

January

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Dear Jean -

Just as I was about to get on a plane <sup>in Honolulu</sup> for Los Angeles in late December, my Mom passed on the envelope from you. I was pleased to discover the report and some news from you.

I read the report with great interest. While I may have done the basic research, the analysis is certainly all yours. Quite sophisticated! I must admit that the tables that you present are ~~very~~ cumbersome for a person of limited sociological background, like myself. But I take it you are writing to communicate with ~~many~~ sociology experts. And it seems you have done a good analysis.

I am enclosing some information about Skyros that I xeroxed from a report I did while I was on the "Study In Greece" program (for my "Environmental Studies" class). I think it will provide you enough info to ~~write~~ include a description of Skyros in the report.

I've gone back to my 1974 calendar to help refresh my memory on the low number of students sampled ~~on~~ <sup>over</sup> the questionnaire days. It wasn't much help. I can recall that I did get the maximum no. of students available to fill out the questionnaire. However, I don't know why there <sup>were</sup> so few available on that particular day.

Do you have any plans for future research? Things are too scattered now to work on this further (I'm at work) so I'll write more later.

Jan. 13 - I can't seem to find your letter which is very unlike me. I still have the report, however. And I hope that I have responded to

all your questions concerning the draft article you sent me. How nice it would be to find a periodical <sup>in which</sup> to publish it.

It is pouring rain here and hasn't stopped since last Tuesday. We've been having a pretty wet "winter" here on Maui.

Since June I have been working with the State Fish & Game as a "Wildlife Management Asst." It's a CETA position that will be terminated (they warn) at the end of June of this year. It's been an interesting job. I enjoy the field research the most, which I do primarily in Haleakala Crater, Kula & Kahikinui Forest Preserves, and Kaunaha Pond Wildlife Sanctuary. I work with two other men, a Wildlife Biologist (my "boss") and another Wildlife Management Asst., who has many more years of experience than myself. Through the job I've learned a great deal about wildlife research & game management. However, I think I will be shifting (hopefully) to a new job soon. My male partner & myself ~~are hoping~~ <sup>would like</sup> to move to Hawaii (the "Big Island") where we are hoping to secure jobs and buy a 2-5 acre piece of rural land and settle on it. While we like Maui very much, the land prices are TOTALLY out of our price range. (\$50,000-\$75,000/undeveloped acre) This has been a big decision for us as we will have to sell our horses, trucks, etc., to make this investment. We're crossing our fingers that we'll be able to find land & jobs over there. If not, we're considering N. Calif.,

but only as a last resort, at this point.

Jimmy, my male partner, works at Haleakala National Park. Since we both have experience with the National Park Service, we're hoping to secure jobs with Hawaii Volcanoes National Park - which is on the "Big Island."

Jimmy and I have been living together for about a year now. We are now in the midst of deciding how to pull off a wedding!!!! I must admit I have strange feelings every time I think, speak or write about it. It certainly has provoked a lot of thought about where I am in life. Each time I decide that this choice is the best one.

I suppose it would be best for you to correspond with me at my parents' address - 4581 LIKINI ST.

HONOLULU, HI. 96818

since I'm not sure how much longer I'll be at this Maui address.

I'm looking forward to receiving more news about the article - and hope that you are in good spirits.

Love, Maureen

P.S. I went to Orange County, Ca. for Christmas with Jimmy & his family, just in case you were wondering!

FROM: Skyros - A Design for Education  
Maureen Dougherty  
Spring 1974

MICRO: SKYROS MILIEU

## 1. PHYSICAL ENVIRONMENT

Skyros is the southern-most member of the Northern Sporades archipelago in the Aegean Sea. It lies off the long island of Evia, on the mid-Eastern coast of Greece. (see Graphic 1) The area of Skyros is 208 square kilometers. Beautiful sea grottoes and majestic landscapes characterize the island.

The Northern half of the island is wooded and fertile and is largely dominated by pine forests. The North and North-East sections are cultivated, with fruit tree groves spreading over the North-East area. Contrastingly, the Southern section of the island, called "Vouno" meaning mountain, is stony and barren. This area is used for pastures and livestock. (see Graphic 2) Also, it is in this part of the island that a unique breed of tiny half-wild horses live.

