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10000/109/566
(Vol. I)

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10000/109/566
(VOL. I)

MONTHLY REPORT, EDUCATION
JAN. 1944 - JAN. 1945

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CSO

108

What is present situation re schools in Rome

(1) Occupied by PSI Parties II A 2

(2) Closed for refugees B I

BS/15/2

109

Capt Hunter

M answer Ex Comm questions

above. B/U 16/2.

B/U 20/2

110

108 answered on file 240B/E.C.

2003

110

108 answered on file 2408/E.C.

2803

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CofS.

1. Please see pages 100-104 for Education SC report for Dec. Paras of special interest are marked.

2. A short time ago you asked a question about the distribution of school books. Para 2 a b + c shews this is now organised.

3. Ref. para 2 page 102 attention is drawn to the use of Schools in Rome for political parties. This was the subject of a letter from C.C. to Bonomi.

4. The four chief difficulties to proper organization of Schooling remain, viz:

Lack of glass
Shortage of note books
" " materials to effect repairs
Requisitioning by allied + Italian authorities.

23 Jan 45

E Harden Capt

15th

1. 26. Why a Calabria not serviced? - See para 2a folio 104
2. + A2 Cannot the Syria be controlled?
3. — D2 P.R.O. - Seen 10/2
4. + E1. C.A.S. to refer a Block.

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" materials to effect repairs
Requisitioning by allied + Italian authorities.

E. Marden Capt

23 Jan 45

15/

1. 26. Why a Calabria not serviced? – See para 2a folio 104
2. + &2 Cannot the fascia be controlled?
3. – D2 P.R.O. – Seen 10/2 EK
4. + E1. C.A.S. to refer to Block.
5. – 3 3 1 Publicity for Rome. P.R.O. – Seen 10/2 EK
MS/3(1)

2002

3602

→ C.O.S.

107

16 Feb 44. 142 are now out of our control.

4. I have had a long fight with Educatn over their illegal methods of operation + have only just brought them to heel. Cl White is at the moment on tour with a rep from Italian Govt to straighten things out in the provinces. The block referred to was not an error or matter of negligence by C.A. See but a deliberate + necessary act on my part in bringing Educatn to heel!

GWB

SF 13/2

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CSO

43.

33 - 42 is a good report, but I have no Special Comment.

Mark Bo Lucy

20/10

31/10.

49.

Col.
C.S.O.

1) At Encs. 44-48 is Education S/Comrs report for October. Points of interest are marked.

2) Opening of schools seems to be progressing favourably, though the main problem throughout is :- a) Repair to damaged buildings due to loss of glass and tiles
b) Transport.

Hilson J/Cas.

C.O.S. (Ext. 457)
18/11/44

26/11

99

CoS

Education S.C. report for Nov is at 95-98. I have marked paras for your special attention.

On reverse of 95 is an implied criticism of

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19 :- a) Repair to [illegible]
of glass and tiles
b) Transport.

H Nash Jlcas.

C.O.S. (Ext. 457)
18/1/44

26/1

99

CoS

Education S.C. report for how is at 95-98.
I have marked paras for your special attention.
On reverse of 95 is an implied criticism of Industry S.C. concerning data required for the supply of glass. I should say little imagination had been used & probably delay resulted ~~in 001~~

5 Jan 45

6/1

2001

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2403 18/1

HEADQUARTERS ALLIED COMMISSION
Education Subcommission
APO 394

ED/CMW/ams

JAN 19 1945

ED/6A/1.0/AC

Report For December, 1944

I Headquarters and General.

A. Text books - elementary.

1. Printing. The printing of Elementary School Text Books was well under way in December, in all four printing centers - Palermo, Naples, Rome and Florence. Those actually completed and either distributed or ready for immediate distribution by the end of December were as follows:

	Palermo	Naples*	Rome*	Florence *
Primer	12,000	61,800	20,000	--
2nd Reader	15,000	5,000	70,000	25,000
3rd Reader	20,000	24,000	70,000	20,000
3rd Subsidiary	12,000	12,000	70,000	20,000
4th Reader	10,000	20,150	50,000	15,000
4th Arith., etc.	5,000	--	50,000	15,000
4th Relig., etc.	15,000	--	50,000	15,000
5th Reader	8,000	7,600	50,000	10,000
5th Arith., etc.	3,000	10,000	50,000	10,000
5th Relig., etc.	5,000	14,800	50,000	10,000
Total	105,000	165,350	530,000	140,000

Grand Total: 940,350

(Note: *In abridged report number given for Naples and Florence was less, for Rome more. Later corrections increased Naples and Florence, but cut Rome.)

2. Distribution. It is impossible at this time to give actual number of provinces and communes in which distribution had begun to take place in December. Many of the books were just off the press in Christmas vacation. The following is an incomplete statement of the distribution as of the end of December and early January.

a. Palermo printing. Distribution from Palermo is to Sicily and Calabria.

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2nd Reader	15,000	[illegible]	[illegible]	[illegible]
3rd Reader	20,000	24,000	70,000	20,000
3rd Subsidiary	12,000	12,000	70,000	20,000
4th Reader	10,000	28,150	50,000	15,000
4th Arith., etc.	5,000	--	50,000	15,000
4th Relig., etc.	15,000	--	50,000	15,000
5th Reader	8,000	7,600	50,000	10,000
5th Arith., etc.	3,000	10,000	50,000	10,000
5th Relig., etc.	5,000	14,000	50,000	10,000
Total	103,000	165,350	530,000	140,000

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a. Palermo printing. Distribution from Palermo is to Sicily and Calabria, handled by a commercial distributor, Messaggerie Italiane. Based on their service last spring and the measures taken in Sicily now to encourage wide distribution it is safe to assume that the books have gone out to all provinces.

b. Naples printing. Distribution is by the publisher, Dante Alighieri, and covers Southern Region and Sardinia, except Calabria. [illegible] is some complaint that when books are short the publisher gives preference to Naples, where he operates his own book store. This matter is being checked by the Minister's representative. Distribution to Sardinia was delayed by lack of cargo space on the ordinar, but the Regional Education Officer for Sardinia, Captain WAGSTAFF, states that transportation is now satisfactorily arranged, 19000 books have been at the wharf for some time, and an unknown portion of these left for Sardinia on 9 January.

Other shipments will follow. 200

P/U L
see Memo 105, 106, 107
105 + 109

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c. Rome printing. For Lazio-Umbria and Marche-Abruzzi; distribution is by the Consorzio Editoriale in Rome. All ten books have been sent to the following centers for distribution to smaller communes as rapidly as transport is available: L'Aquila, Citta' di Castello, Fabriano, Littoria, Macerata, Palestrina, Perugia, Teramo, Rieti, Rome, Tivoli, Velletri, Viterbo.

d. Florence printing. For Toscana and Emilia. Distribution by Messaggerie Italiane, as in Sicily. The first four books printed - the two for the third class and two of the three books for the fifth class - had, at last report, been distributed to all provincial capitals except Livorno, and in all provinces except Grossato. (See Appendix A for exact numbers to each). This is as of 29 December. A much larger variety and number of books has since been and is being distributed. For Emilia, 15,000 2nd readers, 10,000 each of all third and fourth grade books, and 5,000 each of all fifth grade books have been packaged and are being shipped in small consignments by military transport while roads are passable.

3. Books in press. All books are in various stages of first or second printing in the various centers. January should see a very considerable augmentation in number of books printed and distributed.

4. Arrival of printing supplies. Printing supplies from the United States arrived in quantity in November and December. The quantities landed as of 31 December totaled as follows. It must be borne in mind, however, that there is considerable delay between arrival in port and arrival at printers. The printers have so far received only a small fraction of those totals, which are at or en route to the following centers:

	Palermo	Naples	Rome	Florence	Total
Paper	23 tons*	311 tons	-	56 tons	390 tons
Cover Paper	38 tons*	22 tons	10 tons	10 tons	80 tons
Ink, black	-	14 tons	-	-	14 tons
Ink, coloured	787 lbs	1 ton	-	-	2,787 lb
Glue, powdered	-	2552 lbs	-	-	2,552 lb
Binding thread	-	-	-	3,344 lbs	3,344 lb

* 33 tons heavy glossy paper, (usable as cover paper) was signalled as printing paper and sent to Palermo as such.
Only 46 tons cover paper was requisitioned, but 80 tons have been received if this gloss paper is included.
(Note: Discrepancies in abridged report are due to absence on duty of officer in

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however, were [illegible]
arrival at printers. The printers have so far received only a [illegible]
fraction of these totals, which are at or en route to the following centers:

	Palermo	Naples	Rome	Florence	Total
Paper	29 tons*	311 tons	-	56 tons	396 tons
Cover Paper	38 tons*	22 tons	10 tons	10 tons	80 tons
Ink, black	-	14 tons	-	-	14 tons
Ink, coloured	787 lbs	1 ton	-	-	2,787 lb
Glue, powdered	-	2552 lbs	-	-	2,552 lb
Binding thread	-	-	-	3,344 lbs	3,344 lb

* 33 tons heavy glossy paper, (usable as cover paper) was signalled as printing paper and sent to Palermo as such.
Only 46 tons cover paper was requisitioned, but 80 tons have been received if this gloss paper is included.
(Note: Discrepancies in abridged report are due to absence on duty of officer in charge of printing (Captain BEARD) at time abridged report was due)

5. Text Books - Secondary schools and Universities.

1. Approved lists. A volume of 136 pages has finally been published and distributed listing the 213 secondary school text books to be eliminated, the 546 to be expurgated and the 4,117 approved. (See Report for September). An additional list from Florence has been mimeographed, overlapping the first and including 5 to be confiscated, 510 to be expurgated, and 1800 approved. Duplications are now being checked.

2. New publications. Commissions for approving new publications of secondary and university text books have been reestablished in Naples.

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C. School Supplies

1. Requisition. A requisition for paper, pencils, erasers, pens, ink, etc., for school children, and stationery and mimeograph supplies for school offices was submitted by the Education Subcommission in April. It did not go off to Washington until August. In November it came back with queries on some items. It has now been thoroughly checked through with Ministerial records which were unavailable last spring. The revised requisition has been wired to Washington and many of the supplies promised. They are supposed to arrive in March.

2. Note books. "Quaderni", or pupils' note books, are basic in the Italian system of education. About 50,000,000 are needed for the four and a half million school children in liberated Italy if Italian minimum standards are to be met. We are only making a slight dent in this so far with 50,000 printed in Naples, a million on the press in Rome, and local printings in such places as Lucca. Local printers often supply their communes, but since they use black market paper the prices are out of reach for many children. Investigations are under way as to possibility of manufacturing paper in Italy for them, and meanwhile paper has been indented from the United States.

D. School Programs.

1. The 1944-45 programs for elementary, lower secondary, and the various types of upper secondary schools have been published (as revised by the Ministry of Public Instruction) by the Education Subcommission and distributed in all Allied Military Government, and AMG 5th and 8th Army territory back of actual combat. The Ministry is printing and distributing them in Southern Italy and the Islands.

2. 1945-46 Program-elementary. The preceding Minister of Public Instruction (De Ruggiero) appointed an exceptionally able committee to prepare the elementary program for next year. This committee has done an outstanding job and if, as seems possible, the present Minister (Arangio Ruiz) accepts it, the elementary schools of Italy will leap forward, pedagogically, from among the most backward to among the most modern and progressive. The new program is eminently practical, places emphasis on hygiene, and, for the first time, at least since Fascism, lets Italian children know something about the world outside of Italy. It also includes training for democratic citizenship.

E. Defascism.

1. Block in procedures. The Education Subcommission pioneered in defascism, and from the beginning in Sicily did a pretty thorough job of eliminating quickly fascist school heads. With the liberation of territory from Cassino north the machinery was especially efficient, based on long experience. It involved getting schede personali filled out by all school heads before schools could open, a swift examination of the schede,

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inspectors, but only provveditori (provincial superintendents) and that DLL 159 was not properly observed in the constitution of the provincial committees. On 1 December such committees were ordered to be discharged immediately in all Italian Government Territory and in all territory which should pass over to the Italian Government as of the hour of the turn-over.

For the moment defascism procedures of the Education Subcommission were blocked. Now, however, Executive Memorandum 67 is being revised to include school directors, presidi, and inspectors, and the Minister of Public Instruction and the High Commissioner are cooperating with the Education Subcommission in regularizing the appointment of the provincial committees under DLL 159.

2. Recent data. Statistics (incomplete) from the Regions show results of defascism procedures as follows:

	Lazio-Umbria	Marche-Abruzzi	Toscana	Total
Provveditori screened	7	6		
Provveditori suspended	5	8		
Inspectors screened		18	8	
Inspectors suspended	18	4	1	23
Presidi (Sec.Sch.) screened		145	102	
Presidi (Sec.Sch.) suspended	19	47	14	80
Directors (El.Sch.) screened		101	51	
Directors (El.Sch.) suspended	56	14	11	81
*Teachers, (Sec.Sch.) screened		353	646	
*Teachers, (Sec.Sch.) suspended	48	176	56	280
*Teachers, (El.Sch.) screened		1257	1492	
*Teachers, (El.Sch.) suspended	160	359	226	745

*Note: Class room teachers are not, as a rule, screened except as Allied or Italian officials ask for investigations.

Legend: (Sec.) Secondary; (Sch.) School; (El.) Elementary.

II Regional Work.

A. Occupation of School buildings.

1. Occupation by Allies. The occupation of school buildings by troops and refugees is still the major unsolved problem of the Education Subcommission. The Minister of Public Instruction has repeatedly asked our help in getting schools freed in Sicily, Bari, Foggia, etc. The Vice President has asked the Regional Commissioners to

Directors (Sec.Sch.)	suspended	56		12	11	81
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and all buildings of the University of Macerata are occupied by Allied Forces. By strenuous conferring Captain NOE succeeded at the last moment in saving the main administration building of the University of Florence from requisition but the Hygiene, Pharmacology, and Physiology buildings and part of the hospital are occupied.

In Macerata and Ancona cities the offices of the school superintendent and all schools but one are requisitioned. Similarly, in the cities of Pesaro, Fano, and Camerino every school is requisitioned.

In Grosseto city occupation is so extensive that classes are run in four turns on alternate days, so that 24 classes function in three rooms, 8 classes in another, and 32 classes in four rooms borrowed from an orphanage.

In the city of Pisa the elementary schools have one room in one building, three in another, and a few windowless rooms in a rented palazzo.

2. Occupation by Italians. What buildings our troops do not occupy are often occupied by Italian refugees, and, inexcusably, by political parties. This situation is most acute in territory turned over to the Italian Government. Rome is the prime case. Here civilian groups occupy 20 elementary schools and a secondary school, political parties 12 elementary and 4 secondary schools, and refugees 43 elementary and 13 secondary schools. Except for the relinquishing of one school by the Communist Party, this situation has remained static since the middle of October in spite of every effort and protest by the Regional Education Officer (Major GREGORI). On 31 December the Chief Commissioner brought the matter strongly to the attention of the Prime Minister.

3. Statistical data: the following table shows the general building situation in six provinces of Lazio-Umbria, in 5 provinces of Toscana and in all 8 provinces of Marche-Abruzzi:

	Lazio-Umbria	Toscana	Marche-Abruzzi
Elementary schools			
Normal number	1238	1092	2465
Functioning now	932	360	1929
Occupied by Allies	18	41	85
Occupied by Italian Army and Carabinieri	7	3	-
Occupied by Refugees	76	90	99
Occupied by Pol. Parties, etc.	15	1	14
Await repair or disinfecting	735	562	776
Badly damaged	75	33	217

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	Lazio-Umbria	Toscana	Marche-Abruzzi
Elementary schools			
Normal number	1228	1092	2465
Functioning now	932	860	1929
Occupied by Allies	18	41	85
Occupied by Italian Army and Carabinieri	7	3	-
Occupied by Refugees	76	90	99
Occupied by Pol. Parties, etc.	15	1	14
Await repair or disinfecting	735	568	776
Badly damaged	71	93	217
Destroyed	49	41	185
Others	7	122	23
Secondary schools			
Normal number	233	142	235
Functioning now	166	102	169
Occupied by Allies	11	23	42
Occupied by Italian army and Carabinieri	2	2	-
Occupied by Refugees	8	10	3
Occupied by Pol. Parties, etc.	3	-	6
Await repair or disinfecting	42	32	45
Badly damaged	36	4	21
Destroyed	21	17	11
Others	2	34	8

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B. Building Repairs.

1. Indolence. The repairs needed by such buildings as are not occupied are often extensive. Rome, here again, has the prize for inactivity. 59 elementary schools and 33 secondary schools in Rome (which had almost no war damage) are closed for lack of repair or disinfection. This situation was brought to the attention of the sindaco in October, and repeatedly thereafter. As far as can be learned almost nothing had been done by the end of December. The Ministry of Public Works, in listing appropriations for school repairs requested, lists only two or three schools in Rome city.

The Minister of Public Works sent out a questionaire in September to all provinces asking for data as to school rooms damaged. To date 27 provinces have not even replied.

In extenuation it must be said that great difficulty of communication and the overwhelming size of the job of repairing war damage to school buildings are extremely discouraging to school officials. Furthermore, many communes make shift with local resources and do get some repair work done.

2. Lack of supply. The lack of building material is acute. Even when materials exist in Italy, transport is lacking for getting them to the communes where they are needed. The most universal lack - and greatest single need - is glass. Glass or glass substitute requested from the United States last spring has not come, and most schools in Italy have no glass in the windows.

3. Hopeful signs. In parts of Toscana glass has been found sufficient for the schools in certain communes. In Sardinia (not damaged outside Cagliari) children were induced to get glass from home - from pictures, bookcases, or other indoor sources. In Siena province all able-bodied students have been enlisted to help with civic reconstruction. In Chieti two communes organized a "Day of the School" and put on a drive for funds netting 10,000 and 24,000 lire respectively. The provveditore (provincial superintendent of schools) is planning a similar campaign in all his communes.

4. Plans. The Ministers of Public Instruction and Public Works and the respective Subcommissions are proposing a comprehensive survey of school building needs, and plans for meeting them throughout Italy, through the establishment in each province of a small committee of architects and engineers who will concentrate on these problems. As this plan progresses it will be described more fully in future reports.

5. Closing schools. In the meantime the Minister in the South and Regional Education officers in the North have been obliged to authorize provincial school heads to close schools in severe weather wherever necessary, and to extend the term into the summer to make up the lost time.

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rooms found here and there; the University of Pisa with 4537 students enrolled, is carrying on its engineering school at the University of Florence, and somehow trying to find places for the rest.

3. Emilia and San Marino. The Regional Education Officer for Emilia (Captain PRATT) is also serving as 8th Army AMG Education Officer, and has been asked by the Republic of San Marino to help get its schools going. He has organized and vetted personnel, distributed programs and directives, arranged for payment of teachers, and reports at least 3 kindergartens, 19 elementary schools and 10 secondary schools functioning in Forli' province, just south of actual combat. His survey of the situation in San Marino indicates that 2400 students are to be taken care of and he expects to open the elementary schools and four secondary schools 3 January.

D. School lunches.

1. The school lunch program moves slowly -- sindaci have difficulty getting facilities for cooking and serving, some find the cost too great for a poor commune, some are simply indolent about sending in requests. Reports as of the end of December showed 14,072 lunches being served in Naples, 80,000 in Rome and environs. Marche-Abruzzi reports a start with 1626 lunches in 22 communes. The numbers are being considerably increased each week.

E. Miscellany.

1. Czechoslovakia. The Consul General of Czechoslovakia protested that in the new elementary school text books a fifth grade book in its geographical section described the Slovak Republic as established in 1939 instead of Czechoslovakia as originally organized. To avoid an international incident over the six lines devoted to this subject, the Ministry of Public Instruction prepared six new lines describing the geography of Czechoslovakia as it was before 1939. These are being substituted in books now on the press and will be sent in mimeographed form to all schools which have the uncorrected books.

2. Patronat Scolastico. This student-aid organization has been hanging fire in the various Ministries for months. It still hangs, and the poor children get no help.

3. GIL. The taking over of the properties and physical education teachers of former GIL (Fascist Youth Organization) by the schools is proceeding satisfactorily.

4. Boy Scouts. They may be seen on hikes any Sunday morning. Representatives of the two federated organizations (Catholic and non-sectarian) from Rome met in Naples with leaders of both groups on 8-9 December and arranged for harmonious cooperation. There was a scout rally on 17 December. Courses for scout leaders are proceeding well. Boxes of literature have been received from England. Mr. Catty of the Commonwealth

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5. Christmas Parties. In Florence the Education Division and Red Cross together had parties in 10 schools, with PWB entertainment, and gifts and eats for 5,000 children. In Rome Education teamed up with Welfare and Displaced Persons to give toys, food and nuts to refugee children, the 1,000 toys being brought by school children in Rome.

6. Rectors' Conference. There was a joint conference between Captain NCE, Tuscany Education Officer, and the rectors of the Universities of Siena, Florence and Pisa, on 30 December.

7. "Educatorio Provinciale". In Ascoli-Piceno the Regional Education Officer (Lieutenant SIMONI), working with the American Red Cross, established an "Educatorio Provinciale" (boarding school for poor children) housing 180 children and managed by a board representing the school administration, the provincial administration, and the communal welfare body (Ente Comunale Assistenza).

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8. Use of Civilian Specialist. A scheme which holds such promise for the administration of the Northern regions, where the shortage of Education Officers will be acute, has been tried out with marked success by Lieutenant SIMONI in Marche-Abruzzi. He has employed a former Provveditore agli Studi, who was also once a Central Inspector of Schools, as Regional Civilian Specialist, and uses him to supervise and coordinate the work of all provincial school officers in the Region. One result of this help is a more complete statistical report on the exact situation in Marche-Abruzzi than has been obtainable in any other Region to date. The whole Region is run more efficiently than would be possible without this help.

9. Expurgation. A drive is underway in Marche-Abruzzi to eliminate all fascist literature from school libraries.

10. Prefect vs. Provveditore. While the prefect in Arezzo fails to provide any transport for the Provveditore there, illustrating a too common lack of cooperation between prefect and provincial school head, the prefect in Livorno expresses appreciation and congratulations to the provveditore there for his initiative in getting schools open.

