy ought to be co-examined with “ChrissiAvgi’s” stand on immigration policy, which views immigrants as a menace to Greek civilization and a socio/economic drainage on Greece, views expressed in the gazette consistently with members’ anti-immigrant demonstrations in Greece.

Their educational proposals, as previously analyzed, cover the entire spectrum of their views on education:

- Greek nationality-supremacy at the exclusion of minorities;
- Civil rights non recognition, rejection of multi-culturalism, and therefore disregard for the foreign student body in schools [23].
- Greek History study: Emphasis on nationalism and historical event commemorations, in contrast with a currently popular re-writing of History, according to which national distinctions ought to be erased to facilitate the homogeneity of peoples in a novel perception of humanism. Obsession with nationalism disregards all progress and contributions made by others[24]. Clashes between nationalist teachers/students and marxist teachers/students adversaries are often the subject of gazette articles. [gazette “ChrissiAvgi”, 14/11/2012]).

The government inability to pass anti-racist legislation at the time of research empowered “ChrissiAvgi” to actively persecute immigrants and provide anti-immigrant material for gazette articles. Violence seems to become an acceptable means of reprisal according to the principles of “ChrissiAvgi”, and school students follow course.

At the same time, articles on education multiply and education is viewed as the alpha and the omega in the preservation of Hellenic civilization and the immortality of the nation. A globalization inspired-education is to be distinguished from a nationally minded education. Educators are thus also to be distinguished between those adhering to nationalistic ideals and the proponents of subjugation to globalization.

“ChrissiAvgi’s” steadfastness on the preservation of the Hellenic ethos, racial impeccability, anti-immigrant sentiments [24], anti-semitism and anti-communism fall in line with European-wide right wing party platforms [25] [26]. An economic crisis-fuelled anger avails “ChrissiAvgi” of the opportunity of an advancement into the consciousness of people, the lower strata in particular, as a defender and protector against indigenous and exotic adversaries, by designing approaches conformant with the spirit of laicism.

They take conservative positions in an attempt to sweep citizens’ will into a collective “we” to be activated within a nationalistic value system that will shine through the muddled ambience of globalization [27].

Their recurring principles on education fall along the same lines, as education is viewed as a prerequisite of national policy, as it highlights viewpoints and criteria so that proponents of national unity and homogeneity may be sieved from the mess of the “hoi polloi”- heterogeneity advocates. [28].Nationalism is definitely the political principle to be infused in education so that students may be able to screen others and acquire national consciousness. Knowledge, prosperity, professional accomplishment, economic success all traditional accoutrements of education are neither valued nor commented upon. Consequently the economic and social crisis will not be overcome by means of an economics- inspired education, but by an education that leads to the realization and awareness of self within a nationalistically identifiable country

To recapitulate, the task of building a Hellenic consciousness in student-citizens lies at the core of the proposed educational system, as persistently propagated by the gazette which single-mindedly dwells on the paramount significance of being unadulteratedly Greek, also reflected in the proposed curricula, which, of course, involves ancient Greek language learning, Greek history and religion, the triad foundation which will serve as the support mechanism for all other educational materials.

Students and teachers will thus feel anchored in a patriotic Greek heaven, shielded from a barbarous globalized forum. National fests and other patriotic events are organized on a daily basis to instill “Greek culture” and reemphasize the essence of being Greek. This school system model runs through the political thought that defines nationalism and is sugar coated by laicism. At the time that education has hit bottom and the educator’s work is looked down upon, “ChrissiAvgi” is the prince-charming to restore education to its deserved place of honor.

The gazette makes plainly clear the party’s specific vision of education, distinctly from all other parties, from which it is differentiated, in all areas of political concern. Even though conservatism runs through its history and religion-based educational model, it gains ground within the ranks of school youngsters.

The right wing party's dynamics promise to carry "ChrissiAvgi" along and the rest of the political world ought to realize that it is here to stay and not an ephemeral political perk.

References

- Ignazi, P. (2003). *Extreme right parties in Western Europe*. Oxford: Oxford University Press.
- Kousoumvriss, C. (2004). *Crumpling the myth of ChrissiAvgi*. Athens: Erevos.
- Rabon, D. & Chapman, T. (2012). *Investigative Discourse Analysis: Statements, Letters, and Transcripts*. Chicago: Carolina Academic Press.
- Wodak, R. & Meyer, M. (2009). *Methods of Critical Discourse Analysis*. London: Sage.
- Denoncy, J.P. & Dru, V. (2011). *Authoritarianism*. Athens: Pedio.
- Fairclough, N. (2010). *Critical Discourse Analysis*. London: Routledge.
- Georgiadou, S. (2012). Reasons for "Chrissi'Avgi's" Take-off Ethnos. [online]
Available: <http://www.ethnos.gr/entheta.asp?catid=25862&subid=2&pubid=63659108> (November 29, 2013)
- Psarras, D. (2013). *The Black Book of "ChrissiAvgi"*. Athens: Polis.
- Zoumboulakis, S. (2013). *ChrissiAvgi and the Church*. Athens: Polis.
- Hellinas, A. (2012). *Mass media and the extreme right parties in Western Europe. Playing the nationalism card*. Athens: Epikentro..
- Passmore, K. (2002). *Fascism: A Very Short Introduction*. Cambridge: Cambridge University Press.
- Pittas, K. (2011). *The fascist threat and the struggle crack it*. Athens: MarxistikoVivliopolio.
- Renton, D. (2001). *This Rough Game: Fascism and Anti-Fascism*. United Kingdom: Sutton Publishing.
- Sontag, S. (2010). *Fascism Charm*. Athens: Ypsilon.
- Wolin, R. (2007). *The charm of irrationalism. The romance of intellectuality with fascism: from Nietzsche to postmodernism*. Athens: Polis.
- Gauchet, M. (2007). *La Democratied'unecriseal'autre*. Paris: Cécile Defaut.
- Edenson, T. (2002). *National Identity, Popular Culture and Everyday Life*. Oxford: Cowley.
- Taguieff, P.A. (2012). *Le nouveau national- populism*. Paris: CNRS.
- Wodak, R., Cillia, R., Reisigl, M. & Liebhart, K. (2009). *The Discursive Construction of National Identity*. Edinburgh: University Press.
- Burgess, H.W. (2001). *Models of Religious Education: Theory And Practice in Historical And Contemporary Perspective*. United States: Quality Books.
- Moran, G. (1989). *Religious Education As a Second Language*. USA: Religious Education Pr.
- Kalerante, E. (2013). The Youngsters' Participation in Extreme Right Political Parties in Greece: the case of students – supporters of "ChrissiAvgi" in *American Journal of Educational Research*. Vol. 1, No. 6, pp. 199-204.
- Sunic, T. Benoist, A. & Gottfried, P. (2011). *Against Democracy and Equality: The European New Right*. California: Noontide
- May, S., Modood, T. & Squires, J. (2004). *Ethnicity, Nationalism, and Minority Rights*. Cambridge: Cambridge University Press.
- Milza, P. (2004). *The Blackshirts of Europe. The European extreme right parties from 1945 until today*. Athens: Scripta.
- Mudde, C. (2007). *Populist Extreme Right Parties in Europe*. Cambridge: Cambridge University Press.
- Johnson, D. & Potok, M. (2012). *Right-Wing Resurgence: How a Domestic Terrorist Threat is Being Ignored*. Lanham: Rowman & Littlefield Publishers.
- Norris, P. (2005). *Extreme Right: Voters and Parties in the Electoral Market*. Cambridge: Cambridge University Press.