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## "Military Education and Professionalization in Modern Greece: The Evelpidon Military Academy and the Impact of Foreign Military Doctrines (1828–20th Century)"

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### Abstract

*This study examines the evolution of military education and professionalization in modern Greece, with a specific focus on the Evelpidon Military Academy, founded in 1828, and its role in shaping the Greek Army. The academy, established by Ioannis Kapodistrias, served as the cornerstone for developing a disciplined and capable officer corps, crucial for Greece's transition from a nascent state to a modern nation. This research explores how Evelpidon's curriculum evolved over time, reflecting shifts in military science and the demands of national defense. A key theme of the study is the influence of foreign military doctrines on the Greek military. French advisors initially guided its development, with later contributions from German, British, Italian, and Soviet military traditions shaping training methods, organizational structures, and tactical doctrines. By analyzing these influences, the study highlights the dynamic interplay between domestic needs and external models in professionalizing the Greek armed forces. The findings underscore the academy's dual role as an educational institution and a tool of state-building, promoting unity and modernization. This research contributes to broader discussions on the role of military education in national development and offers insights into the challenges of professionalizing emerging military systems.*

**Keywords:** *Evelpidon Military Academy, Military Education, Professionalization, Modern Greek Army, Foreign Military Doctrines, State-Building*

### INTRODUCTION

The emergence of modern Greece as an independent state in the early 19th century marked the beginning of a profound transformation in its military structure. After centuries of Ottoman rule, the Greek War of Independence (1821–1830) signified both the triumph of national aspirations and the challenges of

establishing a functional state capable of defending its sovereignty. In this context, the creation of a professionalized military was not merely a strategic necessity but also a foundational element of nation-building. Central to this process was the establishment of the Evelpidon Military Academy in 1828, an institution that would

play a pivotal role in shaping the Greek armed forces and contributing to the modernization of the state (General Gazette of Greece -a-, 1828). This study explores the development of military education and professionalization in Greece, focusing on the dual influence of domestic needs and foreign military doctrines.

The early years of Greek independence were characterized by military disarray. The war for liberation relied heavily on irregular forces - klephts and armatoloi - who were adept at guerrilla warfare but lacked formal training or organization. While these fighters were instrumental in achieving independence, their methods were insufficient for the needs of a modern state. The new Greek government faced the daunting task of replacing fragmented militias with a centralized and disciplined military capable of defending the fledgling nation from internal discord and external threats.

Ioannis Kapodistrias, Greece's first governor, recognized that the success of the new state hinged on its ability to professionalize its armed forces. The establishment of the Evelpidon Military Academy in 1828 was a direct response to this need. Named after the Greek word "Evelpides," meaning "bearers of hope," the academy was envisioned as a training ground for a new generation of officers who would embody discipline, strategic thinking, and loyalty to the state (General Gazette of Greece -b-, 1828). Kapodistrias drew inspiration from European models, particularly the French military education system, to design the academy's structure and curriculum.

Despite the academy's initial promise, the path to military professionalization in Greece was neither straightforward nor unchallenged. The influence of foreign powers—France, Britain, and later Germany—shaped the doctrines and strategies adopted by the Greek military, often reflecting the geopolitical interests of these nations. Internal political instability and financial constraints further complicated the process, yet the academy remained a cornerstone of military modernization throughout the 19th and 20th centuries.

This study investigates the historical development of military education and professionalization in modern Greece, with a particular focus on the role of the Evelpidon Military Academy. It seeks to answer key questions that underpin the evolution of the Greek armed forces:

***How did the establishment and development of the Evelpidon Military Academy contribute to the professionalization of the Greek military?***

*What were the initial objectives of the academy, and how did they align with the broader goals of state-building?*

*How did the curriculum and training methods evolve over time?*

***To what extent did foreign military doctrines influence the Greek military's organization and tactics?***

*How did French, German, British, and later Italian and Soviet military traditions shape the academy's education and the broader military culture in Greece?*

*What were the advantages and limitations of adopting these external models?*

***What was the broader significance of military education in the context of Greek state-building and modernization?***

*How did the professionalization of the military impact Greece's political stability and international standing?*

By addressing these questions, the study aims to illuminate the complex interplay between domestic imperatives and external influences in shaping the Greek military and, by extension, the modern Greek state.

The significance of this research lies in its exploration of the intersection between military education, professionalization, and state-building in Greece, a nation whose path to modernization was marked by significant challenges and external interventions. The study highlights how the establishment of a professional officer corps was not merely a military endeavor but a crucial component of Greece's broader efforts to consolidate its sovereignty and identity as a modern European state.

The Evelpidon Military Academy, as one of the earliest institutions of its kind in Greece, represents a microcosm of these transformative processes. Its history provides valuable insights into the dynamics of military modernization, the adoption of foreign doctrines, and the negotiation of national and international priorities. By tracing the academy's evolution, this research sheds light on the broader phenomenon of professionalization in emerging nations, where military institutions often serve as engines of societal change.

Furthermore, the study contributes to the understanding of Greece's geopolitical positioning during a period of profound global shifts. The influence of French, German, British, and later Italian and Soviet doctrines on Greek military education reflects the broader impact of great power competition on small and developing states. In this sense, the research has implications beyond the Greek context, offering lessons on how military education and professionalization can serve as both tools of modernization and arenas of external influence.

## 2. LITERATURE REVIEW

### 2.1. Theoretical framework. Research Questions

The professionalization of military institutions has long been a subject of academic inquiry, particularly in the context of state formation and modernization. This study situates itself within the interdisciplinary scholarship on military education, professionalization, and foreign influence, focusing on Greece's Evelpidon Military Academy as a case study. The academy's history provides a unique lens through which to examine how military education functions as a vehicle for state-building, modernization, and international integration in emerging nations.

Studies on the Greek military during the 19th and 20th centuries have largely emphasized the role of irregular forces during the War of Independence (1821–1830) and the subsequent challenges of forming a centralized state. Historians such as Douglas Dakin and Richard Clogg have analyzed the broader geopolitical pressures on Greece's post-independence development, highlighting the military's role in maintaining sovereignty and order. However, the specific contribution of the Evelpidon Military Academy to this process remains underexplored.