11. Art for Allies. The Academy of Fine Arts in Siena is admitting Allied personnel to courses without charge.

12. Team work. The University of Siena has arranged to have professors from the University of Florence come down and give examinations to refugee students.

13. The waters part. Two well known Jewish professors have been restored to their jobs at the University of Florence.

14. Competition. The Regional Education Officer in Toscana was called upon in Florence to help get four students out of jail - they had been putting up posters warning girls who dated Allied soldiers that they would have their hair cut.

15. Service. The University of Urbino (Marche-Abruzzi) is offering evening classes in English and Slavic languages for adults, and Italian classes to Allied personnel.

16. Consistency. Students at the Commercial Technical Institute in L'Aquila struck to have the suspension of their "preside" (head master) revoked, after having earlier petitioned for his removal.

17. Cautious democracy. Students at the University of Pisa are organizing clubs and societies under strict supervision.

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CARLETON W. WASHBURNE
Major, A.U.S.
A/Director of Education

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APPENDIX A.

Distribution of the first four books printed in Florence, as of 29 December, 194

	Florence City	Florence Province	Arezzo City	Arezzo Prov.	Grosseto City	Grosseto Province	Livorno City	Livorno Prov.	Lucca City	Lucca Prov.	Pisa City	Pi
3rd Ed.	1575	377	105	420	100	-	-	200	550	50	100	5
3rd Subs.	1555	277	105	420	100	-	-	200	550	50	100	5
5th Arith., etc.	855	317	105	420	100	-	-	100	380	50	70	2
5th Relig., etc.	875	317	105	420	100	-	-	100	380	50	70	2

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APPENDIX A.

Four books printed in Florence, as of 29 December, 1914.

Grosseto City	Grosseto Province	Livorno City	Livorno Prov.	Lucca City	Lucca Prov.	Pisa City	Pisa Prov.	Pistoia City	Pistoia Prov.	Siena City	Siena Prov.
100	-	-	200	550	50	100	525	510	500	700	120
100	-	-	200	550	50	100	525	510	430	700	120
100	-	-	100	380	50	70	265	285	190	500	30
100	-	-	100	380	50	70	265	285	190	500	30

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HEADQUARTERS ALLIED COMMISSION
Education Subcommission
APO 394

ED/CTM/ams

ED/6A/1.0/AC

12 December 1944

16 DEC 1944

Report For November, 1944

I Headquarters.

A. Trip with Minister.

One pleasant aspect of the month's work at headquarters was a jaunt through Tuscany with the Minister of Public Instruction. University pro-rectors, professors, and students met informally with us and the Regional Education Officer (Captain NOE) in Siena, Florence, and Pisa, discussed their problems, and both gave and got some enlightenment. In those three centers and in Lucca we also visited with provveditori agli studi and other school heads.

Progress during the month on work with the Minister was slow- first there was the trip, and then there was the cabinet crisis. Therefore the Patronato Scolastico (student aid) decree, the school rebuilding program (see later), and other large projects hung largely in abeyance.

B. Rehabilitation of libraries and laboratories.

One important matter did get started - barely. The trip northconvinced both the Minister and me of the imperative need for rehabilitating the libraries and laboratories, particularly of universities and technical schools. Medical faculties bombarded us for the Journal of the American Medical Association and recent British and American literature on medical programs. Scientific faculties asked how they could prepare the youth of Italy to meet reconstruction problems scientifically and to continue scientific advance without scientific journals and books and without laboratory equipment. Engineering and technical school faculties told of the ravages on their equipment - requisitioned, looted, and destroyed- and the extreme urgency of getting such equipment if Italy was to undertake any rebuilding. Consequently a request was prepared for all universities, libraries and technical institutions to list, in order of priority, their most

ing program (see later), and other large projects hung largely in abeyance.

B. Rehabilitation of libraries and laboratories.

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C. Text Books.

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The text book program moved definitely forward during the month. 400,000 books were completed in Rome, and smaller numbers were getting under way in Florence, Naples, and Palermo. Paper, ink, glue, etc., began to arrive from the United States and to be transshipped to the printing centers. Prospects looked bright for a fairly wide distribution of books to the children in December.

For secondary school and university text books, committees have been re-established in Naples to consider the necessity of new printings and the desirability of manuscripts submitted. A little new printing is being done in Palermo. For Rome, as a center for Lazio-Umbria and Marche-Abruzzi, considerable deposits of approved books exist in Florence, Citta'-di-Castello, etc., and arrangements have been made for bringing them down by truck. The supply for Toscana and Emilia appears to be adequate.

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The new programs of study for elementary and secondary schools, based on those prepared under the direction of the Education Subcommission, and revised last summer by the Ministry of Public Instruction, have now been distributed to all Regions from Naples north by us, and the Ministry is having additional copies printed and distributed in the south. Our printing consisted of from 500 to 12,000 each of ten pamphlets averaging 24 pages apiece.

D. Note books.

"Quaderni", or pupil's note books, have been printed in limited number (50,000) in Naples and divided between Naples and Sardinia. Arrangements for printing more in Naples are being made. A million quaderni are being printed in Rome on paper bought from the Vatican. In Siena the Commerce and Industry Officer released paper for 100,000 quaderni for distribution in Tuscany.

E. Supplies.

Our requisition of last spring for school supplies bounced back on us in November with a protest that quantities should be restudied. In the case of one or two items the protest was apparently justified - an Italian official in estimating amount of ink powder needed, for example, seemingly miscalculated or was planning on a much less concentrated product than that furnished by the United States. Other protests were irrelevant - the fact, for instance, that number of pen holders requested was equal to three months total production in the United States was no indication that an order for one pen holder per year for every three school children in Italy was an exhorbitant request. At any rate, figures are now being carefully rechecked, and school children are taking turns with the occasional pen holders, pencils, etc., they can find.

F. School building reconstruction.

This Subcommission, its Minister, the Public Works Subcommission, and its Minister, are beginning to explore, with a small committee of Italian architects and engineers, the enormous problem of repairing and rebuilding school houses throughout Italy. The Italian committee has laid out an excellent plan of work and has done detailed plans on one village (Albano) as an indication of the way they propose to work. British and American architects and engineers could scarcely have done a more workmanlike, efficient, and extraordinarily rapid job than this committee did when asked to submit a sample of the kind of work it proposed to do.

G. Survey of Italian Education (directed by Captain VESCELO).

1. Part I of the Survey of Italian education (the chronological outline) is now all but complete up to 1939. Part II (the statistical

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G. Survey of Italian Education (directed by Captain MESSELO).

1. Part I of the Survey of Italian education (the chronological outline) is now all but complete up to 1939. Part II (the sectional survey of Southern Italy) still lacks certain tables which have never been sent in by Provveditori, but in the main is ready for the final editing: this will be left until the whole of Part I has been completed up to the present day, when the thorough re-editing of both parts will take place. It is hoped that the opportunity may present itself to complete Part II for the whole of Italy.

2. As Part I progresses, new items of importance arise. Thus it has been found desirable to devote a special section to the Convitti Nazionali (State supported boarding schools), in view of their historic and actual significance in the system as a whole, and the inadequacy of existing accounts. A special section has also been devoted to state-expenditure on Education, and a compact series of tables has been prepared showing changes in pay-rates of school-teachers of all kinds over the last thirty or forty years, in relation to the cost of living. The importance of this last section of items needs no stressing.

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to the National Headquarters Scout Unit and Force troops. Both that work under the general supervision of the Education Subcommission in regard to Italian scouting activities. The marked progress of this important work, and the amicable cooperation of what were two competing organizations are due largely to their tact, skill, and energy. Regional Education Officers are giving such aid as is needed in their regions.

I. Education.

The Inspection Commission of the Minister of Public Instruction has bogged down badly. The third president, by being over legalistic, has retarded the work almost to a dead stop. At present some important appeals in Rome are not being acted upon, and about 200 persons suspended a year ago in Naples are still waiting in vain to have their cases heard. It is hoped that a new, vigorous president can be found and that effective machinery can be set up.

II Regional Work.

A. Conference of Regional Education Officers.

All Regional Education Officers were called in to Rome in November for one of the periodic two-day meetings with the headquarters staff. In addition to reports on work being done both at headquarters and in regions, general policies were fully discussed.

Policy in regard to recommendations of the CFN was, for example, taken up, and the point of view of the Civil Affairs Section in regard to the handling of these Partisan groups was fully presented and wholeheartedly accepted.

General Order No. 35 was studied in its preliminary form and certain alterations in the directives and memorandum accompanying it were suggested and later incorporated. The Regional Education Officers were in favor of the prompt implementing of this General Order in their Regions.

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B. Defascism.

The eliminating of fascist personnel from the schools is the first job of Regional Education Officers. The data from Marche-Abruzzi Region (1st Lt. SIMONI) are illustrative and fairly typical of the amount of operation necessary: Reports, fairly complete, from seven of the eight provinces, show that all provveditori agli studi (provincial school superintendents) had to be replaced; about one out of four of school heads and inspectors (46 out of 179 in Region) had to be suspended, and about one out of twenty teachers (389 out of 7,773).

C. Opening of Schools.

1. Naples Zone (Major [illegible]) reports practically all rural schools functioning with almost normal enrolment, city schools open but struggling for accomodations.

2. Sardegna (Captain [illegible]) reports on interesting tour by the part-time Education Officer to 33 elementary and 10 secondary schools of the island. He found only 19 of the 33 elementary schools actually functioning although all were supposed to be. Attendance was poor, due partly to lack of clothes, partly, especially in the two upper classes (IV and V), to the use of the children on the farms.

He was impressed by the dirtiness of many of the children (the cleaner, better-to-do ones sometimes being segregated in special classes), and the fact that 60% of the children were either bare foot or ill shod. A number, including an occasional teacher, greeted him with the Fascist salute, and one school head was called the "Cape Squadra". New text books not having arrived, old ones were being used - in the primer, F for Fascism had been changed to F for Parigi, and I for Impero had been changed to I for Inghilterra.

Captain MACSTAFF found the "avviamento" schools (trade schools for children 11 to 14 years of age) attended by children as ill clad and dirty as the elementary ones, and he felt that the teachers of both were ill prepared and doing a perfunctory job. He was much better impressed by the secondary schools, where he felt the teachers were well prepared and the children well dressed and well supplied. (In general, in Italy, only about one child in thirty attends the higher secondary schools - Captain MACSTAFF therefore saw a highly selected population there). History and literature were being taught without books, to avoid the fascist propaganda common to books in those fields. Attendance was low due to difficulty of transport.

The Sardegna report winds up with a series of criticisms and suggestions. It points out that with 35% of the inhabitants illiterate for more personal attention to the schools and the attendance of the

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[illegible] the impression of the cleanness of many of the children (the cleaner, better-to-do ones so at times being segregated in special classes), and the fact that 60% of the children were either bare foot or ill shod. A number, including an occasional teacher, greeted him with the fascist salute, and one school head was called the "Capo Squadre". Even text books not having arrived, old ones were being used - in the primer, F for Fascism had been changed to F for Famine, and I for Duce had been changed to I for Inghilterra.

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The Sardegna report winds up with a series of criticisms and suggestions. It points out that with 35% of the inhabitants illiterate more personal attention to the schools and the attendance of the children must be given by local officials.

3. Schools are open pretty generally in Lazio-Umbria. The problem in Rome is dealt with later, as it has to do with occupied school buildings.

4. In Marche-Abruzzi, Lieutenant SIMONI has provided for an Italian "Regional Civilian Specialist" to supervise and coordinate the work of the provinces - a man who had been a successful provveditore agli studi and a temporary central inspector. The plan is working well and will doubtless have to be used in Northern provinces where one Regional Education Officer, without allied assistants, will have to do the work which heretofore has been done by two or three.

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The number of children actually attending school now, compared with the normal numbers, is shown in the following table:

Marche-Abruzzi - 7 of 8 Provinces.

Type of school	Normal Enrolment	Present Enrolment	Percent of Normal
Kindergarten	30,711	21,769	70,9
Elementary	249,455	209,805	84,1
"Avviamento" (lower trade)	11,849	9,040	76,3
Lower secondary	12,307	10,803	87,1
Upper secondary	14,827	11,179	75,4

Lieutenant SIMONI reports that in seven of his eight provinces, including all those turned over to the Italian Government, the Alto Commissario for Epuration is a Communist. In the Italian Government provinces additional teachers are being suspended by the Alto Commissario, and in Macerata and Ascoli pressure is being put on the provveditori. Lieutenant SIMONI remarks, "All in all there are definite trends of political infiltration into a rather susceptible and easy target - the Italian public school!"

5. Captain NOE, assisted by Captains H ILMAN and TIMSOE, reports from Toscana, as follows: In Grossato, school attendance is from 80% to 100% of normal. In Siena, schools are opened (including 42 kindergartens), but had to be temporarily closed because of the floods. The University of Siena was opened formally in November.

The schools in Florence province south of the Arno are functioning rather well, but the military situation has prevented such school activity north of the river. There are, in city and province, 2180 children attending kindergarten; 32,500 attending elementary schools, and 9,600 in secondary schools. The University of Florence continues to conduct interim courses. It is also offering courses to Canadian troops and planning courses for all Allied personnel, in Italian language and the history, literature and art of Italy.

Most schools in Arezzo are running, including kindergartens in ten communes. In Livorno about 80% of the normal number of children are in school - all types of schools are open in the city: most elementary schools and some secondary schools are running at least on a part time basis in the rural areas.

In Lucca, schools are open in five communes, and in one other, Massarosa, five of the fifteen schools are running; the school attendance in the province is about 80% of normal. This province has also opened classes for refugees in 34 localities.

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Most schools in Livorno are running, including kindergartens in ten communes. In Livorno about 90% of the normal number of children are in school - all types of schools are open in the city; most elementary schools and many secondary schools are running at least on a part time basis in the rural areas.

In Lucca, schools are open in five communes, and in one other, Massarvia, five of the fifteen schools are running; the school attendance in the province is about 80% of normal. This province has also opened classes for refugees in 34 localities.

Pisa province has 68 kindergartens caring for 5,122 children. About half the elementary schools were open in November and it was expected that the rest would open 1 December. But attendance in Pisa City is low because schools have to be taught largely in teachers' homes. 19 of the 29 secondary schools are open, and seven more were scheduled to open 1 December. There are also ten private and church schools in operation. Pisa University had its ceremonial opening in November, but is almost completely deprived of buildings, through requisitioning. Its engineering school, through the courtesy of the University of Florence, will be conducted in Florence for all students from the Siena-Florence-Bologna section.

In Pistoia most schools are functioning.

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6. Captain PRATT reports from Bailin that VIII Army has asked delay in the opening of schools in Forli and Ravenna provinces; so he has used his time in perfecting plans and directives, obtaining instructional materials, and acquainting himself with the Region.

D. Building requisitions.

The greatest obstacle to the opening and functioning of schools in all Regions, including Italian Government Territory, is the finding of available buildings. Not only are many school buildings badly damaged or destroyed, but the ones which are reasonably intact are in many cases requisitioned by the Allies, in others by the Italian Army, and in still more by civilian groups - mainly refugees and bombed-out families, but also political parties and other organizations. Requests for Subcommission help in preventing fresh Allied requisitions have come recently from Sicily and Puglia, and enquiries have been sent by the Civil Affairs Section to Regional Commissioners to ascertain whether these are necessary and whether alternative locations can be found.

In Naples, Major MURPHY has set up a committee representing the Questura and the Provveditore agli Studi which has made personal visits to a large number of schools occupied by refugees, etc., and worked on means for clearing the buildings. The results are encouraging. Both Major MURPHY in Naples and Major CROCHY in Rome have taken the stand that they will not urge the removal of Allied troops from buildings until the Italian authorities have done their part in clearing buildings from Italian civilian occupation, and in repairing, disinfecting, and putting to use the unoccupied buildings.

The Rome situation has been inexcusably bad from the standpoint of effective work toward getting schools open. Rome was turned over to the Italian Government on 15 August. It was agreed shortly thereafter by the Minister and Provveditore that the elementary schools would open 1 October and the secondary schools the first week in November. In the middle of October it was found that very few schools had been opened, that there was no record as to what schools were in shape to open, and that almost nothing had been done by the similace toward repairs and disinfection and or by Min and the prefect toward removal of civilians, although the need for action had been discussed with him a month earlier. The Education Subcommission and Major CROCHY, Regional Education Officer, had to send their personnel into the school offices and out into the various schools to supervise the preparation of a comprehensive analysis of the exact situation. On 20 October complete lists of all schools and data concerning what needed to be done to make each available were prepared and submitted to all authorities concerned. From that time to the present Major CROCHY,

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It will be noted that whereas both Allied and Italian military units actually cut down on the number of buildings occupied, the prefect and sindaco, who are the sole authorities for removing civilians and repairing and cleaning up the school buildings, had made almost no progress. The Provveditore agli studi and Minister of Public Instruction have no power over the prefect and sindaco and find their hands tied by their inefficiency and indolence in making the schools available.

At the time of writing this report, some of Major GEROCK's vigorous and persistent action gives promise of bearing a little fruit. It is hoped that the report for December will show an improved situation.

In Marche-Abruzzi Lieutenant SIMONI states that while the VIII Army has not been promiscuous in requisitioning schools in most centers, it has taken everything except one out school in the city of Macerata, including all of the University of Macerata.

The following table shows the situation for seven of the eight provinces of Marche-Abruzzi Region, in terms of class rooms:

	Schools Unavailable						Functioning
	Occupied by Allies	Occupied by Italian troops	Occupied by Civilian groups	Occupied by refugees	Needing Repairs or Disinfect.	Destroyed or badly damaged	
Elementary	364	32	46	206	1997	1270	4433
Lower trade	65	--	--	---	113	110	405
Lower Secondary	80	13	14	9	94	139	351
Higher Secondary	131	--	--	13	111	74	610
Universities	26	--	17	--	14	--	140

It will be noted that the major occupancy in Marche-Abruzzi, unlike Lazio, is by Allied troops, and that despite the number of occupied, destroyed, and damaged class rooms, a still large number are actually in use for schooling at every level.

The situation as to school buildings in Toscana Region cannot yet be given so comprehensively. In general it is as follows:

	Allies	Indian troops	Evacuee groups		Disinfect.		
Elementary	364	22	46	206	1997	1270	4283
Lower trade	65	--	--	---	113	110	408
Lower Secondary	80	13	14	9	94	136	352
Higher Secondary	181	--	--	13	111	74	610
Universities	26	--	17	--	14	--	14(

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Grosseto - No buildings occupied by Allies, 4 by refugees.
Siena-Gil: all buildings but two occupied by Allies.
Florence - 42 buildings (2/3 of all class rooms) occupied by Allies.
Lucca - 43 class rooms occupied by Allies.
23 class rooms occupied by civilians and refugees.
62 class rooms destroyed or badly damaged.
47 needing repairs, etc.
315 in use by school
Pistoia - Increasing number being requisitioned by Allies, many being occupied by refugees.
Pisa - 91 class rooms occupied by Allies.
204 class rooms occupied by refugees, etc.
239 destroyed or badly damaged
586 needing repairs, etc.
141 available for school use.

In Pisa, almost all university buildings are occupied by the Allies. Recently the medical school, badly needed to complete the training of

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situation.

We have therefore now asked that an urgent cable be sent requesting earliest possible shipment of rolls of flexible glass substitute. Its arrival and delivery to consumers before the winter is over would be a miracle. Consequently many schools will probably have to be closed down for the coldest months.

The building repair situation generally is not satisfactory. Local architect and civilian do the best they can, with the materials and energy available, and with little help from us. A comprehensive study of the needs, and plans for the future, is just getting started, as indicated in Part I of this report.

F. School lunches.

The school lunch program is developing as rapidly as local kitchens turn in requests accompanied by a statement that rooms have been found for preparing and serving the soup and dried vegetables. Lieutenant SIMONI in Munchen-Gladbach reports that the enthusiasm for this lunch does not ride high, partly because of the difficulty in getting rooms to prepare it, and partly because, without salt or oil, the dessicated soup and vegetables are not too appetizing. Despite such obstacles, the program is developing satisfactorily and more and more school children are getting hot lunches.

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Sincerely yours,

CARLETON H. WASHBURNE
Lt. Col., AUS
Director of Education.

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INFORMATION

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It is intended that one copy of each of these reports go with the Education S/C October Monthly Report to A7HQ USAFP

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HEADQUARTERS
ALLIED CONTROL COMMISSION
APO 394
Education Subcommission

20 NOV Recd

SWAN-SONG FROM THE EX-DIRECTOR OF THE EDUCATION SUBCOMMISSION
ALLIED CONTROL COMMISSION

Lt. Col. T.V. SMITH AUS

Apologia for a Report that is Personal and Philosophical

1. Since my retirement from the Directorship of the Educational Subcommission coincides with the dropping of "control" from the title, and perhaps the function, of the Commission itself, it is perhaps not inappropriate to render a final accounting somewhat different from the detailed monthly reports (recent ones of which bring the Subcommission's operations adequately up-to-date). In the monthly report the work of my educational colleagues bulks large; for it is they after all who do the work. If here my own part looms somewhat (work done at Headquarters in "the thick of thin things"), it is because it has been my privilege to oversee with an eye to strategy the conditions under which the educational specialists operate. This final report will, therefore, concentrate, upon the period of my directorship and will intend to present certain highlights of the Subcommission's history, some conspectus of the problems faced and how faced, with prospects of progress, or otherwise, now discernible in Italian skies. I shall allow myself more leeway than usual, for soldiers who like us are also specialists in civil affairs must operate in a broader perspective than the merely military provides.*

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* In particular we educators must be theorists as well as practical men, and we must be both at the same time. To separate the theoretical and the practical is one of the oldest indoor, and one of the newest outdoor, sports of mankind, to which the military is not immune. It seems to many to make theory more clear and practice more decisive. But to demand more results, just like that, is never to get the results you want in education. Such separation in education is, indeed, for the most part impossible; and the appearance of it there is mostly specious and not infrequently deceitful. Every textbook and each classroom exercise is a theory embodied, and every pedagogical syllogism or educational brochure is the gestation of a dogma to be inflicted or an experiment to be perpetrated on childhood. Every university is "a dream that is passing or one that is coming to birth." In this medley of crystallized theory, what the child brings to school with him of culture drowns out what the teacher says in practice, unless the teacher says the same.

