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EDUCATION
SEPT. 1943-FEB. 1944

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4-1

REPORT ON THE WORK OF THE

EDUCATIONAL DIVISION AND SUB-COMMISSION

A.M.G. - A.C.C.

September 1943 - February 1944

REVISED FEBRUARY 1944

NOTE: New material which did not appear in the first edition is marked in RED.

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INTRODUCTION.

The field of Education is one in which many and often conflicting organizations are interested. The Church, for instance, as well as all political parties see in education a sphere of influence of the utmost importance. The Italian universities, as always, are the cradles of innumerable civic and political movements and the arenas in which opposed interests meet in combat for supremacy. In fact, all political movements have started in the universities.

The work of the Education Division and Sub-Commission has therefore needed the utmost diplomacy and has been conducted under conditions of continuous tension lest a false step should precipitate, as it very well might, repercussions which would be felt from the Kremlin to the Vatican. That no such unfortunate incidents have occurred is a matter of some pride to the staff of the Sub-Commission.

In the University sphere, particularly, the drastic measures that have had to be taken in the removal of fascist elements, with direct effects on many persons and indirect effects on a still larger number, might have been expected to produce an atmosphere of enmity and non-cooperation. In fact, after the preliminary skirmishes, the university work has been carried out in conditions of amity and collaboration even by those whose pleas for friends and old comrades have failed. This loyal cooperation can be attributed to no other cause than an appreciation of the essential justice of dismissals and the intellectual worthiness of those newly appointed, and of the incorruptibility of the Allied officers charged with this work.

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EDUCATION SUB-COMMISSION, ALLIED CONTROL COMMISSION

STAFF

HEADQUARTERS

Lt. Col. G.R. GAITE, A.E.C.	(B)	Director
Major W.H. SHERWOOD R.E.	(B)	Assistant Director Administration & Universiti
Major T.G. BERGIN A.U.S.	(A)	Liaison with Italian Gov't.
Captain F.F. GREGORY L.F.	(B)	General Administrator
Captain ROBERT CRIVON	(B)	Not yet joined
Lieut. H.R.BLAND G.L.	(B)	Detached to Region I for completion of text book programme.
Lieut. J.V. VELLA G.L.	(B)	Political Investigation
Lieut. H.T. COKER AUS	(A)	Temporarily detached to "Displaced Persons"
Mr. G. Hauser CIC	(A)	Attached from CIC for Political Investigation

REGION I

Major G.R. KOOPMAN	(A)	
2nd Lieut. R.W. CRICHTON AUS	(A)	

REGION II

Captain A.A. VESSELO, A.E.C.	(B)	
Captain WILLIS E. PRATT, AUS	(A)	

REGION III

Captain GEORGE GEYER, AUS	(A)	
Captain SAM V. NOE, AUS	(A)	

REGION IV

(A) Acting Assist Director

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Captain GEORGE GEYER, AUS	(A)	
Captain SAM V. NOE, AUS	(A)	

REGION IV

Major CARLETON W. WASHBURNE, AUS	(A)	And Acting Ass't Director for Schools
Captain PAUL L. HEILMAN, AUS	(A)	

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POSITION IN EARLY STAGES

Sicily alone was in our hands in the beginning of September. Buildings were destroyed or damaged, some officials had fled, others were unable, through lack of public transport, to return to their duties. Troops were in occupation of essential educational buildings.

The most urgent work was connected with buildings. Hundreds of detailed claims, involving lengthy translations, were produced for repairs to fabrics. Although to inspect all was impossible, due to the complete lack of staff and transport, as many as possible were visited. The most urgent need was to work out a system whereby repairs could be speedily done. A plan (Appendix A) was suggested to the Chief Financial Officer and adopted, and this made for a quick means of providing money for repairs and ensured the proper expenditure of funds. Furthermore, it had the advantage of transferring some of the clerical work and interviewing from the shoulders of Allied Military Government to those of the appropriate civilian authorities.

The production of school text books was next in importance. These should have been prepared and printed before the occupation. Not only had this not been done but there was even a suggestion that the books were not of a very fascist character. This proved, as might have been expected, to be quite contrary to the facts. Therefore one of the first things which had to done was to write temporary text books, and amend such of the old ones as were still usable, so that the schools could begin teaching. Schemes for dealing with this formidable task had, owing to lack of previous planning, to be worked out in the field. Knowing no one, acting often on wrong advice - as subsequent experience showed - Italian educationalists had to be found and formed into a commission for the production of texts. After several months of hard work these provisional texts ro now ready.

In addition to texts, a set of documents containing instruction on what and how to teach had to be drawn up so that the schools could re-open without text books as soon as the buildings were ready. For the writing of these instructions a commission was established and it was soon apparent that influences representing every shade of opinion and every point of view were to be brought to bear by those who realised that the control of schools and universities - of education - means the control of the destiny of the new Italy. Work of the utmost delicacy and diplomacy was necessary to maintain a balance acceptable to all parties, in keeping with Italian character and consistent with the elimination of fascism.

At an early stage a system of administration had to be established. In order to give as much opportunity as possible to the development of a more democratic attitude each province was ordered to establish an educational committee under the chairmanship of the Provveditore agli Studi. These committees have been of some value in making responsible people take a

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TERRITORY UNDER A.M.G. AUTHORITY

At first this was Sicily alone. At a latter stage Calabria, Lucania, and southern Campania were included. Sicily is, however, the most important territory, possessing three universities with a student population of about 14,000 as against the one university of Naples on the Mainland. (The University of Bari is under the control of the Badoglio Government).

DEVELOPMENT OF STAFF

No staff was provided in the planning stage, nor until the arrival of Lt. Colonel G.R. [illegible], as Educational Adviser on 5 September 1943, two months after the assault. Additions to Headquarters staff were few and slow in arrival. The following is a brief outline of the growth of the Division:

5th September Lt. Col. G.R. [illegible] (B)

10th October Major W.H. SHERWOOD (B)

22nd October Lt. Colonel T.V. SMITH (A)
Deputy - This officer spent a short time as Liaison Officer with the Badoglio Government, and apart from a flying visit to Sicilian Universities was never effective on HQ staff. He has since departed to the U.K.

4th November Captain A.A. VESSELO (B)
This officer left immediately to act as Regional Director, Region II, and has never been effective on HQ staff.

5th November 2nd Lt. H.T. COKER (A)
He has been attached for whole-time duty to Political Intelligence for the investigation of University and School staffs.

In addition the services of Major CARLETON W. WASHBURNE (A) who is assigned to the, as yet, non-operative Region IV, have been used since the first week in October in text revision and school organisation. He also acted as Regional Director, Region 1, up to 5th December.

The present staff is shown on page 2.

OPENING OF REGIONAL ORGANIZATIONS

Region I Education Office opened on 24th October with Major C.W. WASHBURNE (A) as temporary director. He was relieved by Major G.R. KOOPMAN (A) on 5th December.

Region II Education Office opened, at Matera, by Captain A.A. VESSELO (B) of HQ staff on 16 November. Captain VESSELO remains there and is doing good

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Region III Education Office was opened by Captain G.H. GEIER (A) on 3rd December. Educational matters in this Region had previously been handled by Major Paul GARDNER (A) in addition to his duties as Adviser on Fine Arts.

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SECTION II

WORK ACCOMPLISHED

BUILDINGS: Schools

The repair of school buildings was given a very high priority and minimum repair work was done on most of those that were partially damaged, except in the area of Messina. Where buildings were completely demolished, or nearly so, other buildings were usually requisitioned to serve as school buildings.

Schools were opened on 1st December and by this time most of the buildings outside the principal cities had been vacated by troops and refugees. In the badly damaged area of Messina continued occupation was unavoidable. The plea of military necessity is applicable to the areas of Catania and Siracusa though it is probable that some occupied Scholastic buildings could be released if the commanders concerned were a little more sympathetic to the claims of education. In Palermo many schools are still occupied for military purposes.

On the mainland the public schools throughout Campania, and 45 private schools, have now been opened. About 50% of elementary school classrooms in Naples are still requisitioned for military purposes.

UNIVERSITIES

The rebuilding and repairing of the damage to universities in Sicily is now in progress. Sums of 8,000,000 lire to Messina University and 2,000,000 lire to Catania University have been granted for urgent repairs. Repairs to Palermo University have been carried out without a special grant by the Civil Engineer of the City and considerable progress has been made.