The broader literature on military professionalization underscores the importance of education and structured training in transforming fragmented forces into cohesive, disciplined armies. Scholars such as Samuel Huntington and Morris Janowitz have theorized that professional militaries are central to state-building, as they enforce the rule of law, secure borders, and act as agents of modernization.

Huntington's notion of the "military profession" as a distinct and autonomous field rooted in specialized knowledge is particularly relevant to this study. It provides a theoretical foundation for examining how the Evelpidon Military Academy contributed to the Greek military's evolution into a professional institution.

Foreign influence is another key theme in the literature. Studies of military modernization in small or emerging states often highlight the dual-edged nature of external intervention. On one hand, the transfer of knowledge and tactics from established powers can accelerate modernization. On the other, such influence can lead to dependency or the imposition of external priorities at odds with national interests. Greece's reliance on French, German, British, and later Italian and Soviet military doctrines exemplifies this dynamic, making it a compelling case study for understanding the complexities of adopting foreign models in military education.

This study employs a theoretical framework grounded in three key concepts:

**Professionalization and State-Building:** Building on Huntington's and Janowitz's theories, this framework views professional military education as a critical component of state-building. A professionalized military not only enhances national security but also fosters a sense of national identity and unity, particularly in states emerging from conflict or colonial rule.

**Diffusion of Military Knowledge:** Drawing from theories of knowledge diffusion, this study examines how foreign military doctrines were transmitted to and adapted by Greece. Theories of cultural and institutional transfer help contextualize the interplay between external influence and domestic adaptation in the development of Evelpidon's curriculum.

**Military Education as Modernization:** Modernization theory emphasizes the role of institutions, such as military academies, in facilitating broader social and economic transformation. By training officers who embody discipline, strategic thinking, and technical expertise, institutions like Evelpidon serve as agents of modernization in a newly independent state. By applying this theoretical framework, the study seeks to bridge the gap between the micro-level analysis of Evelpidon's development and the macro-level processes of state-building and modernization in Greece.

To achieve its objectives, this study addresses the following research questions:

**Institutional Contribution:** How did the Evelpidon Military Academy contribute to the professionalization of the Greek military?

What were the academy's initial goals, and how did they evolve over time?

**Foreign Influence:** To what extent did foreign military doctrines shape the Greek military's organization and tactics?

How were French, German, British, Italian, and Soviet models adapted to meet Greece's specific needs?

**Broader Implications:** What was the role of military education in the broader context of Greek state-building and modernization?

How does the Greek experience contribute to our understanding of professionalization and foreign influence in emerging military systems?

## 2.2. Research Studies on the Evolution of Military Education and

### Professionalization in Modern Greece

Despite the robust body of literature on military modernization and state-building, the specific case of Greece and the Evelpidon Military Academy remains underexplored. Existing studies often focus on geopolitical aspects or Greece's military performance in key conflicts, leaving a gap in understanding how institutional developments, such as military education, contributed to the professionalization of the armed forces. Additionally, while foreign influence on Greek politics and society has been extensively studied, its specific impact on military education and doctrine warrants further investigation.

In particular, the field of military modernization and professionalization has garnered significant scholarly attention, yet specific aspects of Greece's military evolution remain insufficiently explored. Key studies have provided valuable insights into broader themes such as the impact of foreign influence, the role of education in state-building, and the professionalization of armed forces. However, these studies fail to address critical nuances concerning the Evelpidon Military Academy and its unique role in Greece's military and state formation.

For instance, Huntington's seminal work, (Huntington, 1981), provides a theoretical framework for understanding military professionalization but focuses predominantly on Western powers and their established military institutions. Similarly, Janowitz delves into the sociological dimensions of military modernization but does not consider how emerging states, such as Greece in the 19th century, adapted these principles to their unique contexts (Janowitz, 1964). These foundational texts overlook the interplay between foreign influence and domestic military institutions in nascent nation-states like Greece.

In the context of Greek history, Dakin offers a detailed account of the military campaigns during the War of Independence but does not examine the subsequent institutionalization of military education through the Evelpidon Military Academy (Dakin, 1973). Likewise, Clogg's *A Concise History of Greece* (1992) provides an excellent overview of Greece's post-independence political and social development but treats the military's role as secondary, offering limited discussion of its professionalization or the academy's influence.

Specific studies on foreign influence, such as Brewer's *The Greek War of Independence: The Struggle for Freedom from Ottoman Oppression and the Birth of the Modern Greek Nation* (2001), emphasize the involvement of foreign powers in shaping Greece's political trajectory but do not sufficiently examine how foreign military doctrines impacted the structure and curriculum of the Evelpidon Military Academy. Similarly, research by Fragkos in *Foreign Influence in the Formation of the Modern Greek Army* (2015) provides valuable insights into the broader context of foreign military assistance but lacks a focused analysis of the academy's role in adapting these doctrines to the Greek context.

The existing literature fails to address two critical gaps that this study seeks to fill. First, there is insufficient exploration of the Evelpidon Military Academy as a cornerstone institution in Greece's military professionalization and state-building efforts. Second, the nuanced ways in which foreign military doctrines were integrated and adapted into the academy's curriculum remain



largely unexplored. By addressing these gaps, this manuscript contributes to a deeper understanding of the intersection between domestic needs and foreign influence in shaping emerging military systems.

### 3. DATA AND METHODOLOGY

#### 3.1. Research methodology

The research methodology was designed to address the historical and comparative dimensions of the study, focusing on the Evelpidon Military Academy and the influence of foreign military doctrines. This qualitative research employs the historical pedagogical method, which, as Borg and Gall note, examines educational systems, institutions, policies, and pedagogical tools across different periods (Borg, Gall, 1989). The method involves analyzing primary sources such as archival documents, military manuals, and institutional records, alongside secondary sources like academic literature and interpretative analyses. Primary sources are pivotal to this research, as they "come from a specific period of the past, contemporary with the one the historian is studying" (Mavroskoufis, 2005).