1986

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2. I hazard these observations, therefore, as a legacy personal and philosophical to fellow-directors of Subcommissions and to other specialists who may be interested in the inwards of action (while performing the outwards of duty), doing this to this as I could wish to be done by were they concluding their work with this Allied Commission. If the history of the unique Allied Control Commission is to be written, and written clairvoyantly from the inside, such self-assessments from all directors would probably prove valuable. At any rate, I risk it and begin with a tribute not only to other directors in this pioneer enterprise but also to the Allied nature of it which renders it so conspicuously pioneer. The not infrequent tension between us across the national lines -- why deny the obvious or gloss over the foregone? -- has at least often kept us from the doldrums; and I for one have always believed, and go away believing, that whatever we have done for or to Italy, the fact that we British and Americans have done it together is of greater consequence to the world.

Certain Highlights of the History

3. It is only slightly more than a year ago when the AMG educational work began in Sicily with only one staff member, without advance planning and with no enlisted or civilian aid. It is only slightly under a year ago that I arrived in Sicily from North Africa as Director of Education and (then) Fine Arts and Monuments. My first act was, out of deference to his grass-roots experience, to volunteer to become Deputy to the British officer already a few weeks on the ground (Lt.Col. George R. Gayre); my second act was to propose to him and to General Mc Sherry the independence of Fine Arts and Monuments; and my third act was to advise against the acceptance of honorary degrees from Italian universities by educational officers who controlled them. The proposals were accepted (and the advice was ignored). My fourth act was to deliver (save for a frustrating encounter between my little "Cub" airplane and a big stormcloud that day (4 November 1943) enveloping all the central highlands of Sicily) an address at the opening of our first institution of higher learning in all Italy, the ancient University of Catania. (I did not accept an honorary degree from Catania or from any other Sicilian university). So completely did this address forecast the policy of conciliation which I have subsequently pursued with reference to the whole educational structure that I include it in this report. (Appendix A).

4. Though the Educational Subcommission has during the year grown from one to (a maximum of) fifteen officers, three enlisted men (at headquarters), and not a few Italian civilian employees, the endeavor has been constant, so far as my influence could make it, to work ourselves out of work by nursing an Italian Ministry of National Education (now called the Ministry of Public Instruction) into being and into strength sufficient to take the task from our not unwilling but still foreign hands.

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5. It was my personal good fortune to be free [illegible] beginning the officer directly in charge of our relations with the Italian Government (ACC as distinct from AMG). I went to Brindisi in the initial days of ACC when some friction had unfortunately developed, largely on fanciful grounds*, between our own high ACC command and the Education Subcommission and what friction was being rapidly engendered between this Subcommission and the Italian Undersecretary for Education, because of our precipitate expectations of immediate results. Before the previous misunderstanding had been cleared, but not before good relations were established with the Italian Undersecretary for Education, I was called to the European Theatre and was asked in London to assume charge of Education for Germany. Out of deference to specialized function and with respect for an agreement with my British Opposite in Italy, who himself wished the German post, I promptly and gladly returned to Italy, after laying certain foundation stones for the prospective German venture. This trip consumed most of December and all of January. I arrived back in Italy in February, 1944, at the time of the transfer of Headquarters to Naples from Palermo (AMG) and to Salerno from Brindisi (ACC). I at once assumed the directorship of the Educational Subcommission, both in AMG and as ACC, living at Salerno with the Italian Government but commuting weekly to Naples, whence our operations proceeded.

6. Finding the tension between this Subcommission and the Italian Undersecretaryship renewed in my absence and grown indeed into such paralyzing proportions that energy was being wasted in trying to force the Undersecretary's resignation, I made my first act an effort toward the renewal of friendly relations. To make the grounds of this desired renewal safe, however, I anticipated my first personal meeting with the Undersecretary with a letter stern enough to break relations or to make renewed friendliness substantial. The sequel to the letter was so satisfactory, as I deeply desired and expected, that I submit it as of significance in the history of concrete ways and means. (Appendix B). That letter was addressed to the improvement of our external relations.

7. An even worse situation had arisen as touching our internal relations with colleagues in other Subcommissions. Educational officers were now taking honorary degrees from the universities which they controlled. Others were also accepting such honors, but only educational officers were boasting about the "achievement", citing in an official report of the time

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* From the cuspatic corners of one of our officers, General Joyce, then Chief Commissioner of ACC, got the misimpression that the Subcommission was bent on taking Italian Education over on a certain American mold. I had previously assured General McSherry, in North Africa, that as Director I knew I was not God, and that, consequently, I did not propose in a single season to try to straighten Italy's old Leaning Tower of Learning -- but only to clear it of the poison ivy of fascism.

1982

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Four Lessons from One Subcommission

10. Within the Subcommission, the spirit has been not dissimilar: large acceptance and generous quittance. With regret but without repining, I have within a short half-year released from Education four of the ablest officers that have served any Subcommission. Three were and are personal friends; all four of them professional colleagues of integrity and high spirits. The policy, however, has steadily been not to let personal friendship or professional pride doom to the educational part talents that were more needed for the good of the whole, and to let officers themselves have the larger say as to where lay their happier and so deeper duty. Since I am now joined their ranks, it is fair to memorialize them. On the British side, Major William H. Sherwood wished to go to England for both personal and public reasons. He was a creative personality in his own right and a catalyzing influence of high value to the Subcommission. To grieved to have him go, but did not begrudge him his preferred chance. Major Thomas G. Bergin, the all-round indomitable, thought he saw and in fact did see fuller room for his talents in Public Relations. A light went out with his going from Education, but a larger darkness is now illumed by his wit and learning, by his interpersonal delicacy, and by his deep moral clairvoyance. Major George R. Koopman long wished to become a provincial officer. I persuaded him to defer his quittance until our needs were less urgent and the provincial requirements more imperative. But when both conditions matured at once, it was necessary to sustain without compunction the loss of his personal poise, his rare administrative tact, and his sage advice on problems innumerable. Some province in Northern Italy is more fortunate than it yet knows. And, last of all, the Subcommission has now been called upon to release to General MacArthur in the South Pacific an officer whom I did not know well enough to call friend but quite well enough to welcome as my successor in the directorate and to grieve over his loss to this theatre as a whole -- Lt. Colonel Henry T. Rowell. I have long thought that any public task which Colonel Rowell undertakes is better done by him than by another.

11. Some of these, or with stubborn possessiveness all of these, might conceivably have been held by the Education Subcommission. Grieved, I let them go gladly. It is difficult to sustain jealousy in the face of function, and there is great compensation in the thought that duty as well as destruction is global. Moreover, there remains still technically in the service of Education in Italy a round dozen of able, energetic, well-trained, young educators each serving still what he still chooses and serving as far as may be where he now prefers to serve. To keep in not always to possess, and to order is not invariably to effect. Even in the army, the voluntary way, sustained in the consultative manner, is not infrequently the wiser course. At least upon such a conviction I have acted as Director of the Education Subcommission.

12. To myself I thought at last to apply the same rule: the larger function self-determined. Then I saw my own use to the organization pass its peak, I thought I ought to let myself go so that better men than I might

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have their chance at maximum service in a field of limited opportunities for advancement. I therefore invited to proper authority a request, giving the "real" rather than merely "good" reasons for my proffered retirement from the directorship. (Appendix F).

ESTIMATES OF SUCCESS AND HEDGINGS AGAINST FAILURE

13. The commingling of success and failure in our task, sets limits to optimism for the future of education in Italy. As touching our successes, I could not have picked better educational colleagues than were handed to me, and my enlisted men have fully measured up to the very high quality of enlisted men in ACC as a whole.* My respect for both enlisted men and commissioned personnel would compensate with the psychic income of esteem for my failure to get for both groups the tangible promotions they have each and all now fully earned. My fellow-directors have helped me more than I have helped them in the elaboration and implementation of common policy. Moreover, as directors jointly could hardly have been more fortunate than we have been in our immediate leaders, the two Vice-Presidents of our Administrative Section. The Right Honorable, the Viscount Stansgate was by common consent unique; and Brigadier Upjohn fairly won the succession to him by his admirable work as one of us, the adroit director of our Legal Subcommission. I have always felt myself in the presence of my *de facto* as well as *de jure* superior when I have stood before either of them. Such

* Since the three unlisted men at Headquarters have not been mentioned in monthly reports, I here call them by name and honor each with a brief character:

Sgt. Thomas J. Kizzato, Chief Clerk and typist; tenacious and canny, he has held his job to its course with quiet caution.

Pfc. Hugo F. Jaeckel, interpreter-translator and companion: so full of clear eyes and high cheer that he ornaments with a kind of masculine grace every task which he touches.

Pvt. Joseph Di Marco, scrounger: reduced to a leg-man by requirement, he has kept his fine wits about him and has gilded his legs with functional pride.

There should be a chance, before the full tale is told, to commemorate in appropriate fashion the loyal and effective work done in our educational endeavors by the fine group of Italian civilians, whom I do not here undertake even to name.

When without warning and with only subsequent knowledge on our part of the death in action of his son, Lord Stansgate was wassing at the jolly mess he had instituted and kept scintillating at the Victoria Hotel in Cava (the ACC billet out of Salerno), I was asked to speak for American officers, I prepared certain lines, a tribute as sincere as it was informal. Such occasions on the night-shift of life do much to make brighter the day-shift. (See Appendix G). (The play upon his yeard is literal to his high humor and his all but limitless energies).

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feeling makes for morale on the job itself, and facilitates the collection in memory of the unearned increments of service. Both together conduce to optimism of expectation.

14. Expectation is, however, properly tutored of events. Whereas education is among the most positive of things, we worked under a negative mission in Italy and through difficulties insurmountable save in the time-span of decades. The physical difficulties may be taken for granted, for it was war; and even as educators we were in Italy primarily to help our soldiers win the war. The campaign had blighted Italy from end to end, devastating school buildings, with all other buildings, impoverishing the people, uprooting families, ruining transportation, lowering morale, and addling hope. The best that can be said for our success against such difficulties -- and it is enough to say -- is that with unrivalled speed it was brought about in every area as liberated that no child remained divested of educational opportunities through any acts of our omission nor was subjected to wrong school influences through any acts of our commission. Our monthly reports make clear successively what we did, who did it, and how much was done, to restore such normal educational opportunities as war to the North permitted. They make clear also what we did, who did it, and how much was done, to guarantee, by revision of texts and purging of teachers, that the wrong things would not be taught,

15. We undertook little, however, and achieved less, to effect the teaching of precisely right things. Our mission, to repeat, was negative: we came to Italy to destroy fascism, not this time officially "to make the world safe for democracy". Not only was there immediate reaction on the part of the highest authorities in Italy -- ecclesiastical, civil, pedagogical, and military -- against a positive democratic program of education, but more effectively Mr. Cordell Hull in Washington early put the official quietus to pedagogical positivity. "It would be unwise," said the American Foreign Secretary, "for this government to undertake to apply, much less to impose, a foreign [and that means an American education] program for the placement of American teachers in the schools of those countries, or for the preparation of text-books in the United States for use in such schools." (In terms of policy, Italy was always on the way to being a "liberated country", even if in intial fact it was a conquered country). But it was anthropology rather than bureaucracy which effectively kept our program negative. Schools require teachers, and teachers cannot teach democracy until they are taught democracy. It requires a generation to make teachers who can, if they can, re-make society.

16. Since, as Mr. Justice Holmes has said, "historical continutiy with the past is not a virtue, it is only a necessity", each country must find its own way from itshistory to its goal. As democracy means something different in each land, it cannot be commanded of one by another. It cannot even be defined one for the other. Its opposite, however, can be identified and checked so that the lines of growth may be both indigenous and in the right direction. In this sense, and it is the final sociological sense, the

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negative policy is the safe policy in education. Italy is not yet democratic, nor has its educational system been itself democratized. Our greatest influence in this regard is not anything we have commanded (save only as we have commanded fascism to be expunged from the schools), but what we have commended to Italian educators by our own example. This has been the strategy back of my own policy of conciliation from the beginning: that if we did not conciliate, we would annihilate our influence before it began. This principle of caution led to my permitting Gunno leeway in dealing with a politically suspect pre-vocational teacher through whom Gunno had to work at Brindisi when he himself had not so much as a room in which to be "Undersecretary" nor any secretary or typewriter to be it with! (See Appendix H). It led to my giving Omodeo so much rope on his strident demands for immediate examinations in all schools that when some examinations were given, Omodeo was not Minister to give them.* It led to my compromising with De Ruggero on the same subject. He acknowledged the rightness of Omodeo's principle of examination but wanted, I thought, to remain popular by not giving any of them this year. Under my pressure for an immediate token payment upon ultimately right principles, he retorted: "It cannot be done, but of course you may order me to do it!" I replied: "There will be no ordering as between you and me; for to order is not to effect in this professional field. I understand the poverty of power in human culture. I will put our courier service at your disposal, and you yourself will name the maximum that can be achieved by our thus working together." That hour marked the beginning of complete collaboration between us, as well as the beginning of a restoration of integrity in state examinations. It led me, finally and recently, to pour oratorical oil on the troubled academic straits between Rome and Sicily. An association of University Professors at Rome had published a stinging criticism of certain AMG educational acts in Sicily, which as the professors charged removed not a few good university positions on the island from national competition. This criticism the Sicilians resented, particularly the insinuation that they themselves had left Allied authorities in ignorance of Italian law and custom in such matters. Two of the three Sicilian university rectors came all the way to Rome with blood in their eyes and a voluble cry for justice. A letter (Appendix I) was written, after consultation with the Minister of Public Instruction, which returned the Sicilians happily to their homes and did not leave the Roman professors entirely unmanaged. The letter was addressed to the Minister but it was for the Roman professors, and was read to them collectively in eloquent, if extemporaneous, translation by none other than the fine and fiery Sicilian Rector, Martino of Catania. Those who have appreciation for the finer things of life and sound, having once tingled to their foundations under the reverberations of Sicilian oratory, may be allowed a sigh that they were not present. The English original, believe it, is a poor substitute for the translation, albeit oral and extemporaneous.

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* I held a staff meeting in his presence to illustrate how conciliation might be achieved through mutual accommodation. He observed that such compromise methods might work in America, but that in Italy one must be stern. He was stern. He is no longer Minister.

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17. My thought has steadily been: that war permits little that is positive to be done in the delicate field of education but puts full temptation before educators to act so as to make the positive permanently impossible; that to resist the temptation to play at power is to play for time to reorient Italy after the war; and that, other conditions favoring, we may presently (exchanging books, students, teachers, and certainly ideas) come among Italian scholars to take the place of affection long held by Germany. As I summed this philosophy up in a single sentence to an irate American Regional Commissioner, who castigated me for not talking as big as he: "When I have the power, I needn't talk big; and when I haven't, I daesn't."

Church and State -- and Education

18. The same prudent caution and high consideration led also to the policy of collaboration with the Roman Catholic Church. In fair perspective, our actual relations with the Church have been harmonious throughout my directorship. True, the over-dynamic and the over-ambitious can always complicate delicate relations of equilibrium. There have, for instance, been fishermen who in the name of the Church have now and then muddied our waters with fears, hopes, gestures. This was made easy by the curious fact that we non-Catholics were from the beginning put in charge of education in a Catholic land. But our charter had nothing to do with sectarianism and our duty as soldiers was too clear to allow us to be swerved from justice by invendo or provocation.* To the Church, in its strength, this meant observing with fidelity the maximum advantage which the Papal State had guaranteed (though not always observed) in the Lateran Treaty and the accompanying Concordat. It meant protecting the Church's monopoly of religious instruction in both primary and secondary schools, and aiding the Church's own schools as far as equality of treatment permitted. To the State, in its weakness, it meant maintaining its voice in standards of instruction and its circumspection over examinations, and protecting the universities in their hard-won and long-maintained freedom from sectarian influence. To Democracy, in its virtue, it meant strengthening the claim and habit of freedom against all pressure groups competing for a monopoly upon education. Our success in this delicate field, which would

* For the sake of the record, I did at length appeal for an official investigation of our impartiality in the premises -- and secured complete exoneration in the matter. (Appendix J.) My appeal was directed not against the Church but toward awakening the War Department to its ancient sense of duty to its officers in the field. Gossip given to the State Department had, through a sort of lateral osmosis, reached the War Department -- to be accorded undue influence as it seemed to us in the field.

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appear to some providential, was, more modestly speaking, indicated in advance by the fact that the minimum of our duty, internationally defined, was to uphold during the period of our interim sovereignty the maximum advantage diplomatically created by the Church from Fascism. Moreover, it would have made no sense at all for us to fail to appropriate as fully as possible the influence of the greatest Agency of Order perhaps on earth, when the primary job of military government is to keep order among conquered peoples.* Beyond this ordinary prudence, we were privileged in the Italian premises to leave politics to statesmen and religion itself to God.

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* A further word here may disclose our larger solicitude for both the Roman Church and the Italian State. Neither our head nor our heart has been left unengaged by our dual responsibility.

It is the peculiar function of democratic agents to maintain first in the schools and then through the schools a means of accommodation as between the Right and the Left in a given culture. No one could have been blind to this high obligation in Italy. All Italians accord the Church first honor as an Agency of Order. Not all accord it honor as an Agency of Progress. Churchmen's own distrust of the Church in this latter regard (anti-clericalism is in Italy of course a churchly not an anti-churchly matter) makes it possible for another agency to bid for the reputation of representing Progress.

Communism has a growing prestige on this very point in Italy. It would be unfortunate if these two indispensable ideals got separated in any future Italian division of function. Both the Catholic Church and the Russian State are our allies against Nazism; and we are solicitous, so far as may be without presumption, to mediate between our friends, to both the Right and the Left, doubly solicitous since as democrats we are devotees of both ideals: of Order and Progress, of Progress and Order. As educators from free lands we indeed are custodians of a technique for gaining the one without forfeiting the other. We Americans are, not unlike the British, for orderly change, which spells Progress; but we are for it through evolutionary means, letting liberty, as the English poet says, "settle down from precedent to precedent." We Anglo-Americans have indeed discovered and established a technique of swinging from Right to Left, and from Left to Right, without liquidating the Center as we swing. Through our respect for constitution and our patience to abide parliamentary processes, we have in truth "institutionalized the very principle of revolution" and have thus in our own lands made Order dynamic and Progress peaceful. As educators we are daily habituated at home to the process of letting this social environment seep into the souls of our students until the schools themselves become an agency of Progress through institutions of Order.

All this and more has informed this our dual solicitude as educators in Italy.

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19. Such has been our policy, for better or for worse, of patience with a negative mission in order that the positive might, in its own time, more fully come to flower. Now that our days of "control" are over in Italian territory, happily over, the period of affirmation for democracy need not be far off. Conciliation bears its richest fruit when all possibility of coercion is past. Since we can now give advice alone, our advice is more likely to have its full effect, a negativity prudently endured may now give birth to a richer and rounder positivity.

20. One way indeed in which this outcome may begin to be implemented is at hand. The progressive demilitarization of our educational work in Italy, now a logical and a prudent step, will not of itself be enough. Fortunately this Subcommission has at hand an officer -- Major Carleton W. Washburne, now happily made Acting Director -- who has unusual qualification for subserving those positive ends. He should be left as Civilian Adviser on Education if and when the military phase is completely liquidated, and should be left as long as possible to counsel the Italian Government how editorially to travel the road, the long road, toward democracy. Washburne is persona grata to the Ministry of Public Instruction. He has had the widest experience in Italy: from Sicily to Rome; from Headquarters as Deputy Director and now Acting Director to every Region so far occupied. He has mastered the language. He has initiated the revision of textbooks and has overseen the transfer to the Ministry of the massive printing program of texts. He has helped form all the important commissions and is serving as adviser to all alike, whether they be Ministerial or Subcommissional. He has stimulated and initiated a strategic program for translating into Italian a few of the best educational books, British, American and Russian. He brings to all these enterprises not only the practical experience of long superintendence of a forward-looking school system in America (Winnetka) but also firsthand knowledge of the schools in many lands (England, France, Germany, Russia, China, Japan, and five of the South American Republics). He is free to undertake this work; he is highly acceptable for this work; he is superbly equipped for this work. "This work" -- let no one ever doubt -- is the task which our peoples in both our democratic homelands accepted us, and do expect us, to do in order to stop the recurrence of war, at least from this fascist source-land. This is a task, however -- and let there be no false claims about it -- on which we have been able to do little as an arm of the military in the stern business of helping to win the war.

21. It would not be fair, however, to our own sustained efforts if we left the impression that, as an arm of the military and under the limitations stated by Mr. Hull, we have been able to do nothing for democracy in Italy. We have done something, indeed more than merely something. It pays to remember that at bottom they also serve democracy who only stop its crucifixion. From the earliest Sicilian days we stopped the (fascist) award of scholarships to children of large families and restored awards to the basis of quality, not quantity. To have as a settled policy weeded fascist propaganda out of the textbooks without putting counter-propaganda in; and, lately, in collaboration with the Ministry, have dimmed the

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textbook praise of the eclipsed ruling house without propagandizing against monarchy as an institution. And all the while, against unheard of practical difficulties in printing, we have maintained an ever accelerating stream of books and supplies to the schools (now running into the millions of textbooks and notebooks). We have purged from the teaching and administrative personnel of all schools the most offensive of the fascist, enfreeing teachers long ground down with fear, restoring to their places those persecuted by the regime, discriminating all the while as best we could degrees of guilt among the all but universally guilty, and showing circumspect mercy to the continuous claims of injured innocence. We have abolished malodorous university chairs without establishing in their stead chairs sanctified with our own sweet scent. We have worked harmoniously with successive Ministries toward lessening by (Italian) decree the totalitarian centralization of Italian education: have now achieved the election of university rectors and deans, have freed faculties to call to them men of their own untrammelled choosing, have soon lifted the ban against foreign professors, and lately are witnessing at every level of education the abolition of that fascist device of academic favoritism, the "comando" privilege of the Ministry. Most of all, and all the while, we have done whatever we have done through methods of consultation and in an atmosphere of democratic reasonableness, to make right procedures speak where commands of authority would not carry beyond the echo of the hour.