The Faculty of Engineering of Palermo University has suggested that the long overdue reconstruction of the building should now be undertaken, rather than a patching of bomb damage. This would involve the expenditure of 70,000,000 lire, and whether the Financial department will agree to pay this sum, instead of the much smaller one involved in repairs, remains to be seen.

The principal buildings of Naples University and the library of the Royal Society of Naples which was housed in the University, were deliberately destroyed by the Germans. In addition some of the remaining buildings are occupied by troops. The speech of the Rector of the University concerning German vandalism, which he made after the Allied occupation, is attached as Appendix G.

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One of the chief obstacles to the restoration of normal conditions to the universities has been their occupation by troops. In Messina and Palermo whole laboratories were occupied and much unnecessary damage done. At Messina a manuscript containing the result of two years research by the Rector of the University was found by him scattered and trampled upon the floor. At Palermo scientific apparatus was broken and looted. And the same conditions were found at Naples. In Catania the Army has occupied the whole of the university excepting a few rooms which are used by the Secretariat. Students in order to transact their business, have to stand in the street and discuss it through the windows, the sills of which act as office counters.

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The Senatus Academicus has to meet in the Study of the Rector's house. In spite of representations which have been made Catania University is still (February) occupied by a Service club. The Rector of this University has twice asked leave to resign his appointment on this account.

Despite all these drawbacks the three universities of Sicily are all functioning in every faculty. Nevertheless, it is urgently desirable to get more university buildings cleared of troops in order to preserve our good name and the high purpose which we proclaim as our War Aims.

EXTENT OF DAMAGE

All schools in Messina were damaged to some extent; most of them seriously. There was considerable damage to all coastal cities hence all universities and schools suffered in these cities. Damage is estimated at 25% for Sicily as a whole.

TEXT BOOKS

In recent years there has been a single series of text-books for the five elementary grades throughout Italy. This series was written and printed under the auspices of the Ministry of Education; there was a great variety of these books and teachers had freedom to choose for their classes the ones which they preferred.

One of the first undertakings of the Education Division was to get as complete a set of these text-books as possible and to examine them. A full set of the elementary text-books was soon obtained, as well as a collection of 54 secondary school text books, probably a small fraction of the total in existence.

Examination of the elementary text books revealed that without exception each was permeated with Fascist propaganda. In some, however, the number of pages containing such propaganda was sufficiently small for the books to be used if the offensive pages were removed. A decree was therefore issued ordering book shops to cut out specified pages from certain books before selling them, and ordering teachers to see that such pages were removed from any books used by their pupils. Other elementary books were so full of propaganda as to make their use impossible. These were ordered to be confiscated.

Secondary school books were, on the whole, much less infused with Fascism. Certain anthologies and history books had to be confiscated, but most of the books were inoffensive.

Prefects were instructed to order all booksellers to deposit confiscated books with the nearest Sindaco, subject to the orders of the Provveditori agli Studi; the plan being to gather these and ship them to a paper mill for pulping when a mill should be available.

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Because of the incompleteness of the listing of secondary school books, orders were issued to Provveditori agli Studi authorizing them, subject to the approval of their respective SCAO's, to approve secondary school text books in the fields of Latin and Greek and the physical sciences and purely technical books, provided lists of such approved were sent to the Educational Adviser. In other fields, a sample copy of each book not listed but the use of which is desired, is submitted to the Regional Director of Education for examination and approval; he in turn sends a list of such books approved to the Educational Adviser. In this way it is hoped gradually to complete the list of secondary school books approved or disapproved.

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The use of cart in books by the Fascist Party is a temporary expedient, and only less undesirable than giving children no books at all. The confiscation of books having greatly reduced the number of books available and necessary for the elementary schools, a provisional re-writing the official pages was undertaken by a group of competent elementary teachers selected by the Chief Inspector of Elementary Schools in Palermo Province. An editor, Professor Grasso, was appointed for the collation of the material. Professor Grasso died before the completion of the work and was succeeded by Professor Bursesi. The material is now complete, and is ready for printing.

Plates for the original elementary text books were, in the past, distributed to various publishers - two in Sicily (Ciuni and Anda, both in Palermo) one each in Bari, Milan, Turin, Florence and Venice. It was the custom for each such publisher to print and sell the books for certain sections of Italy. Therefore it was decided to print in Palermo the books for Sicily and Calabria, as in the past, and to arrange similar printing and distribution by other printers and publishers in other parts of Italy.

There was a lack of paper in Sicily, but a source of supply was found in Naples. Enough paper was borrowed, pending the arrival of the complete supply from Naples, to begin work immediately on the books. The first of these was published on 20 January.

The text book programme moves forward though hampered by difficulties in obtaining materials. The publishing house of "Dante Alighieri" of Naples has been entrusted with the production of books for the mainland.

The present position of book production is as follows:

First Reader:	in process of composition for four-color offset printing
Second Reader:	Composition complete; cuts for illustrations await location of zinc
Third Reader:	On sale in Sicily and Calabria
Fourth Reader:	Composition complete
Fourth Grade Arithmetic, etc	Composition complete, awaiting illustrations
Fourth Grade History, Religion etc.	Composition complete, awaiting illustration
Fifth Reader	In press at Palermo; in composition at Naples
Fifth Grade Arithmetic, etc	Composition almost complete
Fifth Grade History, Religion Etc.	Composition complete

INSTRUCTIONS TO TEACHERS

Because many teachers would have to begin teaching without text books, or with a wholly inadequate number of text books, and because teachers in Italy

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Fifth Grade Arithmetic, etc	Composition almost complete
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INSTRUCTIONS TO TEACHERS

Because many teachers would have to begin teaching without text books, or with a wholly inadequate number of text books, and because teachers in Italy are accustomed to having a general course of study laid down for them, it was early decided to have instructions to teachers prepared and distributed. To this end SCAO's were asked to set up education committees to help prepare such instructions. The only committees which actually submitted material were those of Palermo and Matera.

The Palermo Committee was somewhat augmented to serve as a general Committee, and to produce a comprehensive report and course of study.

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The most eminent educationist certainly, the president of the faculty of pedagogy and letters of the University of Palermo, was replaced by the Chancellor of the Palermo University, as a result of the measures provided by the Provveditore agli Studi (Minister of the Palermo Committee) to reconcile the report of the Committee with the Italian educational system of school organization.

Copies of both elementary programmes and programmes for the lower and upper secondary schools have been distributed through the Provveditori agli Studi to all teachers in all city and in Regions II and III. Copies have also been sent for information to the Italian Government.

PROVVEDITORI AGLI STUDI: DISMISSAL OF FASCIST OFFICIALS

As a group the Provveditori agli Studi are rather deeply involved in Fascist activities. Two Provveditori have, so far, been dismissed and replaced in the three regions.

SCHOOL PERSONNEL: SCHEDA MEP

Schedas (Personal Questionnaires) have been required of all school officials and 69 officials have been found unemployable on facts revealed by the Schedas or after investigation has disclosed facts which did not appear on the schedas.

Three school officials who had been dismissed by the fascist authorities have been reinstated.

UNIVERSITY CHAIRS

The university chairs established under Fascism for the furtherance of Fascist doctrines have been abolished or modified as follows:

Abolitions:
1. Diritti Corporativo
2. Storia e dottrina del Fascismo
3. Cultura Militare

Substitutions:
1. Economia politica corporativa to Economia politica
2. Demografia generale e demografia comparata delle Razze to Etnologia
3. Legislazione del Lavoro to Diritto del Lavoro
4. Diritto Corporativo e diritto del lavoro to Diritto del Lavoro
5. Diritto Coloniale to Diritto Coloniale Comparato
6. Principi di economia corporativa e statistica to Principe di economia politica e statistica
7. Biologia delle razze umane to Biologia umana
8. Diritto costituzionale italiano comparato to Diritto pubblico

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been sent for information to the Italian Government.

PROVISIONAL QUESTIONNAIRE REGARDING [illegible]

As a group the [illegible] were very active in Fascist activities. The Provisional Prefect, so far, was dismissed and replaced in the three regions.

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8. Diritto costituzionale Italiano comparato to Diritto pubblico comparato

NEW FOUNDATIONS, ETC

The Faculty of Letters at Messina University which was abolished in 1924 has been re-instituted.

An Institute of Social Anthropology, attached to the Faculty of Letters has been created at Palermo University.

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The ancient Accademia Peloritana of Messina which was deprived of its independent existence under Fascism and incorporated into the Regia Facolta di Napoli, has been restored to its former independence with Senatore Benedetto Croce as honorary President.