These include original documents from the Evelpidon Military Academy, military curricula, and manuals reflecting foreign influences. Secondary sources serve to contextualize these materials, offering critical interpretations that enrich the historical narrative. As Jaspers observed, modern science thrives on the generation of new questions, emphasizing the dynamic and iterative process of historical inquiry (Jaspers, 1950).

The study adopts a comparative approach to analyze the impact of foreign doctrines on Greek military education, highlighting how global trends were adapted to local contexts. This aligns with Cohen and Manion's definition of historical research as "the systematic and objective identification, evaluation, and synthesis of evidence to establish facts and draw conclusions about past events" (Cohen, Manion, 1977). By comparing Greek and foreign military systems, the research identifies parallels, divergences, and transformative influences that shaped the Evelpidon Academy.

Historical analysis is a central methodological tool, helping to establish facts, critique sources, and understand the causes, results, and protagonists of historical events (Mialaret, 1999). This approach also investigates symbolic interactions within the society of the time (Verdis, 2015), fostering a deeper understanding of how education, military doctrine, and societal values intersected. Topolski highlights the utility of historical analysis in clarifying concepts, ensuring coherence in educational activities, and verifying their alignment with objectives (Topolski, 1983). In this respect, the scientific view is valid that "the more remote the events that have occurred and are being analyzed, the greater the difficulties" (Athanasiou, 2003).

The methodology further draws on the benefits of historical research outlined by Hill and Kerber: a) identifying past solutions to contemporary problems, b) highlighting cultural interactions and their impacts, and c) re-examining historical theories and generalizations (Hill, Kerber, 1967). Bitsaki also emphasizes the value of historical research in understanding the development of ideas and utilizing the insights of great thinkers from the past (Bitsaki (2005).

This approach acknowledges education as a social institution shaped by the tendencies, needs, and technical development of its time, as argued by Melanitou (Melanitou, 1957). By revisiting the

trptych of politics, education, and society (Nova-Kaltsouni, 2006), the research explores how military education at Evelpidon was influenced by national and international dynamics. Finally, it considers Jaspers' assertion that modern science, unlike its ancient counterpart, continually pushes toward new horizons, enabling the re-evaluation of historical data to inform present and future practices.

### 4. RESULT AND DISCUSSION

#### 4.1. The Founding of the Evelpidon Military Academy (1828). Historical Context

The establishment of the Evelpidon Military Academy in 1828 was a pivotal moment in Greece's journey toward state-building and modernization. Emerging from nearly four centuries of Ottoman domination, Greece's War of Independence (1821–1829) brought both liberation and substantial challenges for the fledgling state. The Greek armed forces at the time were composed primarily of irregular militias—klephts and *armatoloi*—whose decentralized and factional nature, though effective in guerrilla warfare, hindered the formation of a unified military capable of protecting national sovereignty (Dakin, 1973).

Ioannis Kapodistrias, the first Governor of Greece, recognized the urgent need to replace this fragmented structure with a professionalized, disciplined, and centrally organized army. Drawing inspiration from European military traditions, particularly those of France and Prussia, Kapodistrias viewed the establishment of a military academy as essential to training a new generation of officers who would embody modern military ideals and loyalty to the state. The Evelpidon Military Academy became the cornerstone of these efforts, designed to instill discipline, technical expertise, and strategic thinking in its cadets (Kyriakidis, 2016).

The academy's founding occurred at a time when external threats from the Ottoman Empire and internal instability posed existential risks to the nascent state. Kapodistrias's vision for Evelpidon was not only to modernize the military but also to solidify the foundations of a centralized and functional government capable of maintaining order and enforcing its authority across a fragmented and war-torn landscape (Kyriakidis, 2003).

#### 4.2. Early Organization and Curriculum

The Evelpidon Military Academy, initially located in Nafplio - the first capital of independent Greece - began as a modest institution tasked with addressing the immediate needs of the Greek army. Its name, derived from the Greek word "*Evelpides*" (bearers of hope), symbolized the aspirations of the nation for stability, modernization, and self-reliance.

The academy's structure and curriculum were heavily influenced by the *École Spéciale Militaire de Saint-Cyr* in France, reflecting Kapodistrias's preference for the French military system, which he viewed as a model for professionalization and modernization (Kyriakidis, 2022). The academy's curriculum included theoretical and practical military education, tailored to the specific needs of the Greek armed forces. Subjects taught included:

**Mathematics and Engineering:** Essential for artillery and fortification planning, areas where Greece was particularly lacking.

**Military Tactics and Strategy:** Drawing on European manuals, cadets studied battlefield coordination, the use of infantry and cavalry, and logistics.

**Geography and Cartography:** Critical for understanding the rugged Greek terrain and planning military operations.

**Foreign Languages:** Primarily French, to enable interaction with foreign advisors and access to European military literature.

Physical training and discipline were integral components of the program, fostering resilience and instilling the values of hierarchy and order. The academy's modest resources and facilities reflected the financial constraints of the nascent Greek state, but its mission remained unwavering: to lay the foundation for a professional officer corps capable of leading the Greek army in the defense of national sovereignty (Kyriakidis, 2016).

#### 4.3. Early Graduates and Their Role in the Army

The academy's early graduates played a critical role in the transformation of the Greek armed forces and the consolidation of the modern Greek state. These officers represented the first generation of professionally trained leaders in the Greek military, tasked with bringing order, discipline, and strategic acumen to a previously fragmented force.

One prominent early graduate was Lieutenant Colonel Eleftherios Schinas, who became a key figure in military arena of 19th-century Greece. Schinas was instrumental in modernizing the army's command structure and enforcing discipline, efforts that were crucial in stabilizing the Greek military during his command of the Artillery Battalion (Kastanis, 2000). His leadership in the 1843 revolution, which resulted in the granting of a constitution by King Otto, underscores the dual role of Evelpidon graduates as both military professionals and agents of political change.