Skyros enjoys a moderate Mediterranean climate with a cold and windy winter and a warm summer. The weather is generally sunny and there are no extremes in temperature. Boats travel to and from the island several times a week from the ports of Kimi on the island of Evia, Volos, a coastal city, and Agios Konstantinos.

There are two main communities on Skyros, the foremost being the village of Skyros which is situated on the inland slope of the hill of St. George in the North-Eastern side of the island. The top of the acropolis is crowned with the Castle of St. George. The port is on the Western side of the island and the tiny community of Linaria is located there. Groups of farming and shepherding families also have small settlements.

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The folk arts provide the basis for important traditional, social, and economic activity. On Skyros, along with the rest of Greece, the folk arts as an activity are being highly affected by modernization. This has stimulated new leisure time activity and a shift to modern technology. Because of new and faster methods of production, the folk arts in Greece seem to be evolving into manufactured items for tourists.

The folk arts on Skyros are presently being threatened by the lack of interest and incentive in the young people to learn and carry on professionally in these areas. The young people are much more stimulated by modern careers and are attracted to urban occupations. The artisans on the island are experiencing great trouble in finding apprentices to learn the trade. This is affecting the potential of future economic gain from the Skyrian folk arts.

In each area, many of the artisans are quite old. It is now quite important to provide a future for the folk arts on Skyros. Constructive measures must be taken to preserve such a notable aspect of island character.

## 5. SOCIO-ECONOMIC ANALYSIS

In 1971, the population of Skyros was 2,349 persons. This figure is .02% of the total population of Greece, which was 8,768,640 in 1971. (see Chart 1)

The population of Skyros has been decreasing since 1940, when 3395 persons inhabited the island. This is approximately 1000 more than the most recent population figure. This decrease is due to urban movement mainly to Athens, the capital of the country. It is interesting to note that there are now more

Skyrians living in Athens than on the island itself. Skyrians have been depicted as suspicious, proud, honest, and conservative. This resulted from a social study done on the island during the summer of 1973. (*Legakis, Kalogeras, Koulermos, Skyros Island Master Plan*).

Prior to 1940, when the aristocracy started to leave the island, there existed a dominant stratification of social classes that was physically reflected in the formation of the village of Skyros. The "Megali Strata" or aristocracy inhabited the upper level of homes and the other classes were established in order down the hill of St. George. The social stratification consisted of four main classes which included: 1. Landowners and Professionals, 2. Merchants and Artisans, 3. Animal Breeders, and 4. Farmers. Due to geographical separation, fishermen were not included. This physical stratification no longer exists and many of the houses on the upper part of the hill have been abandoned and are now deteriorating.

Agriculture, animal breeding, and fishing is presently the main occupational activity group, comprising 403 out of a total 698 workers. (see Chart 2) This is followed by Craftsmen and Laborers (139 persons), Services (49 persons), Traders and Sales Workers (48 persons) Professionals and Technical Workers (33 persons), and Clerical Workers (18 persons.) Women comprise 10% of the over-all figure, with the highest number working in the Services. The basic role of the woman remains in the home where she tends to raising children, cooking, and household activities.

In recent years, many farmers have left the agriculture profession. While self-sufficiency was satisfying before, now there is a desire for self-sufficiency and profit. Not only

have their cultivations been unprofitable, but they have also been affected by other problems that generally characterize agriculture in Greece. These include: ineffective government development programs, backward methods of production that are inferior to modern technology, the high cost of fertilizer, and their failure to create an agricultural association to coordinate their efforts and expenses. The farmers and the animal breeders are constantly quarreling. This, along with the lack of noticeable economic success, has proven to be discouraging to the younger people. Both groups are not protected by the government and are unsatisfied with the tax that they must pay for their land and for pasturing.

With the anticipated growth of tourism on the island, development has been focussed on shops and hotels, where future profit seems to lie. It is now essential for the welfare of Skyros to utilize the resources of the island, improve agriculture, efficiently produce cheese, milk and other consumer items that can be yielded on the island. Skyros is becoming too dependent on outside sources for products that they should make themselves.