UNIVERSITIES AND LEARNED SOCIETIES:
Dismissals and Investigations

The schedule of 320 individuals were completed in connection with the three universities of the Sicily Region. This represented all schedules which had come in from employees or prospective employees. Of those, 41 were found unsuitable for employment on the basis of their own declarations. Of those already employed or applying for employment others were found unsuitable or were dismissed on the basis of their records as known to Allied investigation other than that disclosed by the schedule.

The record to date on titular professors is as follows:

PALERMO UNIVERSITY

Professors appointed	17
Professors transferred from Catania	2
Professors dismissed	4
Professors suspended	5

ROYAL ACADEMY OF MEDICAL SCIENCE, PALERMO

Members dismissed	1
Members suspended	1

ROYAL ACADEMY OF SCIENCES, LETTERS AND ARTS, PALERMO

Members dismissed	14
Members suspended	12

MESSINA UNIVERSITY

Professors appointed	16
Professors dismissed	1
Administrative Director dismissed	1

PELORITANA ACADEMY OF MESSINA

Members dismissed	36

CATANIA UNIVERSITY

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The schedule of 340 individuals were examined in connection with the three universities of the Study Region. This represented all schedules which had come in from employers or prospective employers. Of these, 21 were found unsuitable for employment on the basis of their own schedules. Of these already employed or applying for employment where [illegible] were found unsuitable or were dismissed on the basis of their records as known to the Allied Investigation other than that disclosed by the schedule.

The record to date on titular professors is as follows:

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Professors appointed	17
Professors transferred from Catania	2
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Professors appointed	16
Professors dismissed	1
Administrative Director dismissed	1

PELORITANA ACADEMY OF MESSINA

Members dismissed	36

CATANIA UNIVERSITY

Professors appointed	5
Professors dismissed	1
Professors transferred from Messina	2

NAPLES UNIVERSITY

Professors dismissed	12

ROYAL SOCIETY OF NAPLES

Members dismissed	14

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Members suspended..... 1

NAPLES UNIVERSITY

Colonel Hume of 15th Army Group, AMG, had handled preliminary university appointments, including the so far action of that of the Rector who had previously been temporarily installed by the first Badoglio Government's Minister of Education. It was during the week of December 19th, after Lt. Col. Kruse became PCAO of Region III that the University of Naples came under the supervision of the Director of Education, Region III.

Headquarters, Educational Sub-commission arrived early in February and a thorough investigation of the political color of the University staff has begun. Dismissals of fascist sympathizers which have so far been carried out are tabulated above.

ROYAL SOCIETY OF NAPLES

This Society is an association of Royal Academies and is of world importance. Before the Germans destroyed its extensive library, of which very few volumes now remain, it had one of the finest collections of transactions of learned societies in the world.

Dismissals of fascist members are shown above.

BARI UNIVERSITY

This university is in territory under the control of the Badoglio Government. In an interview with the Educational Advisor and his Deputy, Signore Cuomo, Under-Secretary for Education in the Badoglio Government expressed his intention of making Bari University an example of energy and wisdom in the reorganization of education. No reports have been received that any such activities have been instituted. Signore Cuomo is reported to have the "impression" that his mind is not clear, and he has an aura of uncertainty. Signore Cuomo undoubtedly needs some strong support upon which to lean. Later reports make his intentions seem even more dubious.

Signore Cuomo has since taken very inadvisable action in several respects without consulting the Allied authorities. Among his activities was a decree abolishing the Royal Academy of Naples which has not been allowed to stand. Strong representations have been made about the activities of this official.

TEACHERS AND OTHERS TO BE DISQUALIFIED
FOR FASCISM AND OFFICIALS

Every university and school official is required to fill in a questionnaire, known as a "schede" (Appendix B). The answers to the questions asked on the schede, if truthful, give a fairly complete picture of the individual's past

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PRINCIPLES AND METHODS EMPLOYED IN DISMISSING
PROFESSORS AND OFFICIALS

Every university and school official is required to fill in a questionnire, known as a "scheda" (Appendix B). The answers to the questions asked on the scheda, if truthful, give a fairly complete picture of the individual's past political record. The truth of answers may be determined by checking against records of the Fascist Party and by other investigation. Untruthful answers may be punished by disqualification or other penalties. Disqualification is then judged upon two bases. First, if the individual's answers show him to have occupied any of certain positions in the Fascist Party (for details see appendix C), he is automatically barred. If the answers do not so classify the individual, but other evidence indicates that he may have a bad record, the scheda is marked: "further investigation". This investigation is then carried out.

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It is assumed that there are two premises upon which an official or professor can be barred: first, upon his past fascist records and second, upon his present activities in aid of Fascism or against the Allies. A new appendix (F) is added to the February edition of this report. This has been written by Major A.L. Ruffa, Air Corps, U.S. Army , the officer who invented the Schedu personnels and conducted most of the early investigations of fascists and it reviews the methods used in the elimination of fascists.

SECTION III

WORK UNFINISHED

SCHOOLS

Much work remains to be done in establishing the normal operation of schools

The Messina schools must be repaired, rebuilt and re-equipped. To a lesser degree many buildings must be basically improved. Programmes of trade training, manual training, home making and physical education, poor as they were, have largely been suspended. Part time sessions obound and should be eliminated.

A commission of Italian educators, with the assistance and encouragement of Major G.R. Kenyon, Director of Education, Region I is now at work on plans for the improvement of "hand-work" programmes.

TEXTS AND MATERIALS

Students are now forced to attend school equipped with few of the primary materials of instruction. Paper, pencils, text-books, are all scarce. Text books should be gradually replaced and a few other materials should be made available.

UNIVERSITIES

The worst fascist elements have been removed from the universities in territory already occupied, but there still remains some work to do here. There also exist, in the Sicilian Universities at least, jealousies and personal feuds which may cause minor difficulties to the new staffs. The newly appointed professors however, may be expected to develop a solidarity which will make for successful progress. Stronger fascist influences may be expected in Universities of territory still in enemy hands and plans are being made to cope with these.

SECTION IV

DELAYS, DEFECTS AND SOLUTIONS

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SECTION IV

DELAYS, DEFECTS AND FAILURES

Delays, defects and failures have occurred in all branches of the work of Education. The delay in appointing new Provveditori agli Studi caused delay also in the approval of teachers and in the establishment of administrative and instructional policies.

The provision of instructions to teachers and of new texts was done as rapidly as possible, but here too, there was delay.

Delays have occurred in carrying out dismissals and suspensions of univer-

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city staffs. A defect in the university sphere is the lack of a ready-made plan for converting fascist chairs and subjects to other and desirable subjects.

The inadequacy amounting almost to a total lack of suitable text books and literature has been severely felt.

No preparation for providing lecturers in English for the universities has also been a mistake. All the universities are asking for adequate English teaching and where vacancies exist we should have been ready to provide qualified professors, but as we have no provisions for this, some English chairs cannot be filled, the number of qualified Italians being few owing to the discouragement of English as a subject by the Fascist authorities.

FASCIST BOOKS ON SALE

The first edition of this report pointed to the failure of the Prefect in Palermo city to remove fascist literature from shops and libraries. Vigorous action has resulted now in the necessary steps being taken.

LIBRARY EXCHANGE

The establishment of a section, which would properly come under the Education Sub-commission, for the organisation of the exchange of publications between Italy and the United States and Great Britain is urgently needed. A representative has been sent to Italy by the Library of Congress to collect publications, but provision should be made for a supply to other important libraries.

Many publications embodying the results of recent scientific and medical research have been submitted to the Education office, and failing any official channel of distribution, these have been forwarded to the Director of Education, War Office, London, for distribution to interested organisations, but this unofficial method leaves much to be desired, and the early establishment of a section with an experienced staff is urged for this purpose.

SECTION V

REASONS FOR DELAYS, DEFECTS AND FAILURES

STAFF

The inadequacy of staff all through this operation has been responsible for delays that would have been calamitous had the occupation of Italy proceeded with more speed. A note on estimated requirements for future operations of a similar character, is included as Appendix D

It is essential that constant visits be paid to Educational Establishments

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It is essential that constant visits be paid to Educational Establishments by both Headquarters and Regional Officers. The weeding out of staffs can only be done by personal investigation, and phases of the reorganization of education need constant personal attention. The MGAO Region II realising the urgency of the work has decided to allot twelve officers to the staff of the Regional Director of Education until all schools are opened. All of these can be used fully in this one Region.