22. In spite, however, of what could properly be done under our mission, and so has been done by us, even the negative job of abolishing fascism does depend in the long run upon the affirmative task of teaching democracy.

23. If I am not as optimistic as some as to the larger hope, it grows out of a different estimate of the deeper forces that must be overborne before Italian education can become decently democratic. As symptomatic of these forces, let it be put flatly that the standard sociological conviction in Italy in this twentieth century still is that a thoroughgoing distinction must be made in fact, and implemented in education, between "the governing class" and "the people." * We know, at least in America, that if we did not each generation recruit the so-called governing class from the people,

* A recent educational pronouncement from Signore Croce's Liberal party opens, for example, with this tell-tale sentence: "The task of the schools is twofold: first, the diffusion of primary instruction throughout all the classes of the population and, second, the preparation of the ruling class."

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we could not take a dent upon the enormous number of leaders required in a pluralistic society for industry, for religion, for education, for government. We think we have demonstrated to the world that whatever distinction be made between them is a distinction without a dependable biological or sociological difference; it is in simple and lasting fact a distinction of convenience alone, to be transcended in action each generation anew. But this Italian error is only symbolic of deeper causes operating to confuse and to retard democratic hope.

24. Let us now state as clearly as we can these larger conditions which stand in the way of, and must somehow be overcome to make effective democratic education in Italy. If our words seem to wander widely, our mind but reaffirms, in following the argument where it leads, the multifarious factors that condition democratic education.

25. The first condition (hereafter I) is psychological, and involves the renunciation of the "barbarism of glory".

26. The second (hereafter II) is political, and involves the self-discipline of political parties into prudence and of individual partisans into sportsmanship.

27. The third condition (hereafter III) is economic, and involves outside aid initially, but eventually must become an inside job, the delicate job of organic balancing of human and material resources, the adjustment of population to policy rather than the reverse.

I. Renunciation of the Barbarism of Glory

28. Italy is a land of glitter with a history of garishness. Framed by Nature to be a cushion thrusting her free lot sunnily into the sea, she has the grace setting of clear air floodlighted by a glorious sun. Even her constellations at night seem flung for vanity across the firmament of some proudly advertised planetarium. Her sons love the postures of greatness, with or without the fact, and her daughters seem to feel no deeper obligation then to applaud the masculine posture -- and in appreciation to replenish the earth. Nor has it been significantly different with Italy in the past. Mussolini was by no means alone, though he was extreme, in exploiting the psychological fact, this weakness for grandeur. In looking at her history, he passed by what could be but usually is not found, Italy's gentler past, passed it up to worship at the shrine of a pagan demon virile and fierce. With motivation thus seduced, what a wealth of iniquity his sons Italy's past affords! Here is a land, old in culture, whose primitive myth of its own origin -- Romulus and Remus -- begins in murder, passes through fratricide into treachery against a near neighbor, and glamorizes its chronic fecundity with an ancient tale of rape converted into legality by a mythological tour de force. Not even against Fascism were it fair to remark all this -- for what old nation does not carry from primitive times some literary remnants of the barbarism of glory? -- were it not for the

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recurrent glorification of this notion might free Caesar to consolidate those that obviously lies not far beneath the surface of either day or night dreams of Italians. Nationalizing his own barbaric thirst for pillage upon any neighbor weak enough to invite it with impunity, Mussolini proudly displayed to popular applause from the balcony this pen: "Fascism rejects professions of universal affection, and though living in the community of civilized peoples, it looks into their eyes unfeelingly and diffidently." To such calculating reasonery all men easily become Carthaginians and all women Sabines. Where the national subconscious thus abolishes international standards in order to escape the stigmata of moral illegitimacy, there are left as inevitable lottery front difficulties in the establishment of governmental legitimacy itself, and so education, both vocational and cultural, became in Italy, so far as Mussolini with popular backing could pervert it, but a glorification of the will to power, rather than the natural piety which might help to sublimate the inevitable power drives of men.*

29. Let no one think this spirit was exhausted by Fascism, or invented by Fascism. It is the heaviest single fact because the oldest and the deepest which education must reckon with in Italy. Even her monuments to spirituality depend disproportionately for effect upon the quickness of gold and silver and upon the prestige of outwardness, begetting in turn an externality of devotion, the strange mixture of power and piety that could publicly proclaim Mussolini, the tyrant, as "a man sent by Providence."

30. Democratic education cannot thrive in Italy save as this barbarism of glory gets transformed or sublimated.

II. The Moral Discipline of Politics

31. Italy's traditional genealogy of virtue can indeed be made plausibly to read like an Old Testament calendar of Vice: Hate and Glory begat personal Pride, and Pride begat moral Conceit, and Conceit begat political Intolerance, and Intolerance begat civic lethargy, where indeed it did not beget Equalitarian, which in turn begets the lethargy of cynicism. The calendar of Virtue, on the other hand, is an old but thorny annal. It starts with the hardest of all moral discoveries, the discovery that it is natural for men to disagree and that disagreement goes deeper and deeper with the growth of honesty and intelligence. The more intelligent, indeed,

*One dare not lift his hand in any elementary school in Italy, to salute or wave, unless he wishes a shower of the stiff fascist greeting. Children, like adults, of course give what they have.

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men become the more they differ with one another; and the more fervent they are, the more stead they set on their differences. Such seems a fair rendering of the annals of man, i.e., of the history of factionalism. If men set sufficient stead on their differences, they will either kill one another off as insufferable sectarians or will invent a way to save the differences. When men stop killing each other and simply agree to disagree, what they agree on is more important thereafter than what they disagree about. And what they agree on is this: a standard method of settling disagreements.

32. That is democracy.

33. If the method can only get well enough established in the sentiments of a people, it can save national unity and make that unity more rich by the very variety of its beliefs about politics, art, religion, economics. This method of compromise presupposes individual integrity to support it and rewards integrity with security. But it presupposes something else: political parties.

34. The tendency of honest men is to divide and divide, or to purge and purge, until a solid core is found, a coterie of the completely like-minded. Whoever has sincerely sought it, knows, however, how hard it is to find. Schism calls for schism and purge begets purge until, like peeling an onion to find its core, one is left at last with only a scent, and a bad scent at that, the malodorousness of pure egoism.

35. The other way is to start with difference as inherent and learn to tolerate all sorts of personal and small-group beliefs so that such units will not feel themselves jeopardized by any generous ventures they may make in the direction of common action. Men enjoy the luxury of generosity when they do not fear its price to be the sacrifice of necessities. The final necessities of men are not food and drink but honest beliefs and treasured feelings. These must not be sacrificed; but the only way to save them without sacrificing lives is the creation and toleration of like-minded groups: groups which one can join when he pleases and leave when he wishes. Such like-minded groups are made up of men whose minds have been enlarged, not narrowed, by the very process of likemindedness. If these groups -- political, religious, cultural -- are too many, common action is too little to meet the needs of a nation's life. If they narrow themselves down to one, then totalitarianism is too total to sustain indispensable variety in thought and subsequent self-correction.

36. Politically, Italy has started well, better than was reasonable to expect. Six parties are not too many to begin with, especially when subsequent movement is in the direction of coalition. The democratic danger is about equally great from defect or excess of parties. Two is the minimum; six is perhaps the maximum; three would probably be the optimum. Within some such limits, quantity is less important than quality. This quality is moral in nature: the recognition that common action can and must be achieved without the sacrifice of un-common beliefs and private

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men become the more they differ with one another; and the more honest they are, the more stead they set on their differences. Such seems a fair rendering of the annals of man, i.e., of the history of factionalism. If men set sufficient stead on their differences, they will either kill one another off as insufferable sectarians or will invent a way to save the differences. When men stop killing each other and simply agree to disagree, what they agree on is more important thereafter than what they disagree about. And what they agree on is this: a standard method of settling disagreements.

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sentiments. A religion which practices as well as preaches that life consists not in goods but in generous thoughts and feelings can be of inestimable political value. If the great democracies have tended, as is sometimes charged, to make a religion of their own processes, including their toleration of each other's contradictory faiths, then it is testimonial to the extreme difficulty of finding such religion among the historic contenders for the name. But whether homegrown or revealed, such a religion can both sustain and be sustained by democratic political institutions. It is only where party leaders can compromise issues without compromising themselves that party life is productive of democracy. Democracy cannot live without parties (for men cannot surmount pure egoism or pure sectarianism at a single jump); but it cannot live with parties that cannot live with one another. Mr. Churchill was quite right in lately warning Italy against any party rapacious for total power; for such a party would abolish parties. It is equally necessary to remember that without parties to the Left, the Right will go wrong; and without parties to the Right, the Left will never get right with freedom. Democracy is not essentially a doctrine or any goal. It is, rather, a way of going which decides as it goes where it is going, all-together.

37. This way of life not only conditions but so far forth constitutes an education for all its citizens. It recognizes the recurrence of necessary and important choices. It prepares citizens with facts which condition wise choices. It makes pervasive the atmosphere in which men will chide their choices, good naturedly and cooperatively. Only in such an atmosphere can men continue to learn, scientifically speaking, and to grow, morally speaking. Schools can do something to produce such an atmosphere, but schools can increase the atmosphere only as they breathe: this pure air while they work. Poisoned air produces putrid propaganda.

38. Where responsible tolerance prevails politically, education thrives because it reproduces what it feeds on, growing from more to more in the charmed process of circularity. Every political campaign becomes an education in social issues, and every election is an exemplification of moral choice. Children who grow up breathing this air are themselves free men too proud to deprive opponents of like freedom. Only those born free are securely free, and they not too securely. Some men do, however, achieve freedom, but they only through this painful moral process of acquiring good sportsmanship. Only such are free: those born free and those who have achieved their freedom. None can have freedom thrust upon them. Certainly education cannot thrust it. But free schools can graduate free men, and a society becoming free can be always about the business of making free men. Schools can accelerate the process, for "the child is father to the man."

39. The political atmosphere of such a society (producing and protecting such schools) must be one of earnestness but not of too much earnestness. Too little earnestness means either cynicism or indifference, i.e., the death or the denial of civic responsibility. Too much earnestness means

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fanaticism and the suppression of differences before they have done their educative work. To achieve seriousness without suffering suppressive proclivities implies some agreement as to what does not have to be agreed upon in order to keep common work moving which is indispensable. This leeway is much larger than most men suppose. And, strangely enough, the more important things seem, the less likely is agreement upon them -- and the less important. Someone has indeed defined democracy as the system in which men do not have to agree upon fundamentals, and there is much truth in that way of putting it, however provocative it sounds.

40. Take religion, for instance, the major field of historic intolerance. Deprived of their proselyting, which is of course their will to power and so hardly the noblest part of what purports to be devoted to the will to perfection, all religions can thrive side by side, and probably thrive to the good of the State: certainly to the purification of one another's power-hunger. Competition, which prevents or at least circumvents fanaticism, can also greatly help to avoid externalism and sterility. The positive beliefs of competing religions do not cancel each other out save in the same mind -- and in the same mind, of course, they do not exist. In different minds, the differences add to the variety of life and testify to the richness of man's best part, his ideological fecundity. Thomas Jefferson, arguing for this leeway in his foundational work in America for toleration, put the matter truly, if racily, in observing simply that "it does me no injury for my neighbor to say there are twenty gods, or no gods. It neither picks my pocket nor breaks my leg."

What religion illustrates so well historically is equally true of theoretical differences in economics, politics, art: they can exist side by side to the glory of a State not subverted by totalitarian provincialism. To the age-old undertow of self-righteousness in every field, the democratic attitude opposes the maxim of the free spirit: tolerance for everything save for intolerance itself, and for even it while it lacks power.

41. It takes a wise or seasoned people, however, to see in politics the collective technique for moral evolution. Men have to believe more deeply in the method of adjusting interests than they do in the interests themselves before they will surrender their interests to the processes of compromise. And yet that is what democratic politics means, and that is what political parties are about. There must always, however, be the unspoken assurance that in compromising the interest of men, which so easily get into dispute, the private convictions of men will be respected. There are other patterns of this virtuous way of life than the American Bill of Rights; but the end must itself be kept clearly in mind, and that is that men must be able to surrender to one another anything of everything else save themselves; themselves belong to themselves. Of their integrity, therefore, there need be no surrender in the ordinary processes of political compromise, of meeting each other half-way over every concrete issue.

42. Without such a low-toned attitude in politics democratic education cannot thrive.

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III. The Dismay of Population.

43. Education too, like everything else in Italy, is dependent upon economic recovery. Not only does it cost money to run schools, this budget being the largest of the peace time ministries; but it will cost more money to replace demolished buildings and still more money to raise the prestige of teachers, especially of elementary ones, by bringing their salaries to a respectable level. All this must be done if Italian education is to serve the mass needs required by democracy. Already there is talk of abolishing certain universities and of consolidating others. There there is talk of curtailing means for educating the classes, one may well begin to fear what will happen to the means for training the masses.

44. The plain and simple truth appears to be that Italy produces more children than she can afford to process at a quality level. Quality education of a quantity product is not to be counted upon for democracy. This situation would seem to confront the nation with an educational choice between quantity of life without high quality or quality with substantial diminution of quantity. To see the better see how this prima facie fact becomes the ultima facie fact for Italy by now looking somewhat afield at the whole problem. The oldest and most constantly observed source of turmoil among men is the pressure of the human element upon the natural element. The means of alleviating such turmoil are strictly limited.

45. One way is emigration. Another is colonization. Still another is industrialization. Is there any other general way out, save the as yet too simple one for Italy of just quitting the business of over-populating -- or the old and always too cruel one for the world, of war, war, war? As regards the first three possibilities, Italian emigration is hardly longer possible in the quantity and continuity required for relief. The countries which hitherto have taken Italy's exportable term plasm wholesale are no longer prepared to do so. Notably, not the United States. Colonization is out; for it requires Empire, and Italy has not shown the prowess which it takes to get and keep colonies* Industrialization, the most hopeful of the

* To return Italy's erstwhile colonies would only resurrect her dream of glory and only reinforce the illusion that something is being done about over-population when she is only postponing the evil day for herself by perpetrating the evil of the day upon others. Italy can, therefore, as little afford colonies spiritually as she can afford them economically. Such return would only make her feel rich while impoverishing her to sustain the source of her illusion.

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three alternatives, is still a doubtful dependence for Italy, because it requires raw materials, and raw materials must be competed for with heretofore the same type of persons required to build and hold empire. Since none of these means are sure and most are more than doubtful, Italy would appear to be faced with recurring war (which itself saves only the ever-brave from over-population), or of a conscientious withdrawal of procreative efficiency, like other civilized nations, thereby assuring a tolerable standard of living for the vast majority of the Italian people, with little possibility of genuine uplift through mass education and with virtual certainty of ever recurrent war.

46. Mussolini seems one of the few Italians who both understood and would candidly admit this sequence in the logic of biological events. "If a race grows," he said at Milan in 1924, "it has three roads before it: either it abandons itself to sterility of its own free will [by which he meant any control whatsoever of fecundity] .....; or it makes war, or seeks markets for its surplus hands." The two latter alternatives, as Mussolini understood, tend in modern life to converge, and as permanent alternatives are: war or population control. He himself boldly chose further populational excess (driving for 60,000,000 Italians!) -- and chose it for the sake of war. He buttressed his flanks with the negatives: "the thesis that quantity may be reduced by quality is false." But his frontal attack was bold and clear: "the irreplaceable condition of primacy is number."

47. Now that makes sense for fascism, since fascism was warmongering. But it makes no moral sense, the thesis that quantity is more important than quality. The simple truth is that all moral notions reverse the maxim, and prize as the essence of ethics and the journey to peace the conviction that quality, in human life as in everything else, is better than quantity. It is a pity that Italy, almost alone among Christian nations, should have got the lesson down wrong, like the pagans of Germany and the heathens of Japan, practicing if not preaching that black is white and white is black.

48. The emphasis upon population regardless, is perfectly understandable as a war measure, and it is prudent always to treat it as such a measure, whatever may be given as the reason. Mussolini was frank about it and fascism shameless in exploiting the pleasant business of breeding for the hard business of war. In getting rid of Mussolini, the Italian people should also get rid of the view which he reinforced in their minds to their shame, that quality of life can be conditioned on quantity. Indiscriminate breeding requires no discipline in either men or women, reveals no character in either, and so reflects no credit on either. True, it represents a surrender to natural law; but so does rape and so does murder. To have the right number of children, on the other hand, at the right time for the mother's health and the father's earning capacity; and to rear them in the way to give wings to their talents, that is a matter of virtue. But that requires discipline, forethought, prudence, consideration for others, and, above all, concern for the policy of the State, which more than by all else is determined, at least as touching peace and war -- by equilib-

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rium or pressure of population.

49. It is a matter of the gravest concern to the democracies; and, without a more moral approach to it, Italy is for her own part estopped from a sane mastery of either the psychological or the political problem. Since any state suffering the inner turmoil that comes from the misery attending over-population can escape civil strife only by threatening and preparing external aggression, the barbarism of glory is the natural concomitant of the failure to deal circumspectly with this simple basic problem of population. Switzerland with her balanced human and natural elements does not have to talk big in order to feel somehow great, nor Sweden. But neither preaches the crazy morality that the moral thing in marriage is to produce all you can, regardless of who must process the produce and how.

50. The political problem is just as insoluble as the psychological without a rational adjustment of population. It is not merely that when you have more people than you can educate, you have fodder to be lighted by the spark of an electric tongue, like Mussolini's or Hitler's. It is also that where misery is widespread hope grows sacle-minded. There is no critical capacity for estimating what is possible, what probable, and what entirely beyond reach. Hope so over-reaches itself in an uncritical population that it will not abide any government that does not promise it the impossible. Romantic constituents are not promises to pay; they are promises to renew the promise to pay -- swelling as they go to make up for deferment on the journey. At last an explosion is overdue; and who does not prefer to have the explosion over other people's heads than his own? So, again, wars of aggression to relieve political pressures at home.

51. The role of romanticism in politics has never been adequately told, not even in the surest and best balanced lands. Speaking of natural law, the most natural of all natural laws is the one which, being translated, runs something like this: 'Everybody thinks he deserves more than under any political system he can reasonably get.' So every citizen always has at least one strike on the state, just to keep it on good behavior. The chief civic reason for education is to substitute for this natural law a moral law of modesty and disinterestedness. Even, however, among the best educated citizenry, the constant temptation of politicians is to promise more than they can deliver, because the pressure upon them to promise is always intense and sometimes lethal. It is a sort of Gresham's Law in Politics that promises to promise to pay tend to drive out of office those who merely promise to pay.

52. This discrepancy between expectation and moral deserts as socially determined, is the basic madness of all governments. It is great in the best of governments; it is fatal in any but good governments. Italy passed from a bad to a worst government (from the Giolitti type to the tyrant type) because no government could, or can, measurably fulfil the moral expectations upon it of the Italian people, God himself could hardly do it without, for instance, demobilizing others of their lands. Italy has invested itself

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of so many Italians that there is not enough land or goods to go round; and nobody is willing to take his humble share of the blame for their being too many Italians for decency. The penalty nevertheless follows: a low standard of living for himself, a very poor education for his children, and very, very poor hope of anything better save through a national will to reduce the number of Italians who must share the limited resources of Italy.

53. The one other possibility -- and it is the very worst that could happen -- is that peaceful lands must themselves join in the competition for quantity. The armament race is bad enough, but it is not so forced, not so ironical, not as bad as the population race which both causes and is caused by the will to empire and glory. Truly, "the irreducible condition of primacy is number." A single nation can by blowing the lid on fecundity force peaceful nations to join in the heresy that quantity is more important than quality, or at least in the sad prudence which discerns that, temporarily, only through quantity can any quality be preserved against those who are sunk in the heresy.

54. If these politico-economic observations be not true, culminating as they do in the population predicament, then they point in the direction of truth: at least of the larger truth that education does not function in a vacuum, that conditions friendly to democracy must prevail before the schools can be democratized and can in turn humanize the successive generations, and that it is part of the business of educators, even in the army, to stimulate men to find out what the conditions actually are that further or frustrate wise education. To expect the schools to produce miracles overnight in Italy is unrealistic; and to expect much of education in a decade is romantic without knowing why peace has been so scarce a commodity in this tired land of friendly people, a land old in turbulence, but full, nevertheless, of food for the quiet eye that hungers for beauty.

55. To hedge against the decades which hold in their bosoms any large positive educational success in Italy, I commend to all colleagues the inner resource of faith in the future and high humor for the frailties of the passing present. As double testimonial whereunto, I beg leave, after inserting one more appendix*, to submit the final installment of --

How to Keep from Going Old at Education

56. (National Proverbs for International Men)

"His troubles passed away; so will mine." (From the Old English.)

"Walk from the people and you walk into night." (From the French.)

"What though the stomach be strong, eat as few cockroaches as possible." (From the American.)

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* AppendixK. Perspectives on Italian Education from Italy's late and lost colonies.

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"Only he who tickles himself may laugh as he likes." (From the Russian).
"Be gentle after you've washed his head in." (From the German.)
"When the secular becomes sacred, the sacred will be safe for men." (Home-made).

57. (A Sour Bitty for any 2-Day)

"Might and Right are always fightin'.
When we're young it seems excitin'.
Right is always nearly winnin'.
Might can hardly keep from grinnin'."

58. (A Hint to the Sufficient is Often Wise.)