Another notable graduate was Lieutenant General Panagiotis Koroneos, who became an important personality in both the military and political sectors of 19th century Greece. As Minister of Military Affairs alongside his military career, Koroneos played a key role in modernizing the army's command structure and enforcing discipline, efforts that were vital to stabilizing the Greek army in times of internal unrest (Kastanis, 2000). His leadership in the Cretan Revolution of 1866, as well as the honours he received, such as the Russian Order of St. Andrew, the Serbian Order of the Red Cross in 1880 (General State archives- a), the French Legion of Honour in 1882 (General State archives - b) and the Greek Supreme Brigadier General of the Saviour in 1888 (General State archives- c), underline the dual role of Evelides graduates as military professionals and political figures. His efforts to enhance the technical capabilities of the army reflect the academy's emphasis on producing officers with specialized skills tailored to the defense needs of Greece

The contributions of the early graduates extended beyond the battlefield. Many became involved in infrastructure projects critical to the new state's development, such as building roads, bridges, and fortifications. Their technical training at Evelpidon enabled them to play a vital role in constructing the physical and institutional foundations of modern Greece (Kyriakidis, 2016).

While the academy succeeded in producing capable officers, its graduates faced numerous challenges in implementing the principles of professionalization within a deeply divided and economically strained society. Resistance from traditional power structures, coupled with limited resources, often hindered their efforts to reform the military. Nevertheless, their contributions laid the groundwork for subsequent advancements in Greece's military and political institutions.

It must be clear that the founding of the Evelpidon Military Academy in 1828 was a transformative step in Greece's post-independence journey, marking the beginning of a systematic effort to professionalize the military and modernize the state. Guided by Ioannis Kapodistrias's vision and influenced by European models, the academy served as a beacon of hope for a nation emerging from decades of conflict and instability. Its curriculum, emphasizing both theoretical knowledge and practical skills, was tailored to the unique needs of the Greek armed forces, while its graduates became key agents of modernization and state-building.

The academy's early years were not without challenges, including financial constraints and political resistance. However, its establishment represented a critical turning point in Greece's military history, providing the foundation for a professional officer corps that would contribute to the stability and development of the modern Greek state. The enduring legacy of Evelpidon underscores the transformative potential of military education in forging national identity, promoting state-building, and integrating foreign knowledge into a domestic context.

## 5. Professionalization of the Greek Army

### 5.1. Defining Professionalization

The professionalization of the Greek military in the 19th and early 20th centuries marked a transformative period in the nation's effort to establish itself as a stable and modern state. Professionalization, in this context, refers to the process by which the military evolved from a fragmented and irregular force - rooted in the klepht and *armatoloi* traditions of the War of Independence (1821–1829) - into a structured, disciplined, and technically proficient institution.

For the Greek military, professionalization entailed meeting several criteria that were critical to its modernization:

**Education:** Officers were required to possess formal training in military science, engineering, and strategy. The establishment of institutions like the Evelpidon Military Academy played a central role in equipping officers with the knowledge and technical skills necessary for modern warfare (Kyriakidis, 2016).

**Hierarchy:** The introduction of a clear chain of command and standardized ranks was essential for maintaining order and efficiency. This structure replaced the *ad hoc* leadership of irregular forces, where authority was often based on personal loyalty rather than merit.

**Discipline:** A professional military required strict adherence to rules, regulations, and codes of conduct. This emphasis on discipline contrasted sharply with the decentralized and often insubordinate behavior characteristic of irregular fighters during the revolution (Kyriakidis, 2016).

**Strategy:** Professionalization also meant adopting modern tactics and strategic doctrines drawn from European military practices. These included coordinated maneuvers, the use of artillery, and the development of logistical capabilities to sustain prolonged campaigns (Kyriakidis, 2022).

By achieving these criteria, the Greek military sought to transform itself into an institution capable of defending the nation's sovereignty and participating in the broader geopolitical dynamics of the region.

## 5.2. Evelpidon's Role in Professionalization

The Evelpidon Military Academy, founded in 1828, was the linchpin of the professionalization process. Its mission was to train a new generation of officers who would embody the principles of discipline, technical proficiency, and loyalty to the state. As the first formal military institution in Greece, Evelpidon symbolized a break from the past and a commitment to building a modern army. Evelpidon's curriculum was modeled after European military academies, particularly those in France and Prussia, which were considered the gold standards of the time (Kyriakidis, 2022). The training program emphasized a blend of theoretical and practical education, including subjects such as:

**Mathematics and Engineering:** Vital for constructing fortifications and understanding the mechanics of artillery.

**Cartography and Geography:** Essential for planning military operations in Greece's challenging terrain.

**Tactics and Strategy:** Based on European manuals, cadets studied battlefield coordination and modern warfare techniques.

**Languages:** French was taught extensively to enable officers to engage with European allies and access contemporary military literature.

The academy also placed a strong emphasis on physical training and discipline, instilling in cadets the values of order, resilience, and leadership. By producing officers with these skills, Evelpidon facilitated a cultural and strategic shift toward organized warfare, moving away from the irregular and fragmented methods of the revolutionary period (Kyriakidis, 2016).

Evelpidon graduates were instrumental in implementing professional standards across the Greek military. They introduced structured training programs for enlisted soldiers, standardized equipment and uniforms, and developed comprehensive strategies for national defense. Many also contributed to the establishment of military infrastructure, including barracks, arsenals, and communication networks, which were critical for sustaining a professional army.

## 5.3. Challenges and Resistance

Despite the progress made through Evelpidon and other modernization efforts, the professionalization of the Greek military faced significant challenges. These obstacles were rooted in the social, political, and economic conditions of 19th and early 20th-century Greece.

### Social Resistance:

The transition from irregular forces to a professional military was met with resistance from many of the klephts and *armatoloi* who had fought during the revolution. These groups often viewed the new military structure as a threat to their autonomy and status. Efforts to impose discipline and hierarchy were frequently opposed by those who were accustomed to decentralized and informal command structures (Brewer, 2011).

Additionally, the professionalization process created tensions between officers trained at Evelpidon and those who rose through the ranks based on experience rather than formal education. This divide often undermined cohesion within the army.