In the early part of the occupation the civilian educational authorities were completely stunned and they expected drastic measures to be taken. These they would have accepted readily. But even mild measures carried out at a later

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period are much more difficult. By that time a spirit of resistance has grown u
o knowledge of the A.M.G. machinery has been gained and the possibilities of in-
trigue developed. Furthermore, leading people left in office have become
personally known to many allied officers and have even frequently entertained
them. As a result, by the time adequate staff has been obtained to carry out
the investigations it is extremely difficult to make the dismissals, and when
they are made needless work is involved, as this Division is not only subjected
to every sort of direct appeal but also direct and indirect pressure from allied
officers on behalf of the notorious fascist who have been dismissed.

The freeing of institutions from fascist influence should have been done
early, but that would have needed an adequate staff. Actually the position in
the early days was - for two months, no staff at all and for a long time there-
after, an Education Adviser with only one clerk and an interpreter. The lack
of a number of officers to work as intelligence officers for Education has been
felt severely. There are over ten thousand scholastic officials in Sicily alone

New members have now been added to the staff in sufficient numbers to cope
for Region I to IV. If additions may be depended on at the same rate for future
regions all will be well.

PLANNING

To this should be added the lack of pre-invasion planning. An adequate
Educational staff ought to have been working for several months before the
assault on its problems. For instance, when it arrived in Italy it should have
had a card index on every possible professor and intellectual and a set-aside
established for dismissals and suspensions.

All this basic work has had to be done under the difficult conditions of
the field. Long after the invasion no steps seem to have been taken to help
officers who were supposed to be training for the Italian field. An officer
who arrived in Palermo on 29 November reported that while he was in the "pool"
of officers in Africa he and the others were left to plan operations with prac-
tically no information from Sicily. For this officers report, see Appendix E.

At the time of writing the February edition of this report, no educational
officers with field experience in Italy have been sent to plan the new operation
which are pending in other theatres.

PREPARATION OF TEXTS

The text book programme was delayed first by the fact that the Education
Adviser was not called to Sicily until two months after the invasion, and no
preliminary work whatever had been done in this field-there was not even a set
of text books in any branch of the Allied Military Government. The lack of
personnel and the fact that the Education Adviser had to work single handed for
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Finally, the absence of paper, ink and binding cord for publishing the re-written text books constituted a serious problem and necessitated another trip to Naples to secure paper. This trip was fortunately successful, and work has begun on the printed texts.

DIVISION OF RESPONSIBILITY

A further defect in our work was due to the failure to arrive at an early distinction between the competence of A.M.G. and Regional and Provincial Headquarters. The Education Division was perhaps the earliest to arrive at such a division of duties, nevertheless there was a period of confusion of over two months before a division of authority was made. This resulted in many delays and unnecessary work. Planning in detail had at an early stage would have avoided this.

WELFARE IN SCHOOLS

Conditions in the minor schools especially were appalling. The putting in order of schools, often verminous, without sanitation and inadequate in size is a problem which should be tackled by the local authorities. Unfortunately most of them have no adequate criteria as to desirable or necessary standards and treat the problem with uninformed apathy. From these criticisms the Church schools must be excepted. The high standards of accommodation, cleanliness, hygiene as well as of good manners and discipline in the church schools are in startling contrast to those in the secular schools.

Although Italian law provided for compulsory school attendance, apparently no great effort has ever been made to enforce it, and illiteracy is widespread. With the re-opening of more schools, Regional Directors are being instructed to set the machinery in motion..

A Headquarters Committee on Child Welfare has recently been established and the possibility of provision of milk to school children is being examined. No supplies have, so far been available.

Regional Directors are being instructed to investigate the possibility of forming local voluntary committees for child welfare, including provision for spare-time occupations.

A beginning has now been made in the matter of compulsory school attendance and in after-school activities.

YOUTH ACTIVITIES

A commission on Youth Activities has now been organised in Naples, composed of representatives of the schools, the university, the Church, citizens, and youth itself. The advisory and steering committee is composed of the Chief, Education Division, Region 3, the corresponding Welfare officer, representatives of the Education Subcommission, ACC, and (unofficially) a recreation

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SECTION VI

LIAISON AND COORDINATION

In the course of actual field work contact and co-operative effort has

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had to be maintained with many other organizations such as PWB, Intelligence and Security.

In all these cases there should have been a planned relationship from the start. For example, much of the work of PWB is 'educative' in the broad sense, and several broadcasts have been written for PW by the Education Division. But much more might have been done, and owing to lack of co-ordination many important features, such as the re-opening of the universities were not adequately exploited as propaganda.

Fine Arts and Monuments Division is another case in point. In the original AMG it was separate from Education. In the organization as projected at Tini Cuzzo, it was a part of Education. On the suggestion of the Education Adviser to Major General JOYCE and Brigadier Generals HOLMES AND McSHERRY, the AMG organization was maintained. This suggestion is now thought to be a mistake. The two subjects are too close together to be so distinctly separated and Fine Arts and Monuments come under the Italian Ministry of Education in any case. It is believed that Fine Arts should have been a separate sub-division under Education.

SECTION VII

RECOGNITION BY ITALIAN PUBLIC BODIES OF THE WORK OF THE EDUCATIONAL SUB-COMMISSION

In view of the drastic action, involving many individuals directly and a great many more indirectly, which has had to be taken in the elimination of fascist personnel, it would not have been surprising if the Italian civilian authorities had active ill-will towards A.M.G. and its Educational Division. This, however, has proved to be contrary to the facts as is shown by the following distinctions conferred upon Allied officers in recognition of their services to Italian education.

PALERMO UNIVERSITY

Honorary Doctorates of Political Science, Faculty of Laws

The Lord Rennell of Rodd, CCAO, AMG.
Brigadier General Frank J. Mc Sherry, DCCAO, AMG
Lieut. Col. G.R. Guyre, Educational Adviser, AMG
Major A.L. Raffa, AUS

MESSINA UNIVERSITY

HONORARY DOCTOR OF PHILOSOPHY

Lt. Col. G.R. Guyre, Educational Adviser, AMG

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Lieut. Col. G.R. Gayre, Educational Advisor, AMG
Major A.L. Raffe, AUS

MESSINA UNIVERSITY

HONORARY DOCTOR OF PHILOSOPHY

Lt. Col. G.R. Gayre, Educational Advisor, AMG

HONORARY DOCTOR OF LETTERS

Major N.H. Sherwood

HONORARY DOCTOR OF PHILOLOGY

Major C. W. Washburne

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NAPLES UNIVERSITY

HONORARY DOCTOR OF SCIENCE

Lt. Col. G.R. GAYRE

CATANIA UNIVERSITY

HONORARY DOCTOR OF LETTERS

Lt. Col. G.R. GAYRE

HONORARY DOCTOR OF POLITICAL SCIENCE

Major G.R. KOOPMAN

ROYAL SOCIETY OF PALERMO

HONORARY MEMBERS

Colonel Charles H. Stafford, D.C.C.A.O.
Lt. Col. G.R. Gayre
Major C.W. Washburne

ANTHROPOLOGICAL ACADEMY OF PALERMO

HONORARY PRESIDENT

Lt. Col. G.R. Gayre

SECTION VIII

SURVEY OF ITALIAN SCHOOLS

The Education Subcommission has begun a survey of the Italian school system, gathering data desired by the Regional Directors of Education and by the Sub-commission itself. The work is well under way and some valuable data have already been made available and used.

SECTION IX

CONCLUSION

As a result of experience in Italy it is most strongly stressed that there must be adequate planning and preparation before the invasion. This includes making lists of names of active enemies and friends, and the writing of new texts and directives. There must also be an adequate staff in the early days, even if it must be reduced at a later stage. Such failures as there have been, in spite

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SCHOOL OF POLITICAL SCIENCE

Major G.R. KOOPMAN

ROYAL SOCIETY OF PALERMO

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[redacted]

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Effectual [illegible] in the field has [illegible]
a way as to insure smooth running and the [illegible]
such by practical experience in the field [illegible]
inexperienced planning. A radius from [illegible]
tape, be used as the basis of a set for operations

[redacted]

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APPENDIX C.

FINANCIAL REQUISITES

All educational institutions below university level make their demands to the Provveditore who assembles the claims and attaches a brief summary of grounds upon which claims are based. He then submits claims to the Regio Tesoro who certifies correctness and sends them on to the Provincial Financial Officer.

For extraordinary expenses, such as bomb damage, the Provincial Financial Officer submits claims to the Regional Director of Education who decides whether they are justified on purely educational grounds. If so, he sends them to the Chief Financial Officer of the Region who refers them to the RCLO who makes the formal order for payment.

Institutions of university level make their demands through the Secretary of the university etc., to the Regio Tesoro. The remaining procedure is as above.

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the Provveditore who assembles the claims and attaches a brief summary of grounds upon which claims are based. He then submits claims to the Regio Tesoro who certifies correctness and sends them on to the Provincial Financial Officer.

For extraordinary expenses, such as bomb damage, the Provincial Financial Officer submits claims to the Regional Director of Education who decides whether they are justified on purely educational grounds. If so, he sends them to the Chief Financial Officer of the Region who refers them to the MCO who makes the formal order for payment.

Institutions of university level make their demands through the Secretary of the university etc., to the Regio Tesoro. The remaining procedure is as above.

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APPENDIX B

GOVERNO MILITARE ALLEATO

N. B. - Penalità severissime, di prigione e di ammenda sono previste per chiunque facesse delle dichiarazioni false nella presente scheda.

SCHEDA PERSONALE

1. Nome e cognome — di o fu

   a) Luogo di nascita — *b*) Data di nascita

2. Indirizzo attuale — *a*) Residenza permanente

3. Professione

4. Eravate iscritto al P. N. F.? — *a*) Da quando?

5. Appartenevate ad uno dei seguenti gruppi (Si o NO):

   a) Sansepoleristi — *b*) Squadristi — *c*) M. V. S. N.?

   d) Se eravate nella Milizia, in quale delle seguenti unità avete prestato servizio? (Indicate con un SI od un NO l'unità e la data negli spazi rispettivi):

	PERIODO DI SERVIZIO (Specificare se servizio effettivo o nei quadri)
Milizia ordinaria?	
Milizia Ferroviaria?	
Milizia Postale?	
Milizia Portuale?	
Milizia Forestale?	
Milizia Stradale?	
Milizia Confinaria?	
Milizia Universitaria?	
Milizia Antiaerea?	
Milizia Artiglieria Marittima?	
o Moschettieri del Duce a?	

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1. Nome e cognome di o fu

a) Luogo di nascita *b*) Data di nascita

2. Indirizzo attuale *a*) Residenza permanente

3. Professione

4. Eravate iscritto al P. N. F.? *a*) Da quando?

5. Appartenevate ad uno dei seguenti gruppi (Si o NO):

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	PERIODO DI SERVIZIO (Specificare se servizio effettivo o nei quadri)
Milizia ordinaria?	
Milizia Ferroviaria?	
Milizia Postale?	
Milizia Portuale?	
Milizia Forestale?	
Milizia Stradale?	
Milizia Confinaria?	
Milizia Universitaria?	
Milizia Antiaerea?	
Milizia Artiglieria Marittima?	
o Moschettieri del Duce »?	
Battaglioni « M »?	

e) Se avete militato solo in tempo di guerra, siete entrato nella milizia da volontario o in seguito a regolare chiamata?

6. Avete ricoperto una delle seguenti cariche nel Partito Fascista (rispondete SI o NO e indicate i periodi di servizio o di ciascuna carica negli spazi rispondenti):

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	PERIODO DI SERVIZIO
a) Segretario nel P. N. F.?	
b) Membro del Direttorio Nazionale?	
c) Segretario Federale?	
d) Membro del Direttorio Federale?	
e) Ispettore del Partito?	
f) Ispettore Federale?	
g) Segretario politico di un Fascio?	
h) Fiduciario di un Gruppo Rionale?	
i) Membro di un Gruppo Rionale?	
j) Capo-settore?	
k) Capo-nucleo?	
l) Una posizione autorevole nella G. I. L.?	
m) Una posizione autorevole nel G. U. F.?	
n) Una posizione autorevole nei Fasci Femminili?	
o) Qualche altra carica nel Partito	
Quale?	

7. Siete stato in qualche periodo membro dell' OVRA? Quando?

8. Avete fatto parte dell' ufficio politico dei CC. RR.? Quando?

9. Avete fatto parte di un ufficio politico della P. S.? Quando?

10. Siete stato in qualche periodo funzionario in una delle seguenti organizzazioni:

	PERIODO DI SERVIZIO
a) in una Corporazione?	
Quale?	
Denominazione della carica	

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Ispettore del Partito?

f) Ispettore Federale?

g) Segretario politico di un Fascio?

h) Fiduciario di un Gruppo Rionale?

i) Membro di un Gruppo Rionale?

j) Capo settore?

k) Capo nucleo?

l) Una posizione autorevole nella G. I. L.?

m) Una posizione autorevole nel G. U. F.?

n) Una posizione autorevole nei Fasci Femminili?

o) Qualche altra carica nel Partito

Quale?

7. Siete stato in qualche periodo membro dell' OVRA? Quando?

8. Avete fatto parte dell' ufficio politico del CC. RR.? Quando?

9. Avete fatto parte di un ufficio politico della P. S.? Quando?

10. Siete stato in qualche periodo funzionario in una delle seguenti organizzazioni:

a) in una Corporazione?

Quale?

Denominazione della carica

b) in una unione sindacale?

Quale?

Denominazione della carica

c) In un Consorzio Agrario?

Quale?

Denominazione della carica

PERIODO DI SERVIZIO

PERIODO DI SERVIZIO

d) In qualche altra organizzazione corporativa o sindacale?

Quale?

Denominazione della carica

11. Indicate le cariche nazionali, provinciali o comunali - governative o parastatali - occupate da voi dal 1921, come segue:

NOME DELL' ISTITUTO	PERIODO DI SERVIZIO	MODO DI ASSUNZIONE

12. Indicate le principali fonti dei vostri introiti durante il regime Fascista:

FONTI	MEDIA ANNUALE	INTROITO DEL 1942

13. Avete prestato servizio militare? *a*) In quale arma?

b) Quando? *c*) Quale grado rivestivate ultimamente?

d) Dove avete prestato servizio?

e) Siete stato o volontario » nella guerra civile Spagnola?

f) Siete stato « volontario » nella campagna dell' Africa Orientale? Del Nord Africa?

g) Avete goduto di qualche esonero dal servizio militare?

Per quale motivo?

14. Avete fatto parte dal 1922 in poi di qualche organizzazione politica diversa dal Partito Fascista? Nome dell'organizzazione

Periodo di appartenenza?

GIURO CHE LE PRECEDENTI DICHIARAZIONI SONO VERE.

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nazionali, provinciali o comunali - governative o parastatali - occupate da voi dal 1921, come segue:

NOME DELL'ISTITUTO	PERIODO DI SERVIZIO	MODO DI ASSUNZIONE

12. Indicate le principali fonti dei vostri introiti durante il regime Fascista:

FONTI	MEDIA ANNUALE	INTROITO DEL 1942

13. Avete prestato servizio militare? a) In quale arma?

b) Quando? c) Quale grado rivestivate ultimamente?

d) Dove avete prestato servizio?

e) Siete stato « volontario » nella guerra civile Spagnola?

f) Siete stato « volontario » nella campagna dell'Africa Orientale? Dei Nord Africa?

g) Avete goduto di qualche esonero dal servizio militare?

Per quale motivo?

14. Avete fatto parte dal 1922 in poi di qualche organizzazione politica diversa dal Partito Fascista? Nome dell'organizzazione

Periodo di appartenenza?

GIURO CHE LE PRECEDENTI DICHIARAZIONI SONO VERE.

Firma

Data

N. B. - Rileggete prima di consegnare la scheda, e se avete scritto il falso, correggete. Vi ricordiamo che le superiori dichiarazioni sono state fatte sotto giuramento e che pene severe sono stabilite per il falso giuramento.

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Pagina riservata all'Ufficiale degli Affari Civili per annotazioni dell'Ufficio

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ANNEX 2

PERSONS EXCLUDED FROM HOLDING PUBLIC OFFICE

1. General Secretaries, General Vice-Secretaries, General Inspectors and Members of the National Directorate.
2. Federal Secretaries and Federal Vice-Secretaries.
3. Members of the Federal Directorate.
4. Federal Inspectors.
5. Political Secretaries and Political Vice-Secretaries.
6. Officers of M.V.S.N. (National Security Voluntary Militia)
7. "Squadristi"(or Marchers on Rome) and "Sciarpe Littorie".
8. All Fascists known to have been guilty of repression of Individual Liberty

1. General Secretaries, General Vice-Secretaries, General Inspectors and Members of the National Directorate.
2. Federal Secretaries and Federal Vice-Secretaries.
3. Members of the Federal Directorate.
4. Federal Inspectors.
5. Political Secretaries and Political Vice-Secretaries.
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7. "Squadristi"(or Marchers on Rome) and "Sciarpe Littorie".
8. All Fascists known to have been guilty of repression of individual Liberty

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ANNEX B

Suggested Table of Staff to be Posted to Headquarters and to Zone on the Indian Pattern

HQ	Col.	Lt.Col.	Maj.	Capt.	It.	Total
Director	1					1
Secretary		1				1
I/c Universities		1				1
Intelligence			1	1		2
Adult Education and Youth Organisation				1		1
Schools, Texts and Child Welfare		1		1(a)		2
Administration			1		1(a)	2
Sub. Total Officers	1	2	1	3	1	11
HQ. CLERICAL	JC I	JC II	Sr.	Cyl.	L/C I	IVI.	Total
Chief Clerk	1						1
Short and-Typist		1		1(a)			2
Filing Clerk					1		1
Clerk-Typist						2(a)	2
Sub. Total Cl/Sn	1		1	1	1	2	6
ZONE SECTION	Lt-Col.	Maj.	Capt.	JC II	Cyl.	IVI.	Total
Director	1						1
Assistants		1	1				2

(b)

Each Section Total Officers	1	1	1			3
Chief Clerk				1		1
Short and-Typist					1	1
Clerk					1	1
Total Cl/Sn per Section	1	1	1	1	2	6

Notes: (a) May be ATS or WAC. (b) In addition each Province should have one Officer on whole time Vocational Ori.

In addition civilian staff could be required as under:

HQ. SECTIONS

Legal Officer for Universities:	Professor standard	1
Officer for Texts :	Professor standard	1
Officer for Intelligence :	Professor standard	1
Interpreters, Translators and Vernacular Typists		4

ZONE SECTION

Legal Officer of Professorial Standard	1
Interpreters, Translators and Vernacular Typists	2

Sc cols, Texts and						
Child Welfare			1	1(a)		2
Administration			1	1(a)		2
HQ. Total Officers	1	2	4	3	1	11
HEADQUARTERS	DC J	Off Sec	Sec	Cdt	L/C	Tot. Tota
Chief Clerk	1					1
Shorthand-Typist		1	1(a)			2
Filing Clerk				1		1
Clerk-Typist					2(a)	2
HQ. Total O/ER	1	1	1	1	2	6
EACH REGION	Lt-Col.	Maj.	Capt.	SO II	Cpl.	Tot. Tota
Director	1					1
Assistants		1	1			2
(b)						
Each Region Total Officers	1	1	1			3
Chief Clerk				1		1
Shorthand-Typist				1		1
Clerk					1	1
Total O/ER per Region			1	1	1	3

Notes: (a) may be ATS or W.AC. (b) In addition each Province should have one Officer on whole time (Territorial or). In addition civilian staff would be required as under:

EACH REGION

Legal Officer for Universities:	Professor Standard	1
Officer for Texts :	Professor Standard	1
Officer for Intelligence :	Professor Standard	1
Interpreters, Translators and Vernacular Typists		4

EACH REGION

Legal Officer of Professorial Standard	1
Interpreters, Translators and Vernacular Typists	2

TRANSPORT

Headquarters	Region
1 Car 4 seater 4x2	1 Car 4 seater 4x2
1 Truck 1/4 4x4	

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[redacted]

[illegible] OF INFORMATION

[illegible] actions to the failure of information [illegible] effort the field of education.

[illegible] information available was in text- [illegible] all of the handbook which later was [illegible] such information was removed and to [illegible] could have been done concerning [illegible] had been made.

[illegible] officers realized to education were left [illegible] was worthy of note. It functions of [illegible] done completely for months. Informa- [illegible] was not available until November. [illegible] will suffice.

[illegible] materials were available. [illegible] had a local school was planned [illegible] [illegible] plans of a training or service. [illegible] the school until November and then [illegible] the school. [illegible] lectures and lectures here not known. [illegible] Minor area under the patents of [illegible]

[illegible], not provincial officers, in

[illegible] of officers as the school and with [illegible] act, procedures given to the [illegible] such as the schools [illegible] [illegible] and supplies.

[illegible] the following steps will

[illegible] should be started and a as to their [illegible] center.

[illegible] should be set up and should follow in [illegible] in the U.S....

[illegible] be taught in the field should [illegible] to make recommendations. [illegible] should be sent to [illegible] [illegible] be sent to [illegible]

As soon as operation starts in a new country, [illegible] to take.

1. Select sets of all text-books used [illegible] [illegible] children, primary, [illegible]
2. The use of curriculum documents.
3. The cost and number of [illegible]
4. Control of [illegible] [illegible] [illegible]
5. [illegible] of all other [illegible] [illegible]
6. [illegible] Armed Forces [illegible]

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[illegible] out of date. Probably little else could have been done concerning Italian Education since no recent surveys had been made.

While in the theater pool I and other officers assigned to Education were left to plan our operation with no new information worthy of note. The functions of information service and reconnaissance broke down completely for months. Information that could have been available by August 1 was not available until November, to officers in the rear echelons. A few examples will suffice.

1. No data on teacher certification and teacher's salaries were available.
2. No one in finance or education knew how a local school was financed i.e. what were the taxing and appropriating powers of a comune or province.
3. No school text-books were available at the school until November and then only two of the many being used in the schools.
4. Powers of Provveditori, Consigli, directors and inspectors were not known.
5. Nothing was known of the presence of kindergartens under the podesta of a comune.
6. Provveditori were supposed to be regional, not provincial officers, as they turned out to be.

After Major C.M. [illegible] at the request of officers at the school and with the authority of the Educational Adviser of AMG sent a reconnaissance report to the school it was found that copies of necessary materials such as the Schede Personale could not be obtained in AFHQ for inclusion in regional supplies.

RECOMMENDATIONS

As soon as operations start in a new country the following steps might well be taken.

1. Several sets of all text-books used should be obtained and sent to rear echelons designated as holding, planning and training centers.
2. The same for curriculum documents.
3. The continuing survey of education should be started and should follow in general standardized survey procedures in use in the U.S.A..
4. Copies of all orders and reconnaissance reports issued in the field should be sent to rear echelons.
5. An officer should go to rear echelons to make reconnaissance reports.
6. Civilian personnel from the field of education should be sent to rear echelons as instructors and to serve in planning groups i.e. on Curriculum considerations, text book considerations, etc.
7. A cooperative plan for the "screening" of educational personnel concurred in by public security and intelligence sections should be developed and sent to rear echelons for their guidance.
8. Copies of laws affecting education should be collected and sent to rear echelons.
9. Officers from holding centers should be sent to the field for training at the earliest moment possible.

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In this memorandum there is not a word to imply handling education in a manner that is not completely objective. Education is a matter of fact and should be presented to the student as facts, not opinions. It provides training and planning on the part of the individual to some extent.

[redacted]

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the Korean problem of course hides other
[illegible] university pro-
[illegible] was urged by utilizing the sur-
[illegible] of the Political Intelligence Section
[illegible] practically for its purpose of providing
[illegible] of information concerning the Fascist
[illegible] spreading positive to the complex current
[illegible]. (U.S.), co-operated closely with
[illegible] the Education Division in the
first duty of its establishment in the
Section in the matter of university
[illegible] textbooks and in the content
[illegible] involved evaluation of civilians,
[illegible] in the case with military public officials.
Section also assisted the Educational Advisor
publishing [illegible] such university professors

STEPS IN DETERMINING P.O.W. ATTITUDES

The third step in obtaining information concerning the degree to which
a Fascist or official was a "leader and
ture that all such persons will be "Schedule
utilized by the P.O.W. Section and what
office holders.

The completed schedules were analyzed by
steps the information on the Schedule itself
recommendations for removal or suspension
several other grades, however, civilian
the effort failure could be made.

In such
to obtain copies of the writings, lectures
cultural activities of suspects.
stance, this necessitated
Public with a main Kampf quality, was
University of Palermo. It is
not vital intelligence
Fascist character of lectures
offensive or lectures were
Sometimes, and it
pressure, which
it in pamphlet form.

A third step, taken jointly
the Political Intelligence
the checking of information
intelligence source
Fascists and finally by other
sec. of the more important
Control by other officers
[illegible] and testimony by the

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RESULTS OBTAINED

The following possible results were obtained from the Fascist-analysis process described above.

1. All interviews Fascists were rejected from university faculties. (At this writing the superprocess is continuing with respect to school super intendents and principals).

2. "Borderline" cases in which the individual had a considerable Fascist background but in which it was felt that the individual had not in his term a Fascist leader, approval of promotion rather than a disap

3. The rejected or suspended Fascists were replaced in each instance by men of a clearly non-Fascist character, approved of such appointees in every instance by university authorities and in accordance with Italian law.

4. The vast majority of university professors and school officials, like all other persons under the Fascist regime, were members of the Party by virtue of necessity. No action was taken against an individual on the basis of membership alone. The number of individuals concerned was small indeed. For instance, in the have refused party membership on very few occasions. If anyone has been denied it on political grounds, it is virtually unheard of. It university decided as a criterion for equently if party membership is the sole basis for removal the university could have dismissed all of its staff. It can be felt with considerable assurance that, however, the Faculty Center resulting after the "weeding" process, will be able to adopt themselves to the needs of the new era. It can be confidently predicted that the vast majority of those who have been made to serve as scapegoats for the errors of the Fascist leaders will be restored to their positions. Furthermore the way is always open to the person who can demonstrate that the individual was in fact a Fascist. No opportunity has been made for a "closed case".

5. The procedure as finally worked out and described above is possible to objectively and satisfactorily investigate the political background of each individual provided that it is not impossible to find witnesses who are willing to testify. Where it is impossible to find witnesses who are willing to testify, the procedure provides for specific terms and procedures for the submission of affidavits. The procedure provided the fullest and most satisfactory means of clearing the innocent and punishing the guilty. In the only period of the operation of this procedure, in the early period of the occupation of Sicily, such persons were not satisfactorily in number. The procedure finally worked out and described above provides adequate safeguards for the individual and is believed to be the most satisfactory method of dealing with the problem. The procedure provides adequate safeguards for the individual and is believed to be the most satisfactory method of dealing with the problem. The procedure provides adequate safeguards for the individual and is believed to be the most satisfactory method of dealing with the problem.

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fist background but in which the individual and [illegible] background but in which it was felt that the individual had not in fact been a Fascist leader, oppressor or propagandist, were decided by decreeing a suspension rather than a discharge from office.

3. The removed or suspended Fascists were replaced in each instance by men of a clearly non-Fascist character and of proven competence, approval of such new appointees in every instance being given by the responsible university authorities and in accordance with Italian law.

4. The vast majority of university professors and school officials, like all other groups under the Fascist regime, were members of the Party by virtue of necessity. No action was taken against an individual on the basis of party membership alone. The number of individuals courageous enough to have refused party membership was very small indeed. For instance, in the university of Palermo, only four had never been inscribed in the Party. Consequently if party membership of itself had been held as a criterion for removal the university would have been virtually denuded of its staff. It can be felt with considerable assurance, however, that of the faculty leaders remaining after the "vetting" process, virtually all will be able to adapt themselves to the needs of a free and democratic regime. If errors have been made they are errors on the side of essential justice to the individual and his career in the educational sphere. Furthermore the way is always open to the presentation of any new evidence that may demonstrate that the individual was in fact a Fascist. No appointment has been made that is a "closed case".

5. The experience in Sicily proves that it is possible to objectivize even so apparently favourable a thing as being a "Fascist" provided that sufficient care is taken to provide for specific terms and procedures for obtaining the necessary information and provided the purposes and policies of the governing authority are sufficiently clear. In the early period of the occupation of Sicily such purposes and policies were not sufficiently well defined, nor was sufficient personnel and administrative machinery provided for doing the job quickly enough. The procedure finally worked out and placed in operation, however, showed that it is not at all impossible to find the correct methods in distinguishing the real supporters of a fascist regime from those who were members in name only.

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APPENDIX G.

THE SPIRITUAL COWARDICE OF THE NAZIS

BY

ADOLFO OMODEO

RECTOR OF THE UNIVERSITY OF NAPLES

NAPOLI
GAETANO MACCHIAROLI EDITORE

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This address was given at the University of Naples on the 15th of October 1[illegible]
and was thereafter printed by the publisher under the title

L'ORDINE NUOVO DELLA GERMANIA

Gentlemen,

When the Hebrews under the Macchabees reconquered the Temple, at the top of Mount Sion, which had been desecrated by Antiochus IV, it was the first task of the faithful to purify it, to raise the altar again and to rekindle the sacred fire.

It is something akin to this that we are doing to-day in this hall which still shows the marks of barbaric fire; we are re-opening our seven centuries old University, one of the four oldest universities in the world. It was founded by Emperor Frederick II in 1224; since then Thomas Aquinas, G. B. Vico and F. De Sanctis, all have taught here. The studies of law, medicine and mathematics have at times attained such heights, in this University, as to enjoy world-wide renown.

We take up again the work that violence has attempted to break down, and we re-assert the

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immortal l[illegible] of the spirit and of science before the busts of Cavour and Mazzini which, spared by fire, recall to us the lofty ideals of the Risorgimento.

Gentlemen, let us bear the facts in mind. It was late in the afternoon of September 12th, 1943, the seven hundred and twenty-first year since the founding of this University. The city was enduring the German terror, and the buildings of the University were closed and still. It was a Sunday, and our undergraduates, driven hither and thither throughout the world by the war, were absent from Naples. Some German patrolmen swooped upon two Italian sailors just outside our gate; they stripped them of their uniforms and beat them up. One of them showed fight, and it was decided to shoot him on the spot so as to have a pretext to ravage the University buildings. The Germans ran through the neighbouring houses, hounded their dwellers down and compelled them to look on, kneeling, while the cruel execution was performed. By gun fire from their armoured cars they burst our gates open, and on entering they started by wrecking the inscriptions on which the University had recorded the names of its dead in the first World War. Then they poured torrents of petrol everywhere throughout our buildings —

a matter of over 300 metres — up [illegible]iazza S. Domenico and, when the lecture rooms burned as pyres, they went off dragging away the unhappy hostages with them to a neighbouring borough, where on the next day fourteen carabinieri were shot. Their crime had been to resist the destruction of the central telephone station. The fire brigade was called by our porters, but it was powerless to interfere owing to the orders of the German authorities, according to which the University buildings were to be given up to the flames.

Such are the facts in their dry and frightful simplicity. No haphazard incident, no irresistible outbreak of war fury, but rather a careful plan, drawn up with perversity, scarcely camouflaged by a crime entailing the shooting of a guiltless sailor. Everything was done according to the technique that has been well known to us since we watched the Germans freeing common criminals to the shops they had already looted themselves, in order to make a documentary picture as evidence that the looting was due to the Italians and that the German troops had re-established order.

I feel duty bound to raise the loudest protest to the whole civilized world, and to every human heart, against so apocalyptic an infamy:

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a protest [illegible] only on behalf of my own Universities, but — since it is the first to be freed among the martyred schools — on behalf also of all the institutions of higher learning the Germans have wrecked, on behalf of the Polish and Bohemian Universities that have been ruined together with the cultured classes of those countries; on behalf of the Louvain University which has been burned for the second time; on behalf of all the homes of learning which may have suffered, from Norway to Greece, from Holland to Russia. The German objective is obvious. They mean to extinguish every spark of thought, to maim the minds of man as they appear to have maimed the bodies, so as to provide new herds of serfs for a new German feudalism. They mean to prevent anything from living in the world except their own « Kultur », which is merely a barren technique, devoid of the light of a lofty thought and of the inspiration of poetry. It is a monstrous form of jealousy that attests the spiritual cowardice of the Nazis who dread free intellectual competition owing to their awareness of their own sterility, an awareness that is evidenced by racial persecutions.

This is a sin against the spirit for which not even the Gospels show mercy: it is an awful proof

that tyranny has degraded a people which did once give Luther, Goethe and Kant to the world, down to the level of a filthy rabble.

Anger and indignation might here overcome us and bring us down to the Nazi level, leading us not only to call for the law of retaliation — which perhaps would not be iniquitous: « let them suffer who have caused suffering » — but also to call for a sweeping curse upon the German mind, if, being trained to scholarly control, we had not perceived that, in so doing, we should bring ourselves down as low as the enemies, we would think « racially » by ascribing an ineffaceable stain to Germanism and conceiving a people as a rigid and unchangeable unit. We do not mean to descend to the brutishness of the enemy, we do not mean to accept the frantic nightmares that the enemy attempts to enforce as ideas. They are not inborn instincts of a race. Such a myth is disavowed not only by the contribution to civilization that Germany has provided in her best days, but also by the fact that the German-speaking Swiss, most loyal guardians of freedom, the Dutch who first spread religious tolerance and free scientific research, and the Scandinavian peoples « most just among mortals », all belong to the German stock.