The way to found a real aristocracy is to start treating all men as democrats, and the way to keep an aristocracy genuine is to educate all children as potential members of it....The fanatic does only what God would do if God had all the facts (a Texas definition)....Only the sectarian will be found sulking in his tents....A free press calls for men free enough to ignore it...It betokens great license to deem liberty for fear of license.... One way to have your cake is to eat it : learn about life from the Scotchman who willed his fortune to the widow of the Unknown Soldier.....Seeing there are no perfect men, not even in ACC, if a man have the quality of his defects, we allow him the defects of his qualities (Justice Holmes)..... If you start with the Right, you must develop a Left in order to have a Center.... History is the worst enemy of hope, for it has as much of despair in it.... It is prudent to observe but impolite to remark that to minimize desire is a surer path to happiness than to maximize supplies.....Officers short-sighted enough to accept favours accorded on the night-shift are not often long-sighted enough to resist favoritism demanded on the day-shift....If promotion depended upon self-recommendation, rank would abolish itself in a sad jiffy....If wisdom derived merely from words, the world would be already as wise as it is weary...To think you must be big in order to be great is to think little -- and to be small.....If all a general had to do to produce results were to order them, then we'd never need a new general...No army order can be made to read: "And you've got to like it!".....Since to live is to move, it is only in graveyards that consequents closely resemble their antecedents...The wise man will not persevere to preside at the funeral of his own reputation (Will on Spencer).....The Owl of Minerva never takes flight until the shades of night are falling (Hegel)....It is a rare Military Governor who modestly admits his own defects and abides them, clearly sees his own strengths and exploits them... Courage must be an infrequent virtue seeing how men honor even the appearance of it.....To laugh while one lives and to retire when one is dead: that is a double dose of philosophy, a capsule to be taken both before and after...Hypocrisy enables even the mediocre to sustain the variety of life without the guilt of a too easily divided self....Men die for symbols but live for substances....When all is said and done, little is done, but much is said: in the beginning was the word -- and in the middle, and at the end.

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THE END

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Appendix A. An Address (of Lt. Colonel T.V. SMITH) at the Opening of the University of Catania (4 November 1943).

Man's ancient will-to-power is in constant contest with his equally ancient will-to-perfection. The two wills, both necessary, cannot work together until power takes perfection, rather than itself, as its end and aim. At times sheer prowess has its brutal way, and learning goes underground; but never for long. The stars of freedom are reinforced by the moon; and both at length by the sun, when morning ushers in majestic day. Mind cannot long bow down to mere muscular forces, nor even to mind itself; for, as the American poet, Ralph Waldo Emerson, has said,

Better is mind than gems or gold,
And, oh, thought never dies;
But it will glow when the sun grows cold,
And mix with deity.

Free universities are the most dependable carriers of this elixir of thought. In them the will-to-perfection finds its safest home. In them the will-to-power is most securely made safe hostage. Men of wisdom and good will, therefore, rejoice the free world over at the news of this day. For it is news: that today this Sicilian University of Catania opens its doors under the auspices of freedom. Humane aspiration here begins once more, through the arts and sciences, to shed its beneficence. Today, at Catania, hope begins again its slow work, its slow but firm work, its slow but certain work: the work of harnessing the forces of man and of nature to ends that are ideal.

We of two of the United Nations, in the name of all of them, congratulate you upon your will-to-rebuild. The waste of war and the shadow of want are all around you; but within you, as this re-opening testifies, is the warm flame of spirit. This flame of hope was burning brightly in Sicily long, long before my own young nation was founded, or even my country was discovered. It was indeed here at the very gates of your city, at ancient Syracuse, that Plato almost two thousand years before America was discovered sought to hitch the power of a tyrant, Dionysius the Younger, to the star of Goodness. Plato tried and failed and died. Dionysius succeeded and failed and died. The Ideal of the Good was offered, was ignored, but lived on; and lives on and on. In communion with the Platonic dream to unite goodness and power, I from a culture young but free salute you as custodians of a culture old and viable.

We Americans, in mood light but peripient, sometimes say of Christopher Columbus that when he started, he did not know where he was going; when he got there, he did not know where he was; and when he returned, he did not know where he had been. And yet, as all men know, Columbus discovered a new world. The free mind likewise represents always both an adventure and a venture.

The adventure of mind cannot be regimented. Mind through its very nature must ever be on its way, though as a venture it knows not for certain whither it goeth. Those who would regiment mind do but advertise to the world that they do not trust intelligence. Only those who know not what to

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trust, thus trust they know not what. In burning, or in banning, books -- and I know how this library has itself suffered -- tyrants cry forth their own mortal fear of freedom. They would put out, or would have put out, the eyes of civilization that one may survive who see better than their own blind selves. When the light itself becomes darkness, how great is the darkness!

Free men, however, trust mind. They know not the goal of thought, but its direction they discern. They discern also -- and it is the essence of wisdom to know it -- that in the democracy of mind, the free going is itself more than half the goal. On certain old maps of North America, dating from the century of Columbus, is engraven, beyond the explored fringe, these pathetic words: "Terra incognita; hic sunt leones." Looking at these latter words, our intrepid pioneer of thought, Justice Oliver Wendell Holmes, used to comment: "But the brave adventurer, if he goes into these lands will find far more asses than lions. There are very few lions in this world!"

In the only genuine leonine spirit -- that of fearing no lairs in the venture of thought -- in this courageous spirit, free men greet you today, and wish this university, -- and all Italian universities as they re-open -- a prosperous career in the life of the spirit. Yesterday we were your conquerors, through power dominant. Today you are our co-belligerents, through power shared. Tomorrow we will be your colleagues, in power tamed, if you will but have it so. If together we scholars can throw off the academic lethargy of habitual acquiescence, and can prove as wise in our generation as the children of this world have been crafty in theirs, we shall together create a better world for all the passing generations.

In this hope I salute you as fellow scholars, custodians as together we are of both the classic spirit and the Christian mind. I salute your students as fellow aspirants who will catch from you the flaming torch of free mind and bear it onward, ever onward, in humanity's greatest adventure, the venture, yea the hope, to turn all power, natural and social, toward the perfectibility of mankind. Buona Fortuna, University of Catania!

1950

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Appendix B.

TO: The Under-Secretary for the Ministry
of National Education.

We work in the name of Education as colleagues in the lofty cause of culture. In a situation that requires collaboration and in the event richly rewards it, jurisdictional disputes not only waste time but debase the dignity of our cause. And yet there is but one way to avoid them: extirpate the cancer of jurisdictional transgression.

On our side, we want to avoid all useless disputes and to alleviate those inevitable. In this spirit we must report that many complaints against the Ministry of Education have been lodged at the headquarters of the Allied Control Commission. They have reached such proportions as to throw doubt in the minds of some regarding the sincerity of the Ministry's overt intention to collaborate with the Allied Governments in the common work of educational endeavor. If catalogued and published, they would be sufficient to encourage a part -- and a not negligible part of Italian public opinion -- to even more hostile manifestations against the Badoglio Government. Should the number of these complaints increase, they could easily produce repercussions even in the United States and Great Britain and so give source to more and more difficulty for the Minister. The Minister would find himself admonished by his own Government under pressure from the Commission. If possible such a situation must be avoided. Most anxious as we are to avoid it, we must bring to your attention the following:

1. Intervention in the jurisdiction of AMG must be avoided. A recent example which despite the inevitable loss of prestige of the Minister we had to correct: the Minister's attempt to abolish in AMG territory the "Societa' Reale di Napoli". And one can cite other examples for each region.

2. Persons whom we have had to discharge for political reasons must not then assume important offices with the support of the Minister. This either lays our justice open to doubt -- and that we cannot tolerate save in extraordinary cases and for specific reasons openly presented -- or calls in question the sincerity of the Minister in the common work of defascistization. Example: poor indeed was the impression made upon us by the attempt to maintain in office Duca Gaetano, by us removed from the post of "provveditore agli studi" (at Potenza) for inefficiency. The Minister would have also employed Felice Cassano, formerly Provveditore at Matera, expelled by us for his fascistic writings.

3. The Minister should not make important appointments without our approval nor should he publish any decree without giving us the opportunity to point out the possible differences of opinion and, where necessary, to conciliate them. Moreover, the appointments made by us must not be cancelled

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or altered without our consent. If we have erred, we welcome the opportunity to collaborate in the rectification of our errors.

What we have said in paragraph 3 we have said not so much in the spirit of complaint as in the hope of avoiding occasions for complaint. In this regard, and for your Excellency's information: we have already restored the Facolta' di Lettere e Filosofia at Messina, founded the Istituto Antropologico of Palermo and we are now reestablishing the Accademia Pontaniana at Naples.

We are always ready to furnish information, to react for purposes of consultation and to correct our errors upon presentation of the proper evidence. And it is the spirit which in the Minister we are hopeful of finding and which we would welcome.

T.V. SMITH
Lt.Col.,AUS
Director of Education.

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Appendix C. A letter for General MacFarlane

TO : The Right Hon., the Viscount Stansgate
Vice-President Economic and Administrative Section
Allied Control Commission

FROM : Education Subcommission

SUBJECT : Academic Honors to Allied Officers

REF : ED/3

DATE : 24 February 1944

1. In the honeymoon of Military Government in Italy, particularly in Sicily, universities and cultural societies offered honorary degrees and other evidences of deference to allied officers and particularly to allied educational officers. This was done in part from gratitude.

2. As gratitude passes through stress into wont, emulation of precedent mixes with premonitions of prudence to extend this practice. The rich field for harvesting "honors" lies just ahead of us.

3. The present time, with the practice not yet deeply rooted on the Italian mainland, is a proper and opportune moment courteously to institute a policy consistent with Allied disinterestedness and dignity.

4. Our policy should be as scrupulous in competition for deference as in the acquisition of wealth. Our power is compromised, however subtly, in accepting honors from those who could not deny us them, as it would be overtly corrupted if we took money from them. What they as conquered men are not free to withhold, we as free men are not privileged to accept, not as honors.

5. I recommend, therefore, as from the educational frontier, itself peculiarly exposed in this matter, that Allied officers be forbidden to accept academic honors from institutions under the direct control of Allied Military Government.

T.V. SMITH
Lt.Col.,AUS
Director of Education

1946

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Appendix D

GENERAL MACFARLANE'S
ORDER OF 8 MARCH 1944
AGAINST HONORS

1. It has come to the notice of the Chief Commissioner that Italian authorities have been offering honorary academic degrees and honorary ranks to Allied Officers in the A.C.C.

2. Allied Officers will discourage such offers. Acceptance of them is forbidden just as is acceptance of gifts or other tokens from Italians. The reason must be obvious to all.

3. For the same reason the formation of mixed Allied-Italian Social clubs is forbidden.

W.S. LUSH
Brigadier
Executive Commissioner

1944

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Appendix E.

ESTABLISHMENT MEMORANDUM)
:
NUMBER 26)

1. In accordance with the policy recently established by higher authority, awards, medals, decorations, honors, degrees and gifts of any nature whatsoever will not be accepted by members of the Allied Control Commission from the Italian Government, local sub-division thereof and Italian Institutions. This prohibition applies whether the persons concerned are presently members of the Commission or have severed their connection thereto.

2. Executive Memorandum Number 81 is accordingly rescinded.

By command of Commodore STONE:

NORMAN E. FISKE
Colonel
Deputy Chief of Staff

OFFICIAL:

/s/ C.M. PARKIN

C.M. PARKIN,
Colonel, Inf,
Executive Officer (U.S.)

DISTRIBUTION:
"1"

1942

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Appendix F.

9 August 1944

SUBJECT : Request for Relief from Active Duty.

TO : Chief Commissioner, Allied Control Commission.
Attention: Establishment Officer.

1. I request relief from active duty, United States Army.

2. The Education Sub-Commission is now overstrength, and will be rendered further so by the expected early addition of a British Deputy Director and by the promised arrival soon from the United States of Major Joseph Murphy, who has been picked as a Roman Catholic representative and dispatched by General Hilldring.

3. The work which I have been directing has evolved beyond the stage where I can be of the greatest use. Policies are now well set both within the Sub-Commission and with the Ministry of Public Instruction. It is this policy work which I came into the Army to do, and which alone I do to best advantage. Henceforth it is administrative work and a job for educational specialists. There are several men in the Sub-Commission already who are better administrators than I, and I have never pretended to be a pedagogical technician.

4. At this particular juncture, I could leave the Sub-Commission with pride in performance and with a feeling of justice in giving ground to those who in the work remaining have competence which I regard as superior to my own.

5. Data on service is as follows:

Age - 54 years - on 26 April 1944.
Commissioned as Lt. Colonel, Spec-Res. 1 June 1943.
On Overseas duty since 15 August 1943.

T.V.SMITH
Lt.Col.,AUS
Director of Education.

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Appendix G.

LORD STANSGATE MISSING AT MESS
(Cava, 29 June 1944)

As one of the older men of this Allied Control Commission, I miss recently tonight the youngest member of our Victorious mess. As befitting the high virtue of youth, Lord STANSGATE was rightly the bright sparkle of our best wine and the rare wild flavor of our most delicate meat. When our temporarily absent youth was here we had, indeed, wine to drink unmixed of grape and meat to eat the sergeant knew not of. STANSGATE's was a full example of joy in the job, as Browning foretold:

Oh, the wild joy of living!
The leaping from rock up to rock,
The strong rending of boughs from the fir tree,
The cool silver shock of the plunge in the pool's living water,
The hunt of the boar,
And the exultings showing the lion is crouched in his lair,
And the meal: the rich dates yellowed over with gold-dust divine,
The locust flesh steeped in the pitcher,
The full draught of wine,
And the sleep in the dried river channel where bulrushes tell
The water was gone to go warbling so softly and well! --
How good is man's life, the mere living!
How fit to employ all the heart and the soul and the senses,
Forever in joy!

Even free after it was given an admirer to surmise the secret of this man's influence over us. There are men who embody the will-to-power and push their way toward fame remorseless. Such men flourish in war, but they are not fecund of friendship. Lord STANSGATE, though a soldier, does not belong to this type. He is no Rob Roy pursuing

The good old way the simple plan
That they may get who have the power,
And they may keep who can.

Nor does Lord STANSGATE belong unequivocally to the opposite type, men motivated by the will-to-perfection, the dreamers, the poets, the priests. Of these but not always with these, Lord STANSGATE had yet to write poems: he lived a ringing line -- now lyric, now dramatic, now epic -- and in a rare while to his friends gently classic. He was a man of action moved by and toward the ends of perfection: with the coldness of those who would see the world better than it is but with the courage of those who will not in their

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presence permit the worse to become the better cause.

With this rare combination of power and pity, Lord STANSGATE would have been a "lord" in any land. Born great, he has achieved further greatness, and thrust it all upon us here without glancing at our work or remarking our breathlessness at his pace. His absence, however temporary, is to be a loss and a grief. I have served under many officers in two world wars, and not a few good ones; but I have not looked upon his like, nor shall I, until I look upon himself again. Lacking the blindness of the power-hungry and escaping the impotence of the starry-eyed, Lord STANSGATE combines the Christian spirit of modesty and even humility with the classic mind of symmetry and natural piety. These graces he has served in a vivid personality which was, and will be, the joy and pride of every officer here.

Mr. Speaker, we shall continue to meet together friendlily, as he showed us how; but I know that we shall not meet again so merrily, until again Lord STANSGATE meets with us.

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Appendix H.

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19 April 1932

SUBJECT : Dr. LELIO ROSSI, Provveditore agli Studi.

TO : The Minister of National Education.

EXCELLENCY:

As regards the status of Dr. Rossi, Provveditore agli Studi, I have no present advice to give your Excellency, save by subsumption.

I

That he was a Fascist Party member there is no doubt.

It is a fact that two of his books -- Impolo e civilta' and Civilta' Contemporanee -- praise Fascism and have already been ordered withdrawn from the Secondary schools of Sicily.

He is reported by our National Education Officer, Captain A.A.VESSELO, to be unsympathetic with the Allies and to have been recommended, by our Port Security Section at Brindisi, for removal from his office and for transfer from Brindisi.

II

On the other side, it appears that he does not fall into any of the Political categories calling automatically for action against him.

Considering the longer list of apparently scholarly books which Rossi has written (and my own Antonio eye lingers fondly on the title, Il Protagora - Erm!. a note), it has occurred to me as possible that the two text-books in question contained praise of Fascism in order to get published rather than being published in order to praise Fascism.

It does not appear that Rossi profited from Fascism, beyond his ability, either financially or professionally.

III

Captain VESSELO reports Rossi as saying that "nothing would please him more than to return to teaching".

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Having said this much, I am content for the time to leave this case to your own conscience -- and to the incidence of your government's general plan for defascistization which I hope will soon be fully matured and functioning. There is a limited satisfaction in acting punitively case by case, especially if the cases can be unambiguously identified. But there is much more utility against villainy itself, and deference to justice besides, in proceeding punitively along a whole front, and in proceeding evenly.

Whatever the reason may be, Puglia has lagged far behind Sicily and Southern Italy in dealing with Fascist office-holders in and out of education. When this lag is rectified -- and it cries for rectification -- individual cases will no doubt get attention and resolution so as to stop the scandal created by uneven gestures at justice, scandal not only as between region and region but also as between man and man.

Touching Rossi as a case singled out now for our attention, I cannot but recall your Excellency's professional relations with him in the trying days at Brindisi when you on your side and I on our side were trying against all but insuperable odds to initiate a responsible government in Italy.

There is still room in the world, I hope, for such a virtue as noblesse oblige.

T.V. SMITH
Lt.Col., AUS
Director of Education.

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Appendix I.

(c)

13 August 1944.

His Excellency, the Minister
of Public Instruction.

My dear Minister:

No doubt that there has come to your Excellency's attention, as to mine, certain criticism of the educational acts of the Allied Military Government in connection with Sicilian Universities. It is lately alleged in the press by an Italian Association of University Professors, for instance, that we acted perhaps in ignorance of Italian law and that the Sicilian Universities permitted us to do so -- and that as a result we filled many important university chairs, and did it contrary to Italian law and prejudicial to the professional rights of scholars not then and not now in liberated territory, proceeding ignorantly if not arbitrarily and without benefit of "concorsi".

It is true that we filled important university posts; for we found whole faculties without a singular titular professor (only 13 of Messina's 50, for instance, were present in Sicily). It is not true that we acted in ignorance, or arbitrarily; and it is inconsiderate to think and unjust to charge that the Sicilian Universities left us uninformed of the law in the premises. Indeed, this Subcommission gratefully acknowledges that but for Sicilian vigilance in informing us, we might well have made serious mistakes. They informed us not only of their rights under ancient law but of their wrongs under fascist law; for all Italian scholars -- may we not say all Italians? -- appear alike in this: they do not believe in hiding their light under a bushel.

These are times, your Excellency, that try men's souls, fraying their tempers while jeopardizing their security. Transportation is tedious and communication is often inaccurate. When men know not what to trust, alas, they often trust they-know-not-what. In times like these, your Excellency and I know as philosophers that patience is prudence and forbearance is wisdom. We know, too, from our daily fruitful collaboration, that naked facts are often enough to settle the most fretful problems.

The facts as to our university appointments in Sicily are: (1) that we made no appointments save according to prevailing Italian law (Sicily was Italy to us, we were the Ministry to Sicily, and the prevailing law gave the Ministry great leeway, more leeway that we ever thought of taking): (2) that we are greatly indebted to Sicilian Rectors and scholars for helping us to know the law and to open the universities in those initial days; (3) that only one titular professor among the 39 we are charged with having appointed

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appears actually appointed on a permanent basis ("ordinary"); (4) that all the others were "extraordinary", were needed to keep the universities operating on even a minimum basis, were selected by the Universities themselves if not by "concorsi" then by the nearest approach to that standard the times permitted, were at any rate the best men available in Sicily (which was Italy when the universities opened), and will at the end of the three-year period be tested for permanence of appointment by the judgment of their peers, as is law and academic custom in Italy.

These being the facts, what remains of the issue? Only this: such is my confidence in the justice of the case, in the importance of the post, and in the merits of the scholar filling the post, that the Education Subcommission of the Allied Control Commission is prepared to leave to the Consiglio Superiore to advise your Excellency, or your successor, whether at the end of the three-year period our one and only permanent appointment shall be admitted as rightly made permanent by us or as more appropriately treated with the other appointments as "extraordinary", and so subject to fair test as to fitness for the permanent post.

Since this is a matter of principle rather than of persons, I do not call the name of the incumbent made permanent by us. But the chair involved is of comparative law, is of crucial importance if Italy is to change its orientation from its enemies to its friends, and the incumbent of the chair is one of the very few Italians, if not indeed the only one, who knows and has written importantly on both the British and the American Constitutions. More than 700 students have flocked to his lectures this first year.

Only one other thing, Excellency: We Anglo-Americans came to Italy in the role, but not in the spirit, of conquerors. The role was forced upon us, but the spirit is our own -- and this spirit we shall leave with you as our dearest legacy when we are gone. Let Sicily complain if this spirit betrayed their academic needs in those stern initial days. Your Excellency will bear witness to our continuous deference to Italian law and custom, now that the Ministry is organized and functioning. We have wished, we do wish, in this field only the welfare of Italian schools and universities, without preference for regional pride or special claims. In this spirit we bespeak for Sicilian institutions of culture, which first felt the blow of war, sympathy and justice from all of Italy; and we commend to our Sicilian colleagues, comrades of our first days in Italy, the happiness which comes from a continuous accord with the all-Italian confraternity of the free.

Cordially and sincerely yours,

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Lt.Col.T.V.SMITH, USA
Director of Education.

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Appendix J.

31 July 1944

Memo.

To : Colonel T.V. Smith, Education Subcommission.

1. In reply to your letter of 17 July 1944, in which you asked, in the name of the three American officers on the Education Subcommission, that their reported unfavorable attitude toward religious instruction in the Italian schools be investigated, I am glad to inform you that no facts have been presented which would in any way substantiate any such implications.

2. The Commission welcomes the addition of a Roman Catholic educator with the Education Subcommission. It is not intended, however, that because of that fact any of the officers presently on duty with the Subcommission shall be relieved.

NORMAN E. FISKE
Colonel
Deputy Executive Commissioner

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Appendix K.

REPORT ON ITALIAN EDUCATION IN MIDEAST

I. EDUCATIONAL MISSION TO MIDEAST.

A. Occasion for Going.

Upon request of MIDEAST to bring plates for illustrations and drawings of cover designs for Italian elementary text-books which the Educational Subcommission, A.C.C., was furnishing MIDEAST, I left Rome 2 September 1944 for Cairo -- and returned to Rome 22 September 1944.

In addition to delivering the printing materials required, I meant to exchange educational information with British officials at MIDEAST Headquarters and if permissible and practicable, to visit educational work actually being done among Italians in the provinces. I hoped to get some light from British experience and certainly to attain perspective on our Italian work from days and distances.