### Political Interference:

The Greek military was deeply intertwined with the political dynamics of the time. Successive governments frequently used the army as a tool for maintaining power, leading to politicization and

factionalism within the ranks (Veremis, 2018). Officers loyal to particular political factions often prioritized personal or ideological agendas over professional standards, hindering efforts to create a unified and apolitical military (Clogg, 2002).

### Economic Constraints:

Greece's limited financial resources posed a significant barrier to professionalization. The costs associated with maintaining a standing army, building infrastructure, and importing modern equipment often exceeded the state's budgetary capacity. As a result, many modernization initiatives were underfunded or delayed, leaving the military reliant on outdated practices and equipment (Clogg, 1979).

### Internal Conflicts:

The Greek military's development was further complicated by internal conflicts, such as the National Schism during World War I. This division between the royalist and Venizelist factions fractured the army, undermining efforts to professionalize and modernize its structure. The schism also led to parallel hierarchies and competing loyalties within the military, exacerbating inefficiencies and reducing effectiveness (Kyriakidis, 2023).

The professionalization of the Greek military during the 19th and early 20th centuries was a complex and multifaceted process. Social resistance, political interference, economic constraints, and internal conflicts all posed significant obstacles to professionalization. Nevertheless, the efforts to professionalize the Greek military laid the foundation for its transformation into a disciplined and capable force. The Evelpidon Military Academy played a central role in this process, producing officers who embodied the principles of education, hierarchy, discipline, and strategy. These principles not only shaped the Greek army but also contributed to the broader goals of state-building and modernization.

## 6. Foreign Influence on Greek Military Doctrine

The development of the Greek military from the 19th to the mid-20th century was shaped significantly by foreign influence. As a newly independent nation, Greece turned to established military powers for guidance, adopting and adapting their doctrines to suit its needs. This process not only modernized the Greek armed forces but also reflected the broader geopolitical dynamics of the time.

### 6.1. French Influence (1828–1860s)

The first major foreign influence on the Greek military came from France, reflecting Greece's strong cultural and political ties with Western Europe during its formative years. Ioannis Kapodistrias, Greece's first governor, was a key proponent of French military practices, having observed their effectiveness during his diplomatic service in Europe.

French advisors were instrumental in the initial reorganization of the Greek armed forces after independence. The adoption of Napoleonic tactics, characterized by massed infantry formations, rapid mobility, and the strategic use of artillery, laid the foundation for Greece's early military doctrine. These tactics were particularly suited to the small and fragmented nature of the Greek army, allowing it to operate effectively despite limited resources (Kyriakidis, 2022).

The establishment of the Evelpidon Military Academy in 1828 also drew heavily from French models, particularly the *École Spéciale Militaire de Saint-Cyr*. French advisors helped shape the academy's curriculum, emphasizing technical subjects such as engineering and artillery alongside battlefield tactics. The use of the French language in military instruction further underscored the depth of this influence (Clogg, 2002).

However, the Napoleonic influence was not without its challenges. Greece's mountainous terrain and decentralized political landscape often rendered large-scale conventional warfare impractical. As a result, Greek forces frequently adapted French tactics to include elements of irregular warfare, reflecting the legacy of the *klephts* and *armatoloi* (Kyriakidis, 2022).

### 6.2. German Influence (1870s–1900s)

By the late 19th century, German influence began to eclipse that of France, driven by Greece's increasing admiration for Prussian militarism. Germany's victory in the Franco-Prussian War (1870–1871) established its reputation as a leading military power, and its emphasis on discipline, organization, and strategic planning resonated with Greek efforts to further professionalize the army.

German advisors were invited to assist in the reorganization of the Greek military, introducing elements of Prussian doctrine that emphasized centralized command, rigid discipline, and the integration of modern technology. This influence was particularly evident in officer training programs, where cadets were taught the importance of precision and hierarchy. The German model also shaped Greece's military education system, with an increased focus on engineering, logistics, and staff planning (Kyriakidis, 2022).

The influence of Prussian militarism extended to Greece's strategic doctrine. German advisors emphasized the importance of fortifications and defensive warfare, particularly in regions like Thessaly, where Greece faced potential threats from the Ottoman Empire. However, the rigid and hierarchical nature of Prussian tactics sometimes clashed with Greece's operational realities, which required greater flexibility due to its rugged terrain and irregular enemy forces (Clogg, 2002).

### 6.3. British Influence (1910s–1940s)

The early 20th century marked a shift in foreign influence as Britain emerged as Greece's primary ally and military patron. This relationship was driven by shared geopolitical interests, particularly during the Balkan Wars (1912–1913) and the two World Wars.

During the Balkan Wars, British military advisors played a critical role in modernizing Greek forces. British doctrines emphasized mobility and the use of combined arms operations, which proved effective in the rapid campaigns that characterized the wars. The introduction of modern artillery and naval support, facilitated by British assistance, significantly enhanced Greece's military capabilities (Dakin, 1972).

World War I and its aftermath further deepened British influence. Greece's participation in the Allied campaigns in the Balkans exposed its officers to British methods of command and control. Joint military exercises and the establishment of liaison missions between British and Greek forces facilitated the transfer of knowledge and best practices (Kyriakidis, 2021).

During World War II, British support was critical to Greece's resistance against Axis powers. The British provided military

equipment, training, and strategic guidance, particularly during the Battle of Crete and the broader campaigns in the Mediterranean. However, the reliance on British aid also created challenges, as Greece's limited resources and infrastructure struggled to integrate advanced technologies and tactics.

### 6.4. Later Influences: Italian and Soviet Doctrines (Mid-20th Century)

The interwar period and the post-World War II era introduced new foreign influences, notably from Fascist Italy and the Soviet Union.

#### Italian Influence:

During the interwar period, Fascist Italy sought to expand its influence in the Balkans, including Greece. Italian military doctrines emphasized mechanization and rapid mobility, reflecting Mussolini's vision of modern warfare. While Italian influence on Greece was limited compared to that of France, Germany, and Britain, it did leave a mark on Greece's approach to armored warfare and aviation. However, Italy's invasion of Greece in 1940 severely strained relations, and Italian influence waned significantly after Greece's victory in the Greco-Italian War (1940–1941), (Kyriakidis, 2021).