## 6. Education

The 1971 Degree of Education statistics for Skyros do not compare favorably with the rest of Greece. (see Chart 3) Only 4% of the population has completed secondary or university schooling, which leaves 96% of the population with a very low degree of education or completely illiterate.

The existing educational opportunities, which include facilities, staff, and curriculum, are very poor. There are two primary schools on the island: one in Kalikri ( a one room school

house in a tiny village); and the main one in Skyros. The Skyros Primary School is located at the bottom of the village in an easily accessible area along the main road (see Graphic 5). Four women and two men make up the teaching staff for the six levels of a total of 249 students. These numbers are divided into the following over-crowded student-teacher ratios:

| <u>LEVEL</u> | <u>STUDENTS</u> | <u>TEACHERS-SEX</u>  |
|--------------|-----------------|----------------------|
| 1            | 41              | 1 Female             |
| 2            | 40              | 1 Female             |
| 3            | 47              | 1 Female             |
| 4            | 48              | 1 Male               |
| 5            | 33              | 1 Male               |
| 6            | 40              | 1 Female (Principal) |

SOURCE: Primary School Principal  
April 13, 1974

Most of the teachers are young and new to the profession, but they are not prepared or allowed to use progressive education techniques with the children. Their teaching program and methodology is dictated by the Ministry of Education. Although there are frequent changes in the Ministry, these have been administrative. Unfortunately, there have been MINIMAL changes in the content of education. The teachers are poorly paid and are unmotivated to strive for improvement through change.

Each class level of the Primary School has one classroom in the two-story building. Two additional classrooms are now being constructed on the second floor to allow more teaching space. The equipment is minimal, with each classroom having: one medium-sized blackboard, old-fashioned desks seating two students, a wood stove close to the room center, a book case and the teacher's desk.



The Primary School also has an auditorium next to the main building that consists of a small stage and seating area that is used for holiday programs and large lessons. They have no media facilities to show movies or slides. There is also an open dirt area ( a playground) behind the main building.

Each level of the Primary School has basically the same curriculum, which includes: Religion, Modern Greek, Arithmetic, Geography, History, Natural Science, Folk Dancing, Music, Gymnastics and Drawing.

The Secondary School is located across the road, very close to the Primary Schhol. Skyros has facilities and teachers for only the first three levels of Secondary schooling. This forces the students to leave their families and island home to complete their education. At the present time, less than half of the students are completing their Secondary education. Most of the students who are able to continue school, go to Athens for the last three years. This brings on the expense of food and lodging which many families are unable to afford.

Two men and one woman make up the teaching staff for the three levels of a total of 72 students. The student-teacher ratios are:

| <u>LEVEL</u> | <u>STUDENTS</u> | <u>TEACHERS</u> |
|--------------|-----------------|-----------------|
| 1            | 26              | 1               |
| 2            | 21              | 1               |
| 3            | 25              | 1               |
|              | <hr/>           | <hr/>           |
|              | 72              | 3               |

SOURCE: Secondary School Principal  
April 11, 1974

The teacher characteristics of the Secondary school are similar to those in the Primary. Their areas of study were Theology, Math

and Literature. The classroom atmosphere is quite rigid, stifling any open exchange. Students are still reprimanded through physical force. The principal of the school is quite strict and dictates a curfew hour to the students and limits their play time at the soccer field to one day per week for three hours. All of this greatly hampers the student-teacher relationship necessary for stimulating and effective education.

The Secondary students attend classes for one half of the day, leaving the other half for studying. Their lessons are strongly academic with no programs in "lighter" areas such as art and physical education. The curriculum on each level can be broken down as follows:

| <u>FIRST LEVEL</u> | <u>SECOND LEVEL</u> | <u>THIRD LEVEL</u> |
|--------------------|---------------------|--------------------|
| Religion           | Religion            | Religion           |
| Ancient Greek      | Ancient Greek       | Ancient Greek      |
| Modern Greek       | Modern Greek        | Modern Greek       |
| Arithmetic         | Algebra             | Algebra            |
| Geometry           | Geometry            | Geometry           |
| History            | History             | History            |
| Geography          | Geography           | Geography          |
| Botany             | Natural Science     | Natural Science    |
| Zoology            | Chemistry           | Chemistry          |
|                    | Anthropology        | Biology            |
|                    | Health              | Political Science  |

SOURCE: Secondary School Principal  
April 11, 1974

The Secondary School is a one floor building consisting of three classrooms and a teacher's office. Classroom equipment is minimal: a medium-sized blackboard, old-fashioned desks seating two students, a stove, book case, and teacher's desk. Also, there are maps, an icon and the Declaration of Independence on the walls.