B. Travelogue by Days.

Two days were spent at Cairo on the way out and two on the way back. Seven days were spent in Eritrea, five in the 10th Station American Hospital in Asmara from an untreated temperature traveling with me and in me from Egypt, and two days at Tripoli. The remainder of the elapsed time was spent in traveling or in waiting to travel: one day from Naples to Cairo, one day from Cairo to Asmara, one day and two nights at Khartoum, one day from Khartoum to Cairo, one day from Cairo to Tripoli, one day from Tripoli to Algiers, one day and two nights at Algiers, and one day from Algiers to Rome.

C. Things Seen, Heard, and Smelt.

During the trip I saw many strange sights, heard not a few unaccustomed sounds, acquired a modest shyness for Eastern odours, and met and admired many colleagues in the difficult art of military government. I heard in person, and deeply sympathized with, the desire of the Reverend Mr. V.K.C. Logan to visit Italy in his capacity of Assistant International Commissioner of the International Boy Scouts. I acquired a healthy respect for the British Military Administration, especially for the happy marriage they manage to make between central control and decentralized independence, between tolerance for the indigenous in every culture and insistence upon certain universal principles of administration. In addition to all this, I remained over in Asmara one day to give by invitation two lectures on Allied Military Government in Italy, with especial reference to education, before the American Signal Corps colony stationed in Eritrea -- and by remaining the day, I escaped a plane crash in which every passenger was injured.

More detailed observations follow upon the three centres visited:

II. EDUCATION FROM MIDEAST HEADQUARTERS.

III. EDUCATION IN ERITREA.

IV. EDUCATION IN TRIPOLITANIA.

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II. EDUCATION OF ITALIANS IN MIDEAST.

At Cairo I found Major D.L. STEVENS in administrative charge of Education under Lt. Colonel J.N.D. ANDERSON. Colonel ANDERSON was trained as a lawyer at Cambridge but decided to become a missionary instead. The War found him in Egypt in mastery of the Arabic language and available for Empire service which quickly he undertook. He is a man of the readiest intelligence, impressive address, and the most charming manners, moral and intellectual. He took me to lunch at the famous Gezireh Sport Club and we had a three-hour canvas of affairs educational and cosmic.

Major STEVENS received with gratitude the plates I brought and took them at once to the Ministry of Information through whom they were farmed out for printing as immediate as possible. He hopes to have all text-books ready -- they are contracted for to this end -- by the opening of schools. Major STEVENS was teaching in Cairo when the War broke out. He also knows Arabic. He is married to an American-Canadian woman, who was also teaching, in the American Mission at Cairo. He is a reflective man with broad intelligence and a sustained curiosity, and did me the courtesy and pleasure of a meal at his home.

At Cairo I found, however, as expected, only administrative pedagogy, so to say. It became apparent at once that if I was to get kinaesthesia for British educational policy, I must go to the field where the work was being done. Colonel ANDERSON had had some reluctance at my going into Italian territory, lest it raise suspicion and hope of a return of colonies, in advance of their international disposition. This reluctance, was, however, quickly resolved in my favor, and I was given this general background for observation in Eritrea and Tripolitania:

A. General Policy.

Headquarters reserved to themselves only questions of general policy, and great freedom was allowed to men in the field within the broad limit of the policies set. The outline of policy was that grants-in-aid would be given for educational purposes on two conditions: (1) that the subjects taught be approved and (2) that the teachers themselves be screened and centrally approved. The only real difficulty had been in Cirenaica, and not there in connection with Italians. It was in connection with a small Jewish population who, stirred up nationalistically by some regiments from Palestine, insisted upon schools of their own in their own vernacular. Grants-in-aid were refused unless they study certain practical subjects in Arabic, which was their own daily language as well as the language of the country. They were granted, however, liberal privileges for their own language and religion on the side. They were not satisfied with this, and so were largely educating their own children at home at their own expense.

B. Headquarters View of the Italian Equation in Education.

As touching Italian education, there was thought to be no continuing problem. To begin with there was none in Cirenaica, for the Italian

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population had fled [illegible] touching Tripolitania, this country, being close to Italy, had sent most of its women and children back to the mainland. And as touching Eritrea, repatriation would likely be encouraged if needed to effect it. This arose from the ad hoc nature of the colonization in Eritrea. The Italian population had been sent out largely as an outpost for the conquest of Ethiopia, mechanics and other people useful for war. Then both over and lost, they would probably wish to return and should perhaps be sent back if they did not wish it. (This analysis was confirmed in Eritrea itself.)

Meantime, and as an interim measure, efforts were being made to give the Italians everywhere (I could find out nothing dependable about Italian Somaliland, it belonging to the East African Command) as good an education as war conditions permitted along traditional Italian lines, minus propaganda of course.

C. Text-book Troubles.

On this latter point, a good deal of trouble had been encountered as touching textbooks. The fascist textbooks were not of course to be used. Educational authorities in Eritrea had composed texts of their own, which were submitted to London after being approved at Headquarters. They were tentatively approved in London, but after being pitched from Ministry to Ministry they were flatly turned down, on grounds not made clear to Headquarters.

Then it was heard that the Allied Military Government had texts, and resort was had to us -- a resort which initiated and largely explained my presence in Egypt. Our books, however, had not been fully acceptable in Eritrea, though they were approved from Headquarters. Such is the decentralization in administration, that, against the advice and wishes of Headquarters, Eritrea flatly refused to use two of the ten books from Italy. (They were the regular texts for the 4th and 5th grades.) Objection was found to a few specific passages, in each where references still remained to Italian Empire, and objection was also to the general tone of the other. Eritrea had not only refused these books but had taken it upon itself to advise Tripolitania not to use them. The drastic action, at least in the specific case, arose apparently because Headquarters out of a sense of undue deference to AMG thought it ought not so much as to touch a single line with intent to improve.

Much of the heckhandedness about texts had arisen, as Headquarters explained the matter to me, because of the precariousness of the campaign against the Italians in East Africa. So small was their military force (only about 30,000 men, a group which later captured 300,000 Italians!) and so precarious therefore the enterprise that complete secrecy was maintained. No textbook or educational planning was done in advance, lest military intent be thereby disclosed.

* The specific passages disclosed to us were from Il Libro della 1928 V Classe, pp. 39, 114, 133, 135, 151, 155.

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III. GENERAL EDUCATION IN ERITREA.

In Eritrea, at Asmara, I found in charge of Education for the BMA (British Military Administration) a Captain KYNASTON-SHELL, of middle age and efficient bearing. His background was public school teaching in London, Museum administration there, foreign travel, and some pre-war years with the British Institute in Alexandria (where he became master of the Arabic language, knowing Italian already). He had a small office staff including a native (European educated) inspector, of natural poise and (reported) great good judgment.

The Captain's tasks were to preserve and enlarge the education he found existent for the native population, and to keep going an appropriate education for the Italian population so long as it remained (at least half the school population has returned to Italy since the conquest, and be estimated that more than 90% of the remaining Italians will crowd the first boat accessible to them). The native problem is the more important aspect of the education problem. Since, however, it is not the problem of concern to me, I shall content myself with an appendix in which he summarizes (not non-invidiously) what the Italians did and the British are doing for the natives.

A. Italian Education.

The secrecy necessary for the Eritrean campaign foredoomed the BMA to enter the country with practically no advance preparation for education. Once in, the buildings were, many of them, requisitioned, though not destroyed as in Italy; there were no suitable textbooks and there was at first a disinclination on the part of the home government to spend any more money on educating Italians than the minimum required by international law, i.e. the maintenance of schools, war conditions considered, that were as good as those previously enjoyed.

There was, however, an early change on the part of the government. Not only were the schools restored as good as before, but they are being bettered. Practice teaching has been instituted, and opportunities beyond the secondary maximum are being offered already. Five faculties, that is, have been organized, for those who cannot go away; and these may easily become a university: Letters and Philosophy, Engineering and Mathematics, Economics and Commerce, Jurisprudence, and, finally Medicine. The teaching of English was requested and has been provided. Though the British Institute was not prepared to undertake the latter financially, Captain KYNASTON-SHELL has himself undertaken it, with great success. Around 1,000 students are being served, in five branches, four outside of Asmara; and the work is easily self-sustaining, 350 pounds having been cleared the first three months.

Though there was a six months delay, in opening the Italian schools of Eritrea, the buildings are now all derequisitioned for the term beginning in November and textbooks will, it is hoped, be available. There are about 4,000 Italian students all told, in some twenty-old schools (nine of which are in Asmara), being taught by 153 teachers*.

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* 43 of these are nuns.

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There is no dearth of teachers. While teachers' salaries are too low, their prestige is better than their training and performance.

The elementary education is free, and work in two shifts: 8--12 and2--6. For secondary schools (Scuola Media, Liceo-Ginnasio, Istituto Tecnico and Istituto Magistrale) the complicated Italian system of computing fees was abolished and a flat fee adopted: 30 shillings a term (three terms a year) for the Scuola Media and 40 shillings per term for the higher ones mentioned above. In November 1923, 1090 students paid these fees, and there were only 42 applications for exception which, in Italian times, was granted for a very wide variety of reasons.

A separate paragraph is called for on textbooks. Efforts were made at the beginning to expunge pages from the fascist textbooks while certain new books were being prepared in the ground. These new books, however, were turned down in London, after long delay in examining them. Meantime, hope was raised of getting suitable textbooks from the Allied Control Commission in Italy. These books were approved by the Headquarters in Cairo, but Captain CHURCHILL-CHELL was so unhappy at Empire references, not to mention the general tone especially of one, that he categorically refused to use the basic texts for the 4th and 5th grades.* We are hoping that the others will be ready soon, and as regards the gaps he will depend, as he has been largely depending meanwhile, upon typed or hand written texts compiled by the teachers themselves. Apart from the state-required books for the first five grades (for he has deviated as little as possible from the forms prescribed in Italy), he has received from Headquarters permission to print locally seven texts in Latin, Italian grammar, Italian literature, history and geography.

The Captain says that the school buildings have been done with more reference to the facade than to function; that equipment is poor, and accountrements necessary in other lands hardly recognized at all. I myself visited several of the buildings in Asmara, and gained the same impression. The toilet facilities are not well arranged, being mostly outside the buildings; the desks are poor; there are little if any pictures on the walls (though a crucifix in each classroom); and almost no playgrounds at all, not even in large schools where hundreds of students are served.

B. Native Education.

The Italian Government maintained 14 schools within the then boundaries of Eritrea; in addition there were 3 Catholic Mission schools and some 25 village schools nominally also under the control of the Direction. At these, however, attendance was irregular and supervision meagre. The present comparison of numbers would therefore be 25 now as against 17 previously. The attendance at school, however, has dropped (from 6,000, claimed, to 2,500) due to the present limitation of a class to a maximum of 25. No pedagogic training was provided under the Italians and hence the standard of teaching

1324

* I have the impression that had he known he could change these books as he pleased, he would certainly have modified and used.

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was probably low on the part of the 33 native teachers employed. Moreover, most schools were under an Italian Headmaster and Eritreans enjoyed none of the responsibility and consequent gratification in the results of their efforts that are now provided them.

The language of instruction was always Italian, with some slight attention paid to the local language in certain centres. The new orientation of teaching in the mother tongue has created an excellent impression amongst Eritreans whose interest and co-operation, now at last being invited, are shown in the provision of funds and school buildings and by suitably clothing the pupils. The text-books provided for the use of native schools were well produced but extolled Fascism on every page. The Education Department has with some difficulty produced three texts and has a further three in preparation in co-operation with the teachers. The Tigrinya Weekly News is also a most valuable vehicle for spreading interest in education, and in printing material suitable for use in schools. The regular inspection of the schools shows up against the virtual apparent neglect on the part of the Italian Administration, whilst the status of the teachers has been immeasurably increased, and in every way possible their social position is being enhanced within the limits of the salary (1/0/-a month) which does not permit, however, of much cultural or domestic amelioration.

Duna previously provided some eduction for girls, again in Italian; but the creation of a special girls' school, teaching in the vernacular (with admittance of girls to all the other schools) has proved a most popular and appreciated development.

The election of a native committee to tend each school means stimulation of local interest which should lead to sustained support. The population, represented by its chiefs, therefore, shares a direct interest and responsibility in the school. It is clear that in Italian times no such interest was invited.

This new educational program, with the hope of eventual secondary facilities, has therefore put into the Eritreans -- a people capable of much achievement through education -- a new spirit which has already led to the expressed desire for many additional schools in the new financial year.

IV. EDUCATION IN TRIPOLITANIA.

At Tripoli I found my former and beloved teacher (School Military Government, Charlottesville, Va.), Brigadier T. R. BLACKLEY, as Governor of Italy's erstwhile front-door colony, Tripolitania. I was loyally welcomed as a colleague in military administration and royally entertained as a guest at the Brigadier's billet, the Volpi Villa.

Major A. J. STEIN-GREIG is Director of Education for Tripolitania, 1922 and a substantial job indeed he appears to have done. He is himself an experienced school man, an English school-master of both primary and

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secondary background. He is particularly well equipped to deal with the Italian problem in education, since he took advanced degrees in Italy and speaks Italian fluently. (He has also a growing competence in Arabic.)

A. The General Educational Situation.

The educational situation in Tripolitania was anamolous in one regard and lucky in another. It was anamolous indeed for three years, so that the first year of restored schooling was populated 60% by children in Class I, meant for those of 6 years but now covering an age range from 6 to 13 years. Lucky were the schools in that the supplies for the year, generous in themselves, sent from Italy the year in which the superintendent and many of the teachers fled, 1940--41, were found intact and could be distributed for the restoration of schooling in 1943--44.

Fortunate as well as lucky are the schools, Italian schools at least. Tripolitania had been an educational show window, as well as a colonial parade ground. As Major STEELE-GREIG writes:

> "Previous to Italy's entry into the war, June 10th 1940, education played an important part in the Fascist Government of the territory, the annual expenses being two million lire. School buildings were modern, light and airy, and sanitary arrangements were first class. A well trained staff of 474 Italian and 97 Arab teachers were employed at the 214 schools, of which 8 were secondary and 206 elementary (100 Arab, 91 Italian, 15 Jewish. Attending these schools were 26,757 children: 15,833 Arab, 5,822 Italian, 5,102 Jewish).
>
> "The Fascist Government was lavish with its equipment and most up to date methods were adopted, much ingenious paraphenalia being used: there was an excellently stocked library, four, first class expensively equipped laboratories and each school was equipped with radio, gramaphone and cinema, there being an ample supply of films."

B. Getting under Way.

After some months of delay, following the British occupation, the schools of Tripolitania were reopenod, in 1943, under Captain (now Major) STEELE-GREIG. Only 75 Italian teachers remained of the 474, and they because they were not ardent fascists. This simplified by practically taking care of the purging problem, but it left a shortage of teachers on hand. But, on this point, the Italian school population had also been cut into half by the movement back to Italy of parents and children. Of the total of 10,338 pupils with which the schools opened in 1943, only 2,373 were Italian (there being 1,304 Arabs and 2,455 Jews). Education was resumed under a fourfold injunction: (1) to open elementary schools, only, and in two languages,

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Italian and Arabic*; (2) to survey existing school buildings for repairs, etc.; (3) to prepare estimate of expenditure and curriculum, and (4) to collect and appoint teaching and administrative staff.

An additional 103 Italian teachers had to be found and 55 Arab teachers before the schools could fairly open. The Italians were found working in offices, with School Certificates but without teaching experience.** The additional Arab teachers were harder to come by and less satisfactory than the Italians when found. Arab Inspectors were brought from Palestine to conduct refresher courses for the Arab teachers. The inspectors appointed by the Italians, one Arab and one Italian, have been retained, with two more Arab inspectors added. The Italian who had been acting in the capacity of Superintendent after the Fascist Superintendent fled his job and the country has been retained, and has done outstanding service.#

It will be observed that the instructions were to open only elementary schools. That formal injunction holds, but the secondary classes are being added as required under the harmless guise of additional "elementary" work. The text-book problem was met, on the Italian side, by the usual extemporizing for the first year (Arab books were imported from Cairo and further East). Next year most of the books used by AMG in Italy will be used in the Italian schools.

* No special provision was made for Jewish language schools, since most of them use Arabic (some Italian) as their daily medium. Since, however, Jewish children would not attend school on Saturday, they are segregated in special classes where possible, to prevent the problem of absenteeism.

** Of the total Italian teachers, 8 are priests and 14 nuns.

Though this report is primarily of the Italian problem, a further word may be added upon a very fine Arab Trade school, whose work I inspected, and invested in, located in Tripoli. It was founded as a private enterprise during Turkish occupation and was continued by the Italian administration. The boys are all orphans and are boarded at the school. Their mornings go to classes and their afternoon to trades of their own choosing, from pottery to farming. It is self-supporting through the sale of the products produced by the boys themselves, though its pottery production is suffering now from lack of glazing material.

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C. Race and Other Problems.

Though only two languages are used for school purposes, nevertheless the three religions are fully recognized and respected. Arab classes close on Friday, Jewish on Saturday, and Christian on Sunday. In the provinces the three races are sometimes thrown together but not as a policy in the centres. The mixing of them is not preeminently successful, though it is noted that in games they get along well to mutual profit. (The Arab sexes must also be kept apart, there being altogether 341 Arab girl students.) Much attention is being paid to physical training that looks toward competitive games and good sportsmanship, rather than back to military training and the barbarism of glory. In Tripoli (where nearly half the total school population is congregated) the Municipality has arranged a bathing beach where each child, of every race and religion, is given in summer 15 consecutive days at the beach, teachers and doctors being in attendance. Dental service is provided each school child in Tripoli and a doctor is in daily attendance at the schools, doctors in the provinces visit schools at least twice a week. Undernourished children receive special rations of milk and tonic.

D. Odds and Ends.

English instruction is provided wherever possible. It is on a voluntary basis for both teachers and students but on a scale rather comprehensive. (Civil service examinations in English are given systematically to ambitious Italian and Arab employees.) The whole educational enterprise is well geared into the prestige of the British Military Administration. Visits to the schools by dignitaries are frequent, and the children are in turn invited to the Volpi Villa for occasional parties with the British Governor. There will be a continuing problem of Italian education in Tripolitania, thinks Major STEELE-GREIG, as most of the Italian Colonists who desire to return to Italy have already gone back. Most of those now remaining prefer to remain permanently, save only in cases where families are still broken.

But the Italian problem is not here, any more than in Eritrea, the main educational problem, quantatively speaking. Of the present school population in Tripolitania, something over 10,000, about half are Arabs (the other half roughly equally divided betweenItalians and Jews). Already there are from the remoter parts more than 5,000 additional applications for schooling. Not all these applicants can be provided with educational opportunities at once, but the need will be met as rapidly as possible; for a move as popular as that of the opening of schools and extending to all groups the educational opportunities heretofore concentrated upon the Italians -- "the most popular made by B.M.A. in the Territory" -- will be made to grow in quantity as rapidly as the maintenance of its quality can be guaranteed.

1919

Lt. Colonel T. V. SMITH
Director, Education Sub-
Commission, A.C.C.

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HEADQUARTERS ALLIED COMMISSION
Education Subcommission
APO 394

ED/CWW/ams

ED/3.CB/AC

10 November 1944

16 NOV Recd

Report For October, 1944

I Headquarters activities.

The major Headquarters activities of the month have consisted in a continuation of the work described in the report for September. Briefly, the progress in these matters has been as follow:

1. School programs - Printing of them for all regions is under way; none yet actually delivered.
2. Elementary School Text Books - Palermo printing held up for lack of materials and price of finished product. Naples printing -- a small part completed on limited paper available; first consignment of United States paper and ink for major printing received in Leghorn but not yet available in Naples. Rome printing - complete for nine of the ten books, except for covers; arrangements for delivery to schools well under way. Florence printing - complete for four books, except covers; others under way.
3. Secondary School Text Books - Published list of those approved and those to be confiscated because of fascist propaganda delayed by lack of electricity in printing plant. Should soon be completed and distributed.
4. Educational Directives - Some new revisions have been made for all Regions, to keep up with changes in AC and Italian Government decrees. Substantially they remain as they were.
5. Glass - Reports from communes as to precise glass requirements have begun to come in; but, considering the extreme urgency of the need, they are appallingly slow.
6. Survey of Italian Schools - Proceeding steadily. Good job.
7. Minister

The Minister continues to be highly cooperative. The major matters which we have discussed together are the following:

(a) The property of the former Fascist Youth Organization, GIL, under a new Commissario, is to be put at the disposal of provincial school heads in Military Government Territory for use by the schools and such youth organizations as scouts and school clubs.

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(a) The property of the former Fascist Youth Organization, GIL, under a new Commissario, is to be put at the disposal of provincial school heads in Military Government Territory for use by the schools and such youth organizations as scouts and school clubs.
(b) The "Patronato Scolastico", or prefascist student-aid organization, is being reconstituted on broader more democratic lines. A decree is about ready, but is temporarily bogged down, for financial readjustments in the Ministry of the Treasury.
(c) Boy Scouts - The Minister being president of one national Italian Scout organization. The situation in regard to scouts is discussed later in this report.
(d) Defascism - The Committee on Epuration is not functioning efficiently - the head, through being over-legalistic, gets almost nothing done and may have to be replaced.
(e) Political Appointees - 225 professors of the Academy of Fine Arts and Academy of Music in Rome were appointed largely for political reasons by the notorious Fascist Minister of Education, Bottai, in 1938. The present Minister is invalidating all these appointments and having an investigation made as to number of vacancies that will have to be filled. He will then fill the vacancies by public civil service examination ("concorso").

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(f) The Minister has appointed a National Commission on Educational Reconstruction, under the chairmanship of Monsignor Barbieri, and has asked the acting Director of the Education Subcommission to serve with it as professional consultant. It is a substantial commission undertaking a vitally important task.

(g) The Minister appointed a representative and approved the other representatives to a provisional committee which will work out plans for organizing teachers all over Italy in small groups of not more than a dozen members each (to facilitate free discussion). Each such group will receive a series of bulletins. In each bulletin one problem confronting Italian education will be discussed, the various alternative solutions suggested and the arguments for each solution and the pertinent facts given. Each group, after thorough discussion, will vote on the various alternatives. Through a hierarchy of group representatives, these grass-roots decisions will be collected, discussed, and passed on up, with recommendations, to the Minister's National Commission on Educational Reconstruction, as advice. The problems to be presented may originate at the top (Minister, Commission, or highest group of representatives) or at the bottom (individual teacher groups), or at any intermediate point.