#### Soviet Influence:

The Greek Civil War (1946–1949) marked a new phase of foreign influence, as Soviet-inspired tactics were adopted by the communist Democratic Army of Greece (DSE). The DSE relied on guerrilla warfare and political indoctrination, drawing heavily from Soviet methods used during World War II. These tactics posed a significant challenge to the government forces, who were trained in conventional warfare.

The experience of countering Soviet-inspired insurgency forced the Greek military to adapt its strategies, incorporating counterinsurgency techniques and psychological operations. While Soviet influence on the official Greek military was minimal, its indirect impact through the civil war reshaped Greece's approach to irregular warfare and internal security (Clogg, 2002).

Foreign influence was a defining factor in the evolution of Greek military doctrine from the 19th to the mid-20th century. French advisors and Napoleonic tactics laid the foundation for Greece's early military organization, while Prussian militarism introduced a new level of discipline and strategic planning. British doctrines, emphasizing mobility and combined arms operations, modernized Greek forces during the Balkan Wars and World Wars. Later, Italian and Soviet influences, though less pervasive, left their mark on Greece's approach to mechanized warfare and counterinsurgency, respectively.

These external influences were not adopted wholesale but were often adapted to fit Greece's unique geopolitical context and operational needs. This dynamic interplay between foreign models and domestic realities underscores the complexity of military modernization in emerging states.

## 7. The Evolution of Training Techniques at the Evelpidon Military Academy

The Hellenic Military Academy, commonly known as the Evelpidon Military Academy, has been instrumental in shaping Greece's military leadership since its establishment in 1828. Over the years, the academy's training techniques have evolved significantly, reflecting broader changes in military education, technological developments and strategic imperatives;



transforming the academy's curriculum and adapting it to technological and strategic changes by evolving training practice and field exercises.

### **7.1. Transformation of Curriculum at Evelpidon. Key Reforms Over the Decades and Their Outcomes**

Initially, the Evelpidon Military Academy's curriculum was heavily influenced by French military education models, particularly the *École Polytechnique*. This influence was evident in the emphasis on mathematics and engineering, aiming to produce officers proficient in technical and scientific aspects of warfare (Kyriakidis, 2022).

In the mid-19th century, under King Otto's reign, Bavarian advisors introduced reforms that expanded the curriculum to include advanced mathematical courses. These changes extended the length of study to eight years, incorporating subjects like Descriptive Geometry and Differential and Integral Calculus. The objective was to equip cadets with the knowledge required for upper-level technical courses, aligning the academy's standards with European military institutions (Kyriakidis, 2016).

As warfare became more complex, the academy recognized the need to integrate modern military sciences into its curriculum. By the early 20th century, subjects such as military strategy, logistics, and leadership were incorporated, reflecting a shift from purely technical training to a more holistic military education. This evolution aimed to develop well-rounded officers capable of adapting to the multifaceted nature of modern warfare.

### **7.2. Adapting to Technological and Strategic Changes. Impact of Industrialization and Technology on Military Training**

The advent of industrialization profoundly influenced military education at Evelpidon. As technological advancements revolutionized warfare, the academy integrated training on the use and maintenance of modern weaponry, such as breech-loading rifles and heavy artillery. By the late 19th century, cadets were also trained in the basics of mechanized warfare and military communications, reflecting broader trends in European militaries (Kyriakidis, 2016).

The introduction of radio technology and advancements in logistics systems during the early 20th century further transformed the academy's approach. Practical exercises began to include simulations of supply chain management and communication in complex battlefield scenarios (Koliopoulos, Veremis, 2002).

The two World Wars were pivotal in reshaping Evelpidon's curriculum. The introduction of tanks, aircraft, and advanced artillery systems necessitated specialized training programs. Courses on aerial reconnaissance, anti-aircraft operations, and combined arms tactics became integral to the academy's education framework. These updates ensured that Greek officers remained adept at employing modern technologies in combat (Mazower, 2001).

### **7.3. Practical Training and Field Exercises. Evolution of Practical Training in Response to Global Conflicts**

Practical training at Evelpidon evolved alongside the theoretical advancements in its curriculum. Initially limited to basic drills and maneuvers, the academy began incorporating large-scale field exercises by the late 19th century. These exercises emphasized unit

coordination, use of terrain, and adaptation to different combat scenarios (Kyriakidis, 2016).

By the early 20th century, practical training mirrored the challenges of contemporary conflicts. Joint operations, including mock battles involving infantry, cavalry, and artillery units, became a regular feature of the academy's training regimen. These exercises were designed to cultivate leadership skills and strategic thinking among cadets (Military School of Evelpidon, 1975).

### **7.4 Case Studies: Balkan Wars, World Wars, and the Greek Civil War**

**Balkan Wars (1912–1913):** During this period, practical training emphasized rapid mobilization and offensive tactics. Field exercises simulated the capture of fortified positions and the integration of artillery fire support, reflecting the nature of the Balkan Wars. Evelpidon graduates played key roles in these campaigns, demonstrating the efficacy of their training (Fotopoulos, 1998).

**World Wars:** In both World Wars, the academy adapted its training to meet the demands of trench warfare, combined arms operations, and mechanized combat. The emphasis on logistics and supply chain management during World War II was particularly critical, as Greece navigated resource shortages and logistical challenges in its campaigns (Army Headquarters, 1993).

**Greek Civil War (1946–1949):** The Civil War introduced the challenge of counterinsurgency operations. Evelpidon's training during this period included guerrilla warfare tactics, intelligence gathering, and psychological operations. These adaptations reflected the unique demands of combating an unconventional enemy in Greece's rugged terrain (Koliopoulos, 1999).

The evolution of training techniques at the Evelpidon Military Academy reflects the broader trajectory of Greece's military modernization. From its early reliance on traditional European models to the integration of modern military sciences, the academy consistently adapted its curriculum and training methods to address emerging challenges. The incorporation of new technologies, strategies, and practical exercises ensured that its graduates were well-equipped to lead in complex and dynamic combat environments.