Books are provided free to both schools through the government. These texts are written to support the present military government and are poorly illustrated. Neither school has library facilities, so the children are limited to their school books and to comic books for reading material. The government is responsible for financing and supplying the necessary equipment to the schools. At present, the money allotted to the schools each month is just enough to pay the operational expenses with no money left for good books. Equipment arrives unexpectedly, if at all.

#### STUDENT CHARACTERISTICS

As a research method, I drew up a questionnaire and had children in both schools complete it. The purpose of the questionnaire was to obtain a sample of their experience in the folk arts, their present interests, future educational needs, and feelings about their island environment. An English sample with results can be found in Chart 4.

Forty primary and secondary students between the ages of 10 to 16 years, completed the questionnaire. I divided the questions about the Skyrian folk arts into the sexes that would characteristically be involved in these activities. The girls were asked about Embroidery and Weaving, and the boys about Woodwork.

The responses to the questions about Embroidery were all affirmative as to their ability in the craft. There seemed to be a fairly balanced division between Mother and School teacher as a learning source. Many of the girls embroider either Frequently or Sometimes and a strong percentage indicated that they would like to continue to learn embroidery in school.

The Weaving responses contrasted in that most girls replied that they did not know how to weave, but a majority wanted to learn weaving in school.

As for the boys, most responded that they did know how to do Woodwork and a strong majority learned in school. Many engage in this activity frequently.

Everyone was questioned about their interest in Pottery and a split resulted between those who did and did not want to learn it in school.

When asked about having a complete Secondary School on the island, there was a unanimous YES! Their reasons included not wanting to leave their families and homeland, and the great expense of attending school away from home.

The children were also asked about what they wanted to be when they "grew up." Almost half indicated areas in the Teaching Profession, while the other responses included the Air Force, Doctors, Architects, Mechanics, Lawyers and Chemists. (For complete results, see Chart 4.) Those boys who responded that they wanted to go into the Air Force were probably influenced by all the men that are at the Air Force Station on Skyros.

Most responded that they either did want to go to the University or were unsure of it. A majority indicated that they did want to work on Skyros upon completing their studies.

Since tourism is a noticeable and important activity on Skyros, I asked the children whether they liked tourists to come to Skyros. An affirmative answer came from 95% of the students. Their reasons included that they wanted the tourists to see and admire their beautiful island. Several mentioned that they liked the increase of activity in the town life.

I then asked them about their free time activities and was surprised to see that one half of the responses were READING. Considering the reading material available, I found this reply unusual and difficult to interpret. I am not sure whether to attribute it to a sincere fondness to reading their school books or to the children choosing to respond in a "proper" way to use free time. At any rate, this does indicate an interest in this area. Other responses were painting, wood work, embroidery, play, etc.

For a comparison of generations, I asked the children the occupations of their fathers. The general type of response indicated rather simple occupations as compared to the aspirations the children have for themselves. The highest frequency occupations was Farmer, followed by Cattle Breeder, Shepherd, Navy, Captain, Carpenter, etc. (See Chart 4 for complete list.)

The children are very perceptive of their environment. This was reinforced by their responses as to the areas needing improvement on the island. Communication surfaced on top, with Secondary School following closely in frequency. Other replies included roads, hotels and tourism.

As far as additions necessary to Skyros, Secondary School and Communication again were mentioned most frequently, along with airport, roads, hotels, sports gym, etc.

When asked what they most liked about Skyros, various well-known places on the island were referred to: the beach, St. George's Church, the castle, and the pine forest. Also mentioned were the handicrafts, cheese and fish.

In my final question, I inquired as to whether they wanted to live on Skyros when they grew up. 60% said Yes, 25% said Don't Know and 15% said No.