If this plan can be made to work it will (a) stimulate educational thinking of a high order among teachers everywhere; (b) give the minister and his commission direct contact with the thought and experience of the teachers in the field; and (c) democratize the whole educational system of Italy. The potentials are vast; but so far it is only the germ of an idea. The Minister, however, the Chairman of his National Commission (Monsignor Barbieri), and the members of the provisional committee are starting with high enthusiasm. The Acting Director of the Education Subcommission is consultant for this project.

8. Boy Scouts and Girl Guides. These are getting under way. There are two Scout organizations, the vigorous Catholic organization, known as the "Associazione" of young explorers, and the less well endowed non-confessional organization, known as the "Corpo" of young explorers. A Mr. Logan, representing British Boy Scouts, came up from Cairo to help with the whole problem and was temporarily attached to the Education Subcommission. He was aided by a Mr. Catty, of the Communications Subcommission, A.C., who is an active British Scout leader and has taken on this work in Italy as an extra-curricular activity -- he is carrying on the work Mr. Logan started. Both men, working with the Education Subcommission, had, during October, many meetings with leaders of both Scout Organizations, and succeeded in bringing about a proposed federation of the two. Under this each will remain autonomous, but a committee representing both, with a chairman alternately chosen from each, will coordinate their activities and represent them internationally. The Ministry of Public Instruction

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The Education Subcommission has been transmitting full reports from Messrs. Logan and Catty to the International Boy Scouts in London, and will, as soon as the Federation charter is in final form, recommend official international recognition of the Federation and its component parts. We have also obtained literature from both British and American Boy Scout organizations and distributed it impartially to the heads of the Associazione and Corps. And we are negotiating with the American Scouts for local sponsorship by troops in the United States of troops in Italy.

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The Girl Guide Movement is much less developed. But Prince Doria's daughter and the niece of the Countess Carpegna have got a number of troops started in Rome, and the boys' Corps has a section for fostering affiliated groups of Girl Guides. Reports on this work have gone forwarded to Lady Baden-Powell of the International Girl Guides. The American Girl Scouts are taking an active interest in the possibility of local sponsorship. They have also sent literature. Mr. Logan, while here, and Mr. Catty steadily, have been handling this work too under the aegis of the Education Subcommission.

II. Work in the Regions.

1. Southern Region and Naples. Major Joseph Murphy has been temporarily attached to Naples Zone and Southern Region as Education Officer, and is working vigorously to clear up the situation in Naples, particularly, where there has been no Education Officer for many months. He is getting some schools cleared of military personnel and refugees and getting facilities of one kind or another to enable most children to go to school at the set date of opening the first week of November.
2. Sardegna - Captain Wagstaff reports that school repairs are accelerated considerably, but school books and supplies are still lacking.
3. Lazio-Umbria - By far the biggest problem confronting Major Gregory of Lazio-Umbria now is the freeing of schools from occupation by (a) unauthorized groups, such as political parties, (b) refugees and homeless, (c) Italian military and police units, and (d) Allied units. He, with the help of Lieutenant Schiller (recently lent to him), has been literally making a school house to school house visit in Rome and working on the Provveditore, the Sindaco, the Prefect, and various other Italian authorities in a strenuous effort to get done what the Italian Government was presumably doing ever since 15 August when it took control. Repairs and disinfection and disinfestation are also being pushed. He is likewise working with the RAAC to get buildings or parts of buildings derequisitioned. In spite of obstacles, over a hundred elementary schools in Rome opened in October, and the secondary schools were scheduled to open 6 November.

In Perugia the school and University accomodations are largely taken by the military. Private schools have been induced to make room for shifts of public school children, and higher authorities in AC are trying to protect the small occupied balance of the university buildings.

Major Gregory made a personal visit to boys' reformatory in Rome with the Regional Inspector of Prisons, and found that waifs and strays were being put into the same institution as hardened young criminals. He is urging that the former be sent to the quite ideal buildings of the Colonia Libica at Caprerola, free from a prison atmosphere.

PWB has been filming the opening of schools in Rome.

Preparations for school lunches throughout Lazio-Umbria are proceeding

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4. Marche-Abruzzi - L'Aquila, Chieti, Pescara and Teramo Provinces were turned over to the Italian Government with all preliminary work practically completed - good provveditori agli studi appointed and broken in, text books purged, and teaching staff defascized.

EighthArmy has occupied many schools in Macerata, Ancona and Pesaro, which it may retain all winter, and it is attempting to requisition schools in Teramo and Ascoli for rest camps.

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Provincial Commissioners have shown marked interest in the schools and have cooperated fully with Lieutenant Simoni, Regional Education Officer.

The defascism of school personnel in the Region is proceeding well, provincial advisory committees having been set up in each province to review suspensions. Total suspended to date are as follows:

Ancona	97
L'Aquila	40
Ascoli	147
Chieti	55
Macerata	117
Pesaro	incomplete
Pescara	37
Teramo	36

The general situation, by provinces, follows:

(a) Ancona - All schools opened in October except for five rural centers at Fabriano and only partial functioning at Jesi.
(b) L'Aquila - Schools opened 2 October, with partial exception in four communes.
(c) Ascoli-Picone - Schools opened in all but two communes 25 September.
(d) Chieti - Elementary schools opened 2 October in all but eight communes. Secondary schools set for 6 November opening.
(e) Macerata - All schools opened 16 October except in eight communes, but in Macerata city operating on part time because school buildings are being used as 5th Army rest camp.
(f) Pesaro - No schools open. Will open gradually as buildings are found. Most of 5th Army in in this province. Meanwhile, vetting of personnel and purging of text books is in progress.
(g) Pescara - All schools opened 15 October except in two communes; part time only in Pescara city due to slowness of repairs.
(h) Teramo - Schools all opened in October, except in five communes where all school buildings were destroyed by bombing.

There are three universities in the Region: one in Macerata city, one in Camerino (Macerata Province) and one in Urbino. Pre-rectors have been appointed, and epuration committees established. At Camerino examinations were begun in October. Examinations in the other two universities will take place in November and December.

5. Toscana. Captain Noe, assisted by Captain Hollman and Captain Tilroe, and temporarily at Pisa by Lieutenant Crighton, is in full action in eight provinces. The following excerpts from Captain Noe's full report summarize the situation:

UNIVERSITIES AND HIGHER INSTITUTES OF LEARNING.

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(c) Ascoli-Piceno - Schools opened [illegible]
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UNIVERSITIES AND HIGHER INSTITUTES OF LEARNING.

a. University of FLORENCE.

The Epuration Committee has completed its work for all professors and administrative employees except for those few who have been unable to return to FLORENCE. An excellent report on its work has been received. The Committee recommended that six professors be suspended immediately and that the records of fifteen professors should be examined by the National Committee of Epuration.

b. University of SIENA.

The work of the Epuration Committee has been completed except for a few professors who have not reported to the University and for whom

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Schede Personali are not available..

The make-up courses are progressing very well according to the report of the Pro-Rector.

The University is planning to have its formal reopening with a comunal and academic ceremony on 19 November.

The main building of the University is still being used by the Military Autheritics.

g. University of PISA.

During the month Professor RUSSO has been installed as Pro-Rector of the University and also as "Direttore della Scuola Normale Superiore" of PISA.

The Epuration Committee has been approved and its initial report, in which it has suspended eight professors has been received.

Professor RUSSO has submitted the following report on the building situation:

"Central Building. The roof of the "Aula Magna" has been wrecked and the frescoes which decorated it destroyed. Shells have smashed the roof in other three points of the building and broken right through into the apartment below. Almost all the window panes have been broken, offices looted and equipment carried off. The Observatory and the several Institutes of the Faculties of Letters, Sciences, and Law have suffered various losses.

Medical Schools. Roofs, floors, window panes and blinds have been damaged badly.

Clinics and Wards. Several roofs, floors, ceilings and a great many doors, window panes and blinds have been wrecked. Scientific equipment has been looted.

Institute of Hygiene. The roof has been damaged. Many panes have been broken and equipment looted.

Institute of Physiology. The roof has been damaged. Almost all panes of windows, doors, and cupboards have been broken. Shells have broken through the outer walls in several places. Almost all the scientific equipment have been looted. The Germans have carried off no less that 23 cases of books from the specialist library, one of the best in Europe.

Institute of Physics. A German mine has completely wrecked the tower of the Observatory. The roof is badly damaged and all the best part of the scientific equipment has been looted. The best part of the library has been carried off.

Faculty of Science. Roofs and outer walls have been damaged. Some of the equipment has been looted.

Institute of Mineralogy. A great part of the building and the central staircase have been wrecked. Parts of the remain-

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Institute of Mineralogy. A great part of the building and the central staircase have been wrecked. Parts of the remaining roof and outer walls have been damaged. Scientific equipment and the Museum have been looted. A great number of books have been destroyed.

Faculty of Engineering. Roofs, walls, floors, and ceilings have been damaged. Windows, doors, and panes have been broken. Scientific equipment has been repeatedly looted.

Faculty of Agriculture. Roofs, floors, ceilings have been wrecked in many places. Windows, doors, panes have been broken. Scientific and laboratory equipment has been destroyed and looted.

Faculty of Veterinary Medicine. Roofs have been partially damaged. Windows, doors, and panes have been broken in almost all the buildings. Equipment has been looted."

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The situation of the University has been further complicated by the fact that the following buildings have been requisitioned by the 12th Air Force:

All of the Engineering School
All of the Scuola Normale Superiore
Part of the General Chemistry Institution.

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In spite of all the above difficulties the University is functioning administratively, is planning to begin its examination program on 9 November, to have a formal reopening on 25 November and to begin its new school year on 15 January 1945.

Lt. CRICHTON, an Officer formerly with the Education Subcommission, has been assigned on temporary duty from TOSCANA Region to the Provincial Commissioner, PISA Province. Lt. CRICHTON will serve as a Provincial Education Officer in dealing with the University.

d. Academy of Fine Arts of FLORENCE.

The Pro-Rector has given a very encouraging report of the activities of the Academy.

The Epuration Committee has furnished an excellent report of its work. It has recommended ten professors for suspension and one administrative employee.

Professor COLACICCHI has also been named as Pro-Rector of the Accademia delle Arti del Disegno by the Senior Civil Affairs Officer, FLORENCE City.

e. Conservatorium of MUSIC.

Professor Vito FRAZZI has been named Pro-Rector of the Conservatorio di Musica of FLORENCE.

FLORENCE PROVINCE.

a. The general building situation in FLORENCE City is good at the present time but there are an increasing number of requests for the use of school buildings by military units. At present 10 secondary schools are functioning in their own buildings, 13 are annexed to other institutes, and 5 are without buildings. At present 36 elementary schools are functioning in their own buildings with only one shift, 23 are functioning in the buildings of other schools with two shifts, and 13 are functioning in the buildings of other schools with three shifts. Three elementary schools are without buildings, and are not functioning.

Outside of the city of FLORENCE, complete, detailed information is not at hand but at least one third of all elementary and secondary schools are functioning.

The lack of glass is strongly felt.

b. There are sufficient teachers both in the city of FLORENCE and in the Province for the functioning of all necessary schools of all types. In fact there is a large surplus of teachers in FLORENCE City at present as refugees.

This office is working in cooperation with the Public Safety Office for the return of these teachers to their proper posts where possible. Lack of transportation for these teachers continues to be a difficult

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This office is working in cooperation with the Public Safety Office for the return of these teachers to their proper posts where possible. Lack of transportation for these teachers continues to be a difficult problem.

c. The suspension of fascist personnel is progressing satisfactorily. In FLORENCE City and Province 17 inspectors, directors, and presidi have been suspended. In FLORENCE City 36 elementary teachers and 28 secondary teachers have been suspended. The suspension of fascist personnel is proceeding throughout the Province but due to difficulties of communications the figures for the number of suspended teachers outside the city are not available at this time.

d. On 9 October almost all elementary and secondary schools of the city of FLORENCE were reopened and on the same date schools were opened throughout the Province where availability of premises permitted.

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PISA PROVINCE.

a. General Situation. Schools not yet open. Expected date of reopening outside the City of PISA and PONTEDERA - November 15th. It may be possible to open in POMIGNANCE and VOLTERRA on the 6th. Provveditorate is settled in Domus Galileiana, PISA. Space for schools must be found in the city before they can re-open, as buildings not destroyed are occupied with very few exceptions. It is hoped that school space can be found south of the Arno when this area is opened for use. Repairs and materials are needed throughout the Province. Branch schools will be established in centers where refugees are located. Vetting of personnel is progressing, and an Appeal Commission has been nominated awaiting approval. 35 of the school personnel have been vetted of whom 26 confirmed in office and 9 suspended. 2 of these have appealed.

b. Provveditore agli Studi. Professor A. SAINATI appears to be an energetic and able man. He is taking hold of his job in good fashion. An opportunity to see him function on a visit to VOLTERRA when he held a conference with Presidi there, revealed an able administrator with a good grasp of the school situation and an ability to see possibilities when things look dark. He has two assistants to take charge of elementary and media schools respectively. Transport is available for his office.

c. Problems. They can be summarized as follows:

(1) School Buildings - Pisa and Pontedera.
(2) Transport for students of schools and University who live out of Pisa City, or Accomodation within the city.
(3) Glass, tiles, and other materials for school repair, and action by the Genio Civile in getting work started.

SIENA PROVINCE.

The administrative staff of the Provveditorate has done an excellent job in screening the fascist activities of its teaching personnel.

Likewise the Hearing Commission has done its work of review in a very thorough way. Only one Presidi has made a protest concerning its findings to this office.

The opening of schools in the Province outside of the City has progressed as satisfactorily as the usual hindrances of lack of transportation and communications for teachers and availability of buildings would permit. Most of the schools in the communes are now or will soon be in operation.

The situation in the City of SIENA is far from satisfactory. In fact it is most discouraging. Practically all of the buildings have been requisitioned for use of military units or for refugees.

The Provveditore has used all possible ingenuity in providing

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The Provveditore has used all possible ingenuity in providing for two hour shifts of classes each day but the number of classrooms available does not permit even this limited schedule to function for all the pupils.

As long as SIENA continues as such an important military center this condition will not improve.

The Provveditore still does not have any transportation to visit the communes of the Province.

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GROSSETO PROVINCE.

The schools opened on October 16th in all communes. Buildings have been made available for all schools except in ORBETELLO where work is still in progress on repairs.

Glass and tiles are the problems. Teachers are available and at their posts. Communication is very difficult within the Province due to lack of bridges in many areas and a supplementary report on the

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actual number of pupils enrolled will be necessary when these figures have been received.

Text-Books and Quaderni are awaited.

The general situation in GROSSETO is probably the best of all provinces in this Region as it is as nearly normal as can be expected.

AREZZO PROVINCE.

a. The Province of AREZZO was turned over to TOSCANA Region on 18 October 1944.

Prior to this date Professor Ettore ZUCCHELLI had been selected to act as Provveditore agli Studi. Also visits had been made by an Education Officer to a number of communes with the Provincial School Officials.

b. Where possible, elementary schools were opened on 16 October. Likewise secondary schools were opened on 20 October. Other schools will open when conditions permit.

c. The building situation is critical at present with no indications of improvement, in the near future. A report from the Provveditore agli Studi shows 26 buildings free for use and undamaged, 28 buildings free for use and slightly damaged, 52 buildings so seriously damaged that they cannot be used immediately, 35 buildings have been requisitioned for military use, and 60 buildings are occupied by refugees. In ten communes schools will not be able to function even on a half day schedule. Lack of glass continues to be a critical problem.

Because of fact that such a large number of military units still operate out of AREZZO it is impossible in many cases to find alternate accomodations.

d. The Provveditore agli Studi also reports 200 teaching positions for which teachers are not available. Many teachers cannot return to their home cities or towns because of a lack of housing facilities. If and when the troops and refugees are moved out this condition should improve.

e. Plans are being made to establish Sezioni Distaccate (Branch Schools), where practical because of the serious lack of transportation for civilians and the heavy military traffic on highways.

f. To date 42 school officials and teachers have been suspended in this province.

g. The Prefect has promised at least part time transportation for the Provveditore agli Studi, beginning the first of November.

LUCCA PROVINCE.

a. General Situation. Schools in general in the five (5) communes under Provincial Control will open on November 3rd. Provveditorato

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e. Plans are being made to establish Sezioni Distaccate (Branch Schools), where practical because of the serious lack of transportation for civilians and the heavy military traffic on highways.

f. To date 48 school officials and teachers have been suspended in this province.

g. The Prefect has promised at least part time transportation for the Provveditore agli Studi, beginning the first of November.

LUCCA PROVINCE.

a. General Situation. Schools in general in the five (5) communes under Provincial Control will open on November 3rd. Provveditorate not yet settled but functioning temporarily in Istituto Tecnico, Via Fillungo, LUCCA. Vetting of personnel is progressing and schedas for school heads in this area have been forwarded to PSO for further action. Appeal Commission has been nominated and schedas forwarded for approval.

b. Screening. To date, 26 of the school personnel have been screened all of whom were suspended.

c. Problems. They can be summarized as follows:

(1) Repair of damaged buildings.
(2) Location of a Provveditorate.
(3) Source of glass supply especially for the larger technical schools.

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LIVORNO PROVINCE.

a. General Situation. Schools not yet open. Expected date of reopening for those where buildings are available - November 15th. School buildings in LIVORNO City are available at this date but need repairs by Genio Civile. Repairs and materials are needed in PIOMBINO and CECINA, mainly glass and tiles. Vetting of personnel is progressing.

b. Epuration. To date, 71 of the school personnel have been vetted of whom 22 confirmed in office and 49 suspended. 3 of these have appealed. The cases will be examined by the Appeal Commission which has been recommended for approval.

c. Administration and Teachers. Examinations have been held in all schools. Presidi and other schools heads, including inspectors and directors of the elementary schools have been vetted and appointed pending confirmation. Teachers are returning to their posts when called for by the Provveditore, the chief problem in this respect being living accomodations in LIVORNO City. No shortage of teaching personnel exists.

d. Problems. They can be summarized as follows:

(1) Repair of buildings - action by Genio Civile.
(2) Release of glass and tiles for schools.
(3) Reservation of school buildings not needed for essential use by troops from occupation by other agencies - e.g. schools in Rosignano.
(4) Transport for Provveditore.
(5) Cooperation of Sindaci in providing school space when regular buildings are not usable - this can usually be found if the sindaco will make the effort.

e. Provveditore agli Studi. Prof. Roberto MENASCI appears to be a wise choice for the office. He is respected by his teachers and is carrying on ably in a difficult situation.

PISTOIA PROVINCE.

a. During the first week in October the Regional Education Officer visited PISTOIA Province. Prof. A. STRAGHELLINI was recommended to the Provincial Commissioner for appointment as Provveditore agli Studi.

b. Visits by one of the Education Officers of this Region in company with the school inspectors have been made to over half of the communes of PISTOIA Province during the month.

c. The building situation in this province is not uniform. In some localities buildings are undamaged and unoccupied while in others there

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c. The building situation in this province is not uniform. In some localities buildings are undamaged and unoccupied while in others there are no buildings or substitute rooms available because of damages or because of occupation by military units or refugees. Lack of glass is a critical problem.

d. During the month of October a small number of Scuole Parificate and one State school were opened. On 3rd November schools in 2 communes of the Province will open. Plans call for the opening of all other elementary and secondary schools where possible on 6 November.

g. The Epuration Committee has been named. Of 9 Direttori Didattici five were suspended and one Preside of a secondary school was suspended.

6. Emilia.

Captain Prato, Regional Education Officer, has distributed Directives

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to all Provincial Commissioners and talked with each personally. He has had one officer for each province designated to be responsible for education. He has coordinated his work with all other Divisions. He has prepared forms for school lunches, survey of needs for window glass, etc. And he has arranged with 5th and 8th Armies to proceed with administrative organization and epuration in each province as soon as the provincial capital is taken. In a word, he is all set to go as soon as the enemy is pushed out of the way

CARLETON W. WASHBURNE
Major, AUS
A/Director of Education.

Cy's Distribution

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ALLIED CONTROL COMMISSION
EDUCATION SUBCOMMISSION
APO 394

CWW/ams

11 October, 1944

Report For September, 1944

17 OCT Rec'd

1. Personnel

Headquarters personnel of the Education Subcommission has had some serious losses - losses which earlier would have been disastrous and which still are serious. The greatest of these is the loss (temporary or permanent) of the active leadership, genial personality and exceptionally wise counsel of Lt. Colonel T.V. Smith, who brought his experience as philosopher, statesman and educator to the difficult task and unprecedented responsibility of helping a nation to free itself from the chains of Fascism and come out into the light of modern thought.

A second loss was that of Major Robert Koopman, who left to become a provincial commissioner in Piemonte. Koopman began active work in the Subcommission in November 1943, as Regional Director of Education for Sicily. Later he became Education Officer for all Italian Government Territory and acted as liaison between the Minister of Public Instruction and Regional Commissioners. His steady, wise counsel, based on wide experience in the United States, and his ability to win confidence and friendly cooperation among both Italians and Allies, were outstanding assets to the Subcommission.

The third loss was that of Lt. Colonel Henry T. Rowell. While Colonel Rowell was the first of us to reach Africa, where he organized and headed the Military Government School and holding center at Chrea and then at Tizi Ouzu, he was a late comer in the Education Subcommission. He entered Rome with the Fifth Army as its Education Officer; was, during August, Regional Education Officer of Region IV, and became, for most of September, the Acting Director of the Education Subcommission. He filled this position with his characteristic energy and intelligence, and, had he remained, could have contributed greatly to our work through his scholarly and firsthand knowledge of Italy.

A new man was added to the Subcommission in the person of Major Joseph M. Murphy, who arrived from Washington early in September. Major Murphy, before entering the army, had had experience in both secondary schools and universities. He brings intelligence and energy into the work. Aside from helping in Region IV in September, he went to Naples to [illegible]

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2. School Programs.