No, we are up against a fact which is sin

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pler as w[redacted]s more awful: the moral degradation of a people. Responsibility is inescapable; it is so with peoples as well as with single individuals. Past deeds and ancestral glories do not remove the actual and present responsibility; man may soar to angelic heights as well as plunge into the depths of devilish wickedness. We are face to face with a Christian concept that is valid for every sect and every creed: responsibility is inescapable by men and by peoples.

The breaking of the common ties of humanity, which are even above wars and caused Achilles and Priam to weep the same tears, has called forth this abysmal catastrophe of the German people and has rendered them repulsive to mankind, apart from every economical and historical causation.

The facts speak for themselves. You, British and American soldiers, have bombed our city more than a hundred times; we have seen our homes and monuments wrecked; we have shed tears on our dead; but, despite an active propaganda by the tyrants, we never did hate you. We were aware that fierce war methods had been forced upon you by the violence of those who had started the war; and our hatred was aimed at those who had willed this evil. When

you arrived among us, we per[redacted]ed on your faces our own humanity, our own capability to suffer and to enjoy; we have seen them marked by the sum total of the human experiences of our civilization, by the everlasting achievements of all men who have lived and are living under the sky; and we have become aware of the possibility of working with you, who have, officially, been our foes until yesterday. But it was not so with regard to the Germans, even when they were officially our allies. Nothing called to us out of the gloomy, cold, and stony stolidity of their countenances, out of their grudging aloofness. When they showed what they were capable of, they revealed to us an abysmal hatefulness. We experienced the same shiver of horror that — according to ancient tradition — was experienced by their ancestors, the Goths of the Sarmatic steppe, when they ran up against the witchborn Huns.

An event has taken place on the gravity of which it behooves us to ponder. During the Nazi rule an event has been brought to pass to which the German nation has been moving since the eighteenth century: a people of some 80 millions has shut itself up into a race; it has broken the human bond, which survives among

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civilized peoples even during wars, to remain unmixed, to attain *amixia*.

The Jew-haters have fallen into the same error which Israel incurred in the days of Ezra and Nehemiah during the fifth century B.C.; an error that Israel has been paying for during scores of centuries of anguish and persecution; that is the error of cutting the ties linking them to the rest of the world, of denying that good is good when it is done under the banner of another race, of loosening every relation of duty and mercy towards those who do not belong to the race; of believing that good, truth and beauty — which are everlasting values — are subordinate to racial emblems. From this arose the mad raving for an apocalyptic world-empire that Germany would conquer by going back to her origins, to the primitive instincts of her race, by a morbid involution to primitiveness and barbarism; by foreswearing every boon of civilization, for civilization is collaboration and common advancement of all humans beyond any national boastfulness. Civilization was to be destroyed in order that the German people might build up a new one, entirely their own; should the attempt fail, let the world sink into a new twilight of the gods. Thence the recurrent and providential punishment of this people,

raving with brutish pride as Dr. Goebbels Capanco. Everything is centred on military preparation, but military preparation weakens all political capabilities; occasionally shrewd political moves have failed on the threshold of success because the moral foundations — on which political success ultimately depends — were too brittle. And no empire can be brought into being by conquest, for empire means the collaboration of peoples to common ends; and the curse of all nations falls upon the new «chosen people», which, unlike ancient Israel, possesses no strong inner life and is unable to give us what even secluded Israel gave us: the Psalms, the Book of Job, the endless humanity of Christ Jesus, the fiery soul of Paul of Tarsos.

The problem is an awful one: it entails winning back this raving people to human brotherhood, replacing it among the nations, making it collaborate with them so that the world may bloom again. It will call for measureless wisdom from those who will fight the battle for the peace, from the new missionaries of thought who must conquer this that Vico would have called «barbarie ricorsa». It must be a most difficult task to blend the necessary strictness with clear-sighted equanimity.

Yet, if such thoughts must assist us in ridding

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ourselves of the plague of Nazi-Teuton follies, they ought never to delay us in our work of defense and of liberation. It behooves us first to free Italy: this call springs forth from every clod of our soil, from every tomb of our brothers, from every place that reminds us of our life as a free people. Citizens of Naples, recall to yourselves the feeling of moral purification that you experienced when, armed with few rifles and some machine guns, it was granted to you to counter force by force and to put to flight the armoured cars of the enemy from improvised barricades. Those who came back to Naples, as I did, after those days, found you transfigured, alive with an elation that is still with us. But, Neapolitans, the work is not finished yet. It is hard work and a long task: bring it to an end.

And you, who in a small number represent the undergraduates of this University, listen to the words of your teachers: join the colours; encourage as many of you as are able to return. Let those who possess the required capabilities, become partisans; should the Allied armies call up legions of Italian volunteers, enroll yourselves.

Let me talk to you as a father who has endured the trials of war himself and through his son. I understand you. Many of you have been

bewildered by the downfall, by the breaking down of all the wonted organizations, by the unseemly behaviour of some key men who were unprepared for unexpected events. Many among you have fought and even missed the augural wish of your parents for victory, who loathed the monstrous triumph of the dictators; others have been aware of the uselessness of action in a system that was crumbling owing to the corruption of tyranny. Many feel their initiative stifled by their own loneliness, for courage, and above all military courage, needs stimulus, the assistance of a rule of honour, emulation and some boastfulness. And you are all aware of the crushing unhappiness of your own generation: the state has collapsed; the cities are wrecked; the families are scattered; the persevering work of previous generations is annihilated. Even the stimulus of hope seems to have vanished.

And yet, the very extremity of the evils and of want ought to cause us to feel that the storm has spent itself. A shipwrecked man who stands naked on the shore ought to thank God for granting him the energy to exert himself to the limit of his own capabilities. He has truly courage who knows how to have courage in loneliness, when stripped of the props of habit

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and traditio[illegible] Military defeats become serious only when they lead us to doubt ourselves and our country; but every great nation and every great army has known defeat; you need only think of Jena and of 1918 in so far as Prussia and Germany are concerned. Even Garibaldi knew defeat more than once. Homer's heroes, with their wonderful candour, ascribed the failing of their courage and the loss of equanimity to a hostile god, as they ascribed their regained heart to a friendly god.

The evil and rottenness of the fallen regime we shall sweep away, as all nations do when re-newing themselves. Now, young men, the whole of Italy will be with you, and you will experience the advantage of marching on, urged by the goodwishes of the fatherland and of your mothers, and you will feel proud to avenge your brothers whom the Teuton has foully kidnapped.

Young men, turn to the pure tradition of Garibaldi. That tradition will spell the purification of our country. Garibaldi, the stainless redeemer, will be with you, and let his name be your war cry.

Despite the present sadness, I venture to assure you, young men, that luck will be with you more, much more than it has been with your fathers. A day will come in which many among

you will recall this gloomy [illegible]ing in this wrecked hall as the grey twilight of a sunny day. You are still in a position to fight for freedom and the hardships you have endured will spare you the ravings of militarism. You will build up the fatherland once more, but it will be the humane fatherland of Mazzini, linked up with every other fatherland, and you will wipe fanatical nationalism away. You will help in giving new laws and a new constitution to Italy, a real and deep-reaching liberty to fashion the outlook and to enliven every cell of the land. You will collaborate in constructing the moral unity and perhaps the stable federation of all European peoples; and it may help you in your great undertaking to have lived for a time under tyranny. You will be able to point out the abyss of Satan to the free peoples who have never experienced tyranny, so that they may avoid it. You will move throughout the world in order to reconstruct the economic life of Italy, and you will see the wrecked cities rising up once more and life will run more fully through you and through the country. Such has not been our own fate those of us who are veterans of trench warfare. After long years of struggle on the Carso and the Piave, we grasped victory and we experienced an overwhelming joy. We thought we had conquered

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fate. We had achieved the territorial unification of the nation. We had crushed the empire which, for more than fifty years, had threatened to invade the Po valley.

We felt certain of the future: nothing could stop us. On the contrary, victory escaped us as a mirage. It became the venom, which by foul rhetoric poisoned the people and the youth of Italy. And while we were still unripe for political action, we were tied by an evil spell that prevented us from taking action. We found ourselves paralyzed as in a nightmare; we perceived the dangers and the evils and, as if turned to stone, we were unable to cry out; as if turned to stone, we meant to run and our limbs refused to budge. The evil spell of tyranny had overcome us, and what had been gained by the country was squandered for the benefit of the sinister adventurer. Now it is the loss of the boon that we had won that is our worry, a worry which will follow us to our tomb.

Despite all, my children, your luck will be better than our own.

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