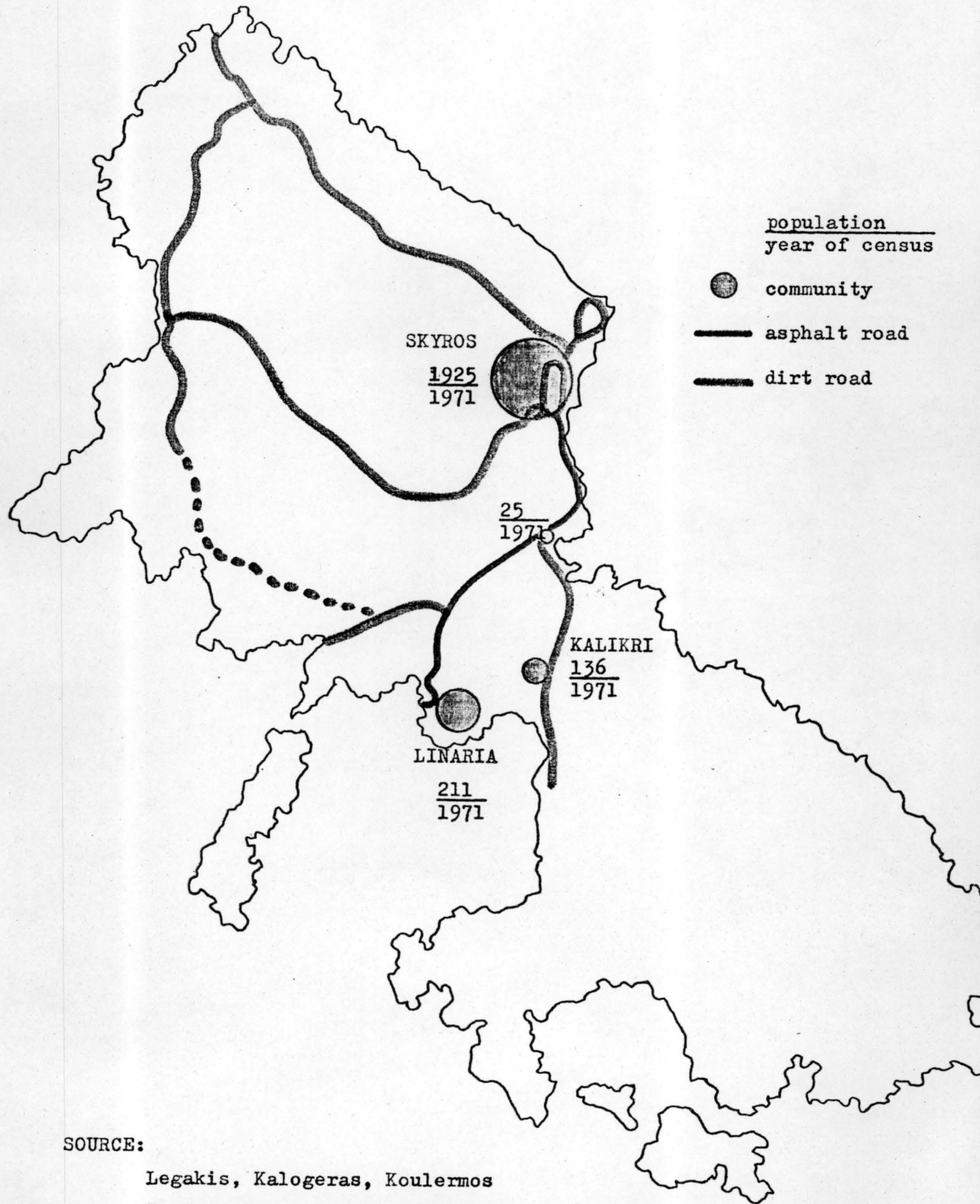
# 1 location



**SOURCE:**

Legakis, Kalogeras, Koulermos  
Technical and Economic Study Group  
Skyros Island Master Plan

# 3 communities·roads



SOURCE:

Legakis, Kalogeras, Koulermos  
 Technical and Economic Study Group  
Skyros Island Master Plan

# 7 town formation



# site location