By examining the transformation of the Evelpidon curriculum, its response to technological and strategic changes and the evolution of practical training, the central role of the academy in shaping Greece's military capabilities is highlighted, while at the same time demonstrating an interaction between education, innovation and the demands of modern warfare.

## **8. Comparative Analysis and Broader Implications**

The Evelpidon Military Academy, founded in 1828, has played a pivotal role in the professionalization of the Greek military and the consolidation of the modern Greek state (Kyriakidis, 2016). While its establishment and evolution were deeply rooted in Greece's unique historical and geopolitical context, Evelpidon's trajectory can be analyzed in comparison to other prominent military academies such as the French Saint-Cyr, the British Sandhurst, and the German Kriegsakademie (Kyriakidis, 2022). By drawing lessons from these institutions and adapting them to local realities, Evelpidon became a cornerstone of state-building and national unity.



### 8.1. Comparison with Other National Military Academies

#### *French Saint-Cyr as a Model for Technical and Strategic Education:*

The École Spéciale Militaire de Saint-Cyr, founded in 1803 under Napoleon Bonaparte, became a benchmark for military education in Europe. Known for its rigorous focus on technical sciences and strategy, Saint-Cyr aimed to produce officers who could adapt to the complexities of Napoleonic warfare. Evelpidon, influenced by French advisors and inspired by Saint-Cyr, adopted similar elements in its curriculum, particularly the emphasis on mathematics, engineering, and artillery sciences (Kyriakidis, 2022).

However, Evelpidon diverged from Saint-Cyr in its practical applications. While Saint-Cyr was tailored to the needs of a global imperial power, Evelpidon's focus was on the specific requirements of Greece's mountainous terrain and its regional security challenges. This led to an adaptation of tactics that integrated traditional irregular warfare with formalized military doctrines.

#### *British Sandhurst: Leadership and Tactical Training:*

The Royal Military Academy was founded in 1741 at Woolwich Warren, England. Its primary purpose was to prepare candidates for service in the Royal Artillery and Royal Engineers (Kyriakidis, 2022). In 1947, it merged with the Royal Military College, which had been established in 1801, and continued its mission as the Royal Military Academy Sandhurst. The Academy emphasized leadership, discipline, and tactical training. Its focus on character development and the moral responsibilities of officers aligned with the mission of the Evelpidon Military Academy to forge a professional and ethical officer corps. Evelpidon borrowed extensively from Sandhurst's emphasis on leadership and discipline, incorporating similar principles into its training programs.

Unlike Sandhurst, however, Evelpidon faced financial and political constraints that limited its ability to fully emulate the British model. While Sandhurst benefited from the resources of a global empire, Evelpidon operated within the context of a small, newly independent nation struggling with economic and political instability. Despite these challenges, Evelpidon adapted Sandhurst's leadership principles to Greece's specific needs, focusing on creating officers who could unify a fragmented society.

#### *German Kriegsakademie: Emphasis on Strategy and Staff Work:*

In 1801, the War Academy (*Kriegsakademie*) was established to train young infantry and cavalry officers. The Academy was closed in 1806 but later reopened in Berlin under a different name, the *Allgemeine Kriegsschule* (General War School). Its purpose was redefined to focus on training senior staff officers in all aspects of military strategy and operations. Clausewitz was among the first to attend the school's three-year training program, graduating with honors in the spring of 1804 (Kyriakidis, 2022).

The German *Kriegsakademie*, renowned for its advanced training in operational strategy and staff work, significantly influenced the development of the Evelpidon Military Academy in the late 19th and early 20th centuries. The German emphasis on meticulous planning and hierarchical command structures was integrated into Evelpidon's curriculum during the period of Prussian influence. However, the rigid hierarchical structure of the *Kriegsakademie* was not entirely suitable for Greece's operational needs, which

required more flexibility due to its geographical and political conditions. Evelpidon adapted these principles by balancing centralized command with decentralized execution, ensuring that its officers were capable of both strategic planning and tactical adaptability.

### 8.2. Military Education as a Tool of State-Building

Evelpidon's establishment was not merely a military initiative but a state-building project aimed at fostering national identity and unity. By training officers who were both technically proficient and deeply loyal to the state, the academy helped to unify Greece's fragmented society. Its cadets came from diverse regional and social backgrounds, and their shared experience at Evelpidon created a sense of solidarity and national purpose (Kyriakidis, 2016).

This role in nation-building was particularly significant during periods of political instability and external threat. The academy's graduates played key roles in maintaining internal order and defending Greece's sovereignty, reinforcing the military's position as a pillar of the modern nation-state (Kyriakidis, 2021).

The professionalization of the Greek military through Evelpidon contributed to the broader modernization of the Greek state. A professionalized officer corps not only enhanced the military's effectiveness but also provided a model of meritocracy and discipline that influenced other state institutions. This was particularly evident in the mid-20th century, when Evelpidon-trained officers assumed leadership roles in both the military and civil administration (Kyriakidis, 2021).

By aligning its curriculum with contemporary military sciences and fostering a culture of professionalism, Evelpidon underscored the military's role as a stabilizing force in Greek society. This alignment was critical in integrating Greece into the broader European state system, where a professionalized military was a hallmark of sovereignty and modernization.

### 8.3. Legacy and Modern Relevance

Evelpidon's legacy endures in the structure and ethos of contemporary Greek military education. Its emphasis on technical proficiency, leadership, and strategic adaptability remains central to the training of Greek officers. The academy has continued to evolve, incorporating lessons from NATO operations and other international military collaborations, while maintaining its historical focus on national defense and state-building.

Evelpidon's graduates have also played prominent roles in Greece's participation in international peacekeeping missions and alliances, showcasing the academy's ability to produce officers who can operate effectively in diverse and complex environments. This adaptability underscores Evelpidon's relevance in the modern era, where military education must balance traditional principles with the demands of globalization and technological advancement (Koliopoulos, Veremis, 2002).

Evelpidon's experience offers valuable lessons for other emerging nations seeking to professionalize their militaries. Its ability to adapt foreign models to local conditions highlights the importance of flexibility and context-specific solutions in military education. Additionally, Evelpidon's role in fostering national unity and supporting state-building demonstrates the broader significance of professionalized militaries in consolidating modern nation-states.

By examining Evelpidon's legacy, scholars and policymakers can gain insights into the interplay between military education, national

identity, and state modernization. This understanding is particularly relevant for countries undergoing transitions from colonial rule or internal conflict, where the establishment of professional military institutions can serve as a foundation for stability and development.

It is becoming clear that the Evelpidon Military Academy stands as a testament to the transformative power of military education in shaping not only armed forces but also nations. By drawing on the models of *École Polytechnique*, the Saint-Cyr, Sandhurst, and the *Kriegsakademie*, Evelpidon created a uniquely Greek approach to military training, one that balanced technical proficiency with strategic adaptability. Its role in forging national unity and supporting state-building underscores the academy's broader significance in modern Greek history.

Evelpidon's legacy continues to inspire, offering valuable lessons for emerging nations seeking to professionalize their militaries and consolidate their states. By examining its comparative evolution and broader implications, the enduring significance of military education in the pursuit of modernization and dominance is highlighted.

## 9. Conclusions

The analysis of the Evelpidon Military Academy and its influence on the Greek military highlights the intricate relationship between education, modernization, and state-building. Evelpidon's establishment in 1828 was not just a military endeavor but a cornerstone of national consolidation and institutional development. The academy became a transformative force in modernizing the Greek armed forces and, by extension, the state itself, aligning with broader historical patterns of professionalization and strategic adaptation.

At the heart of Evelpidon's legacy is its contribution to creating a professionalized officer corps that transcended regional and social divides. This professionalism fostered a culture of meritocracy and discipline, establishing the military as a stabilizing institution in a politically fragmented society. By standardizing military education, the academy not only equipped its graduates with technical and tactical skills but also instilled a shared identity rooted in service to the nation. This dual focus on professional and ethical development ensured that the academy's influence extended beyond the battlefield, reinforcing its role as a tool of national unity and modernization.

Evelpidon's evolution underscores the transformative power of education as a state-building mechanism. By integrating scientific, strategic, and practical components into its curriculum, the academy aligned itself with the broader European Enlightenment ideals of rationalism and institutional order. This alignment was critical for Greece's efforts to assert itself as a modern nation-state in a competitive international system.

One of the most striking aspects of Evelpidon's development is its ability to adapt and incorporate foreign military doctrines while retaining its unique identity. The academy benefited from the intellectual and tactical contributions of France, Germany, and Britain, each of which brought distinct models of military organization, training, and strategy. However, rather than uncritically adopting these influences, Evelpidon tailored them to Greece's specific geopolitical and operational needs.

This dynamic interplay between foreign models and domestic adaptation highlights a key characteristic of military

modernization: the ability to balance external expertise with internal realities. In Evelpidon's case, this meant combining Napoleonic tactics with traditional irregular warfare techniques, blending Prussian organizational principles with the fluidity required for Greece's terrain, and integrating British leadership doctrines with the local cultural context. This adaptability ensured that the academy remained relevant in the face of changing geopolitical and technological landscapes.

Foreign influence also served as a vehicle for Greece's integration into the broader European and global military frameworks. By aligning its practices with those of established powers, Evelpidon positioned Greece as a credible actor within the international system. This alignment not only enhanced Greece's defensive capabilities but also reinforced its sovereignty and diplomatic standing, particularly during critical periods such as the Balkan Wars and the two World Wars.

The academy's long history reflects the evolving nature of warfare and the central role of technology in shaping military education. From its early focus on artillery and engineering to its later incorporation of mechanized warfare and counterinsurgency tactics, Evelpidon consistently updated its curriculum to reflect advancements in military science and technology. This forward-looking approach ensured that its graduates were prepared to navigate the complexities of modern conflict.

Technological adaptation was particularly evident during periods of industrial and strategic transformation, such as the late 19th century and the interwar years. Evelpidon's ability to integrate new weaponry, communication systems, and logistical innovations highlights the academy's responsiveness to the demands of industrialized warfare. These adaptations were not merely technical but also cultural, as they required a shift in the mindset of officers who were trained to think critically and act decisively in dynamic environments.

The academy's emphasis on practical training and field exercises further reinforced its commitment to modernization. By simulating real-world scenarios and incorporating lessons from contemporary conflicts, Evelpidon bridged the gap between theoretical knowledge and operational application. This practical orientation not only enhanced the competence of individual officers but also strengthened the overall cohesion and effectiveness of the Greek armed forces.

Evelpidon's legacy extends beyond Greece, offering valuable lessons for other emerging nations seeking to professionalize their militaries and consolidate their states. Its experience demonstrates the importance of establishing military institutions that are both technically proficient and culturally aligned with national values. The academy's success in forging a professional officer corps underscores the centrality of education in fostering discipline, loyalty, and a sense of national purpose.

Furthermore, Evelpidon's ability to adapt foreign models without losing its unique identity highlights a key principle of institutional development: the need for flexibility and contextual sensitivity. Emerging nations often face the challenge of reconciling external expertise with domestic realities, and Evelpidon provides a case study in how this balance can be achieved effectively.

Another critical implication of Evelpidon's history is its role in reinforcing the legitimacy of the state. In many emerging nations, the military serves as both a defender of sovereignty and a symbol

of national unity. By professionalizing its armed forces, Greece not only enhanced its defensive capabilities but also strengthened its social and political fabric. This dual role of the military - as a functional and symbolic institution - remains relevant in contemporary discussions on state-building and governance.

### Concluding Thoughts

The Evelpidon Military Academy stands as a testament to the transformative potential of military education. By equipping generations of officers with the skills, knowledge, and values needed for effective leadership, the academy has played a central role in shaping the Greek military and, by extension, the modern Greek state. Its history reflects the broader dynamics of modernization, professionalization, and international collaboration, offering valuable lessons for both scholars and policymakers.

As Greece continues to navigate the complexities of the 21st century, Evelpidon's legacy remains a source of inspiration and guidance. Its emphasis on adaptability, innovation, and national unity serves as a reminder of the enduring importance of education in building resilient and effective institutions.

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