1911

One of the first educational jobs of the Military Government when we set about the organization of Sicily was to prepare new programs, or courses of study, for the schools, the old ones being infested with Fascism. The best available commission (that's all that can be said for it) of Italian school officials and teachers set to work under our supervision to rewrite the programs of the preceding years. This work continued, under successively better commissions, when we reached Naples. The programs were published and distributed by us as rapidly as each of the ten was prepared, and have been in use ever since.

With a relatively stable Ministry of Public Instruction it was obvious this summer that the Minister should look over our programs decide how far they should be continued in use for this coming school year. He decided that

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no radical changes should be made in them, but appointed a commission to make some revisions. In September this work was completed and the new programs are now being printed for use throughout both Italian Government and Military Government Territory. (1)

3. Elementary School Text-Books.

From the beginning in Sicily the rewriting, and especially the publishing and distributing, of elementary school text-books, has been one of the most chronic and painful headaches. The rewriting wasn't too bad: The Fascists had one State series of twelve texts for the five elementary school classes; way back in the early days a committee of teachers, chosen and supervised by us, pulled out all the arithmetic and grammar exercises that breathed Fascism, all the literary gems of Fascist leaders, all the distorted geography and history, and rewrote those passages in straight, non-propagandistic form, and reduced the series from twelve to ten books. Then ensued the classic search and scramble for paper, ink, zinc, binding cord and glue. By hook or crook we published 250,000 books, which saw us through last year in Southern Italy, what with so many schools on reduced schedules and so many children absenting themselves. For 1944-45, however, our need is twenty times as great. Warned by experience we requisitioned the necessary materials from the United States on 2 April. So far, we have received none.

Fortunately in Rome and Florence we found enough paper, etc., for printing for Lazio-Umbria, Marche-Abruzzi, Toscana, and Emilia -- something over 2,000,000 books. Naples, which prints for the Southern Region, is held up for want of paper. Palermo has just received about half enough newsprint for the Sicily printing (we ordered better paper, but newsprint, which we used last year, is better than none). Captain Beard, who is supervising the job from our stand-point and working with the Minister's representative, is in Florence for the moment both to get the printing there under way and to seek some supplies for the south.

From Florence north we are not contracting to give publishers a monopoly on our series of text-books, but are inviting open competition. Any publisher may present manuscripts to provincial or regional commissions for approval, and, if granted, may sell his books for use in the schools. This may slightly relieve pressure, but since few publishers will have published books or have acceptable manuscripts ready and material available, it is not estimated that for the present school year there will be a great reduction in the number of books of the State series needed. But the psychological effect is good and the way is paved for a more democratic plan of publishing in the future.

The Rome printing (1,039,000) is well under way -- many books should begin to be distributed by the end of October. The equally large Florence printing (for Toscana and Emilia) was scheduled to begin 3 October, from

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(1) This report, marking the first anniversary of beginning to purify Italian Education -- Lt. Colonel Gayre, the first Director, started work in Sicily in mid September, 1943, and was followed about three weeks later by Major Washburne -- tends to be a bit historical. But each of the matters discussed for September, 1944 has an historical setting in the light of which it must be considered to be fully intelligible.

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4. Secondary School Text-books.

The Fascists never got around to standardizing and fascizing the text-books for the secondary schools. There were many thousands of titles, and teachers had freedom of choice among them. While all anthologies (the standard text-books for literature) were corrupted, and history, economics, geography, and political science were written from a strongly Fascist bias, it was just too hard to make Homer, Ovid, Virgil, etc., into protagonists of Mussolini; and Algebra, Geometry, Physics and Chemistry didn't yield to Fascist persuasion. Consequently it was only necessary to select which books must be confiscated, which could be used if certain specified pages were removed, and which could be approved for use.

This work began at the beginning in Sicily, continued in Naples, and just culminated this month in the work of a ministerial commission which, with some help from us, has examined all the text books found in Rome. The result is a composite list, now in the press, of 213 books to be confiscated, 546 to be expurgated, and 4,117 which may be freely used. In addition, all books (we did not trouble to list them) on the subject of Fascism and by notorious Fascists, are declared taboo. (They and the confiscated books are being stored till we can use them as pulp for new paper).

5. Educational Directives.

What is true of programs and text-books is equally true of Educational Directives. We started preparing them a year ago, and we have been using and revising them ever since. During this past month Captain Pratt, getting ready for the occupation of Emilia, gave the whole set of Directives a thorough going-over, and revised and enlarged them in the light of our experiences and the wishes of the Minister and other Subcommissions. His work then underwent a final polishing (final, that is, for the moment) in the Subcommission headquarters. So now a completely streamlined set of Directives in English for Provincial Commissioners and in Italian for school officials, prefects and sindaci, is ready for use in each of the northern regions on approval by the Regional Commissioners. It may be of interest to list the Directives that make up the set:

1. To Provincial Commissioners, summarizing all procedures and enclosing copies in English and Italian of all Directives.
2. To Provincial Education Officers (i.e. officers in provinces who handle education with other duties), describing briefly what is expected of them.
3. To Prefects, on confiscation of text-books, repairs of buildings, and school lunches.
4. To Provincial Superintendentes of Schools (Provveditori agli Studi), Special orders and authorizations for the opening and

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4. To Provincial Superintendentes of Schools (Provveditori agli Studi). Special orders and authorizations for the opening and functioning of schools -- administration, conditions of opening schools, defascization, transfers of teachers, school organization, programs, text-books, financing, etc.etc.
5. To Inspectors and Principals. So much of Directive No.4 as applies to them.
6. To all concerned with universities and academies. Reorganization and governance of such institutions.
7. To Booksellers and Publishers, enclosing list of books approved and to be expurgated or confiscated.

6. Glass, etc.

To find a school building south of Perugia and Orvieto (except in Rome) which has a single unbroken pane of glass, is a cause of excitement and rejoicing. Bombs break glass in a wide area, and few are the villages or cities in Italy which our bombers have not attacked.

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can, while the children shiver instead of last year's groups.

7. Survey of Italian Education.

One of our greatest needs and lacks when we began work in Italy was a background of understanding of Italian education. Some of us had read such material as was available before coming, but a comprehensive outline of the history, philosophy, methods, and organization of the Italian schools was wanting and wanted. We had to catch as catch can, and learn as we went along.

But by December we decided that as soon as the most pressing emergency work would allow it, we should start to prepare a survey of Italian Education. We wanted to see how it had grown up, what it was before Fascism and under Fascism, and, in that perspective, what was being done and needed to be done after we freed the Italians from their Fascist shackles.

By March, Captain Pratt began to gather facts and figures, and by June we were able to free one of our men, Captain Vessels, formerly Regional Education Officer for Region II, to give full time to this important long-range job. What he has done and what he plans are best described by himself:

a) The Plan

At the end of June last the undersigned officer took over the project for a Survey of Italian Education from Captain Willis E. Pratt, who had already compiled certain statistical questionnaires and distributed them to all Provveditori from Naples southwards. The exact plan for the Survey had not at the time been determined, but has since established itself in the following form:

Part I : Chronological Outline

1. Up to 1859
2. 1859 - 1922
3. 1922 - 1943
   - A - The Gentile Reform
   - B - Fifteen years of Fascist changes (1924-1939)
   - C - The 'Carta della Scuola'
4. The Allied Occupation, 1943-44
5. Problems of Future Development.

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Appended will be a series of tables showing organization of the educational system from its various aspects and at various periods of development, alterations in status and salaries of teachers, growth in numbers of schools and universities and in scholastic populations, and any other relevant data which can be tabulated.

Part II : Statistical Survey of Southern Italy as in June to August, 1944.

This will be made up on the basis of Captain PRATT's questionnaires, reduced in the following form:

A By Provinces
B By Compartimenti
C Southern Italy and the Islands as a unit.

Questions dealt with cover all aspects of the practical educational problems at present facing ACC and the Ministry, including, for instance, present state of school buildings. There are questions on personnel, on locale, and on organisation. Each Provveditore has also been asked for any suggestions which he may have about reorganization. The tables will be accompanied by an appropriate commentary.

b) Progress towards Completion.

Part I has been worked on by the undersigned officer; Part II, under his supervision, by Professoressa Federici of the Rome Institute of Statistics. Part I is half way through; Part II is somewhat nearer completion. Reasons for delay with Part II are largely based on slowness of Provveditori in returning completed questionnaires: 6 out of 27 have in fact not yet come in at all, and a final request was recently made for them through the Minister of Education. Professoressa Federici has throughout worked hard and very efficiently, and the results should justify the effort.

Part I has become a much longer and more complicated task than was originally envisaged. It is also thought that its potential importance is greater than was at first imagined likely, since the material in question has never before been gathered together. Soon after the work was begun it was found that the original idea of making a brief resume from a few already existent sources was impossible, first because the subject is much more complex than it appeared, secondly because there are no such compendious sources. For all developments since 1859 it has been necessary to go to original documents. This has entailed a great deal

B) The Post-War Commission.

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1939

Such an opportunity for collating data, and at such a key-point of time, is never likely to recur. Much of the material which has been obtained is far from well known even to Italian authorities; and yet it is extremely valuable as a foundation for any long term plans of organization which are to be evolved. Such a survey as the present one would have been of the greatest possible service to the Subcommission if it had been available when we first took over. This was impossible; but it can even now serve two important purposes (a) as a record of what we found and what we did, and (b) as a starting point for any long-term civilian agency which may succeed us. It should also be of more than a little use to the Ministry. The length of the completed document (Part I) is calculated at about 200 foolscap pages, double spacing. Of this a little over half has been done.

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3. The Minister.

His Excellency, Professor Guido De Ruggiero, Minister of Public Instruction, is the kind of man Subcommissions long for -- cooperative, good humoured, intelligent, efficient, and devoted. And in his own right he is a top notch scholar and a gentleman. Our contacts with him are frequent and cordial. Without subservience, he nevertheless listens openly to our counsel. But far more often we seek his.

In general we try to take no steps in Military Government Territory which will later embarrass him; on the contrary we try to plan our work, insofar as the exigencies permit, so as to make transition from Military Government to Italian Government almost unnoticeable.

This is well illustrated in Lazio-Umbria Region, where three provinces are under the Minister and four under us. The policies and procedures are almost identical in the two parts, the only exception being that the school officials south of the line get their authority directly from the Minister instead of going through us. There was complete smoothness in the turn-over -- not disturbed by a ripple of changed policies or personnel. Three more provinces are about ready for an equally painless transition.

In making appointments for many school positions (such as provincial superintendents -- provveditori agli studi -- and heads of secondary schools and higher institutions) we seek the Minister's suggestions, and submit ours to him. And then we make the appointments for one year only, so as to facilitate changes in case time proves our joint judgment faulty.

The handling of the properties of the Fascist Youth Organization -- GIL -- is another case in point. This past month, following earlier experience and trials, we have worked out with the Minister and the newly appointed Commissario for the Liquidation of GIL, a plan for giving custody of these properties to the provincial school superintendents and making them available for educational purposes and youth activities.

Similarly, we have jointly prepared to resuscitate, in a more comprehensive and democratic guise, the pre-Fascist organization for helping needy school children, the "Patronato Scolastico". This work began under the previous Ministers, and the final product has not yet emerged in a royal decree. But September saw marked progress toward a completed product.

In regard to epuration, the Minister has adopted some of our machinery for territory newly acquired by him, and has given his approval for the methods used in our regions for purifying school personnel. On our part we have freely consented to the dismissal of those few of our early appointees where more thorough investigation

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9. Translations.

A number of Italian educators, including the Minister, have spoken of the urgent need for knowledge of what the Allies have been thinking and doing in educational matters during the past quarter of a century. Italy has been almost completely cut off from the currents -- swift currents -- of educational progress in non-Axis nations. Consequently the tendency in reorganizing the schools on a non-Fascist basis is to turn back to the education of a quarter of a century ago. Yet the best thinkers in Italy know this is not sound.

It would be even more unsound to try to make over Italian education on an American, British, or Russian pattern. But a knowledge of what we have been thinking and doing, of our research, successes, failures, and problems, can be of inestimable value to Italians in thinking through their

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own problems and making an educational system which, while its roots are in the soil of Italy's past, gets light from the experience of others. After all, children and basic psychology are the same the world over -- and much has been learned about them in our countries during the past three decades. And Italy's problems, while in some ways sui generis are in others not unlike those of all nations: we all must develop our human and natural resources; we all must prepare the oncoming generation for a more realistic approach to social and economic issues; we all must both preserve and develop culture.

To help in the process of sharing the experience of other nations with Italy, this Subcommission, in consultation with the Minister, is having translated and published a series of books on the education of America, Britain, and perhaps Russia. Our professional consultant, Dr. Ronbo, is supervising this work. Books have already been received from the United States, and two of these are now about half translated. A considerable consignment of educational books from Britain is on its way to us and steps have been taken toward getting books from Russia.

The series will be published by a leading Italian publisher, Le Monnier of Florence, with an introduction by the Minister.

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So much for the overall and headquarters picture. Now let us turn to the work in the field.

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10. Italian Government Territory.

There is little to report for September from the South. The Italian Government has been in complete charge, and we no longer have an Education Officer for the Southern Region. In Sicily, Lieutenant DE BELLIS handles such matters as need Allied attention -- such as getting paper for the text-book printing in Palermo. He also checks up on any misunderstanding in regard to our appointments and passes on to us useful information.

Sardinia still has an Allied officer, Captain WAGSTAFF, designated as Education Officer, but handling many other responsibilities as well. He reports that during September strenuous efforts were made to accelerate the pace of the repair of schools in Cagliari City. A meeting was held at the High Commissioner's office and the High Commissioner ordered that absolute priority be given to the repair of schools and that all available material be released at once.

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The chief shortages still are:-

1) Glass - none available.
2) Electricity Supplies - none available.
3) Timber - scarce.

1988

For functioning of the schools he urges the need for books and supplies.

He states that illiteracy is particularly high in Sardinia, being 36% of the population.

10A Naples.

In Naples (still an island of AMG rule) the Regional Commissioner asked us to send an Education Officer down for a few weeks to see whether the provincial superintendent of schools was doing his job and to try to get more schools open. We sent Major MURPHY, the only man available, to let him cut his teeth on a touch problem. His preliminary reports indicate that he is taking hold of the job with much energy.

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University.

We continue to nurse the University and all higher Institutions of Naples, we representing, in all administrative and educational matters, the Ministry of Public Instruction. This work is largely handled from Rome by Captain Vella, Executive Officer of the Subcommission, who has been in close touch with it from the beginning.

The vacancies created by dismissal of Fascist professors were filled by competent and scrutinized professors called from other Italian Universities in accordance with the vote expressed by the faculties and in agreement with the Italian Minister of Public Instruction.

Provisions have been made for the rebuilding of the University, partly destroyed by the Germans, and work is well ahead. The number of students which was 4,000 early in February, by the end of August reached 9,000. This Subcommission gave every assistance to the students in forwarding their applications coming from every part of liberated Italy.

The Committee of Epuration of the University of Naples appointed by this Subcommission continues to function as an advisory body to this Subcommission and the Minister as well, after the decree on Defascistization of 29 July.

Oriental Institute.

A new administrative council has been appointed for the Oriental Institute in Naples. It comprises members of the Institute and representatives of the commune and province of Naples and of the Bank of Naples. The status of the staff has been revised and some of them have been dismissed for corruption.

Naval Institute.

A few subjects were added which were suppressed before, owing to the reduced number of students. New visiting professors have been temporarily appointed.

ii. LAZIO-UMBRIA REGION.-

September opened with four education officers in the Region -- Captain Pratt winding up affairs in the three southern provinces; Captain Gregory organising the four northern ones; Lt. Colonel Rowell handling universities and higher institutions ; and Major Washburne supervising the work in elementary and secondary education. The month closed with no officer for the region -- Pratt had gone to Fifth Army in Florence; Gregory was called forward to get ready for Venezia; Rowell was acting Director

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As to the three southern provinces -- Littoria, Frosinone, and Rome -- there is little to report. They carried on their summer sessions, served steadily increasing numbers of school lunches, wrestled with the problem of finding places for children to learn and teachers to live. Malaria reduced attendance in Littoria to absurdly small numbers -- four or five, or even two children in some classes. There is great concern in these provinces about what the winter will do to the windowless, broken-roofed schools, and makeshift class rooms where no school building remains. Rome is still struggling to get buildings freed from troops, American, British, Polish and Italian. And a scramble is on to get electric lights for evening classes.

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The four southern provinces are in various stages of organization. Viterbo is practically self-running now. Rieti and Terni, organized later, still require our help but could be turned over to the Italian Government with little difficulty. Work in Perugia just got started in September.

Some excerpts from the reports of Captain Gregory, who has been in charge of these four provinces from the beginning, will throw light not only on the local situation, but on the type of activity of our field workers:

Schools

As previously reported most schools in Terni are severely damaged but sufficient remained to enable some sort of summer session to commence on August 14. The Liceo Classico building and the Istituto Tecnico Metallurgico are least damaged and both are large. It is gratifying to know that all the scientific apparatus in the latter is safe, an instance of most untoutonic laxity or possibly an oversight, which will mean a lot to Terni. It is impossible to stress too highly the need of repair materials, especially glass. In two or three months time it will be a case of a single alternative; either glass or no schooling, as parents will refuse to send their children in the winter.

Many trips were made with the Provveditore agli Studi to other communes, the most interesting of which was that made to Orvieto. No damage exists, (we even saw windows full of glass) and but for the habitual and chronic little tattle of the local scholastic officials, Orvieto would have led the Province in reopening the schools. The need for mental changes, or alternative physical changes, was stressed. The C.L.N. has caused some confusion by dismissing several heads and teachers and appointing others, all without definite reason or notification, and then dissolving itself. There was, therefore, a plethora of headmasters in some institutions. This is in course of being rectified.

Some difficulty was created by the absence of secretaries for all Provveditori. This has now been rectified. The position as regards administration is, therefore, fairly satisfactory.

Schools of various types were visited in Terni and in the Province and attendance on the whole was better than expected. Some classes (Terni 2nd and 3rd grade) were over the numbers on the rolls. As elsewhere, children are badly in need of shoes and clothes.

The Provveditore still lacks a car which is

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a) a heavy financial drain
b) a low efficiency level, since she would tend to be a clock watcher
c) additional nervous and physical strain for which ultimately the children suffered.

The latest increase of 70% in salaries is only of limited value and a balanced consideration of teachers' reports leads inevitably to the conclusion that teachers are living in an increasingly dense economic jungle.

English Studies

A start has been made on English lessons for adults in Rieti, including the Provveditore himself, and at Terni. No doubt Viterbo will follow suit soon.

Boy Scouts are being revived but supplies of uniforms etc., are required.

It is also hoped to have ready by the winter a series of lectures for evening classes.

Talks to Children

Among the more pleasant experiences encountered were the very informal chats with children both in and out of class. Much of their opinion was obviously only a reflection of that of their parents, but several interesting points came to light. It was noted that it was harder to gain mental contact with those between 15 and 17, but on both sides of this group response was good. The older children said they were pleased to be able to come to school, as it meant better chances in the very difficult time ahead; one added that some of them realized that for Italy the end of the war would merely initiate a time of extreme economic and social difficulty.

There was a tendency to confuse the lack of supplies, especially food, with the earlier promises of the Allies, and for this America was blamed. It was pointed out that there was still a war on, and that patience is necessary. The work of the A.R.C. was described.

A brief explanation of what we are trying to do here was received with some attention, if not with wild enthusiasm. It was interesting to note that some teachers and administrators,

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The Provveditore of Rieti has suggested a short weekly period of radio time so as to broadcast something of interest regarding the new spirit in the schools. This I strongly recommend provided that sufficiently well known educationists, like the Minister of Public Instruction himself, are willing to broadcast.

Perugia

Capacci Filippo was on my recommendation appointed provveditore by the Provincial Commissioner and copies of directives were given him.

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Schedas were issued to all Provveditorato staff and to administrative personnel in Perugia, Assisi, Spello, Foligno, and Spoleto. The state of the roads and bridges after the recent floods prevented further visits, but sufficient schedas were left for that purpose when roads should become passable. Some 60 schedas were vetted of which 8 were referred to the Public Safety Officer for investigation. A complete list of "category" teachers exists in the Questura, so vetting of the remaining cases should be easier than usual. It is anticipated that about 10% will be dismissed.

Since Perugia is the centre of a special army educational plan, and is also a military rest centre, most schools are requisitioned. At first the situation was very black, but later investigation showed that one important elementary school is, at present, free (Corso XX Giugno), and with its 20 class rooms will help to provide some accommodation. Talks with Staff Captain Q and the Town Major brought no result, through no fault of theirs, and it was decided to explore the chances of borrowing class rooms from private schools. The Provveditore and the Inspector for Perugia, a good man, thought that possibly from four of these we could hope to accommodate about 700 children by the turn system. This should do much to break the back of the problem, at least temporarily.

I suggested the inviting of the heads of these schools to a meeting at the Provveditorato to seek their cooperation. The usual problem of structural damage scarcely exists, but furniture will have to be improvised.

It was somewhat depressing to note that even with a permanent official of such experience as Capacci, little had been done to ascertain the exact condition of schools, even in towns close to Perugia. On being asked just what inspectors were doing, he said it was vacation, and anyway they had no means of transport. He thereupon received an order to send inspectors out on bicycles, since under present conditions work and not personal convenience and comfort is the vital need. Too much stress is laid on Allied assistance in every way. He promised a detailed and <u>accurate</u> report in a fortnight. An <u>operational</u> map of the Province, showing various data and routes to all parts was suggested.

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Although Perugia is fortunate in having some four or five weeks to prepare her schools, it is not likely to be overlong in view of the preparatory work to be done. A good start has been made: for instance, some 40% of defascistization has been completed.

1966

In the southern towns the Presidi, etc., expressed great willingness to cooperate and appeared to be of good morale. Questions included were: are Fascists really going to be eliminated, would stipendi be increased, would more food and clothes be available, and would America welcome Italian teachers after the war. They, like the children, were tired of Fascist propaganda, plastered over the schools and through the text-books. One nun expressed fears about the religious policy which two officially Protestant countries may intend to follow. She was reassured as to the absolute groundlessness of her fear.

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12. Marche-Abruzzi Region.

Major BIRT, who has combined the functions of Welfare and Education Officer for this region from the beginning, was assisted during September by Lieutenant JOHN SIMONI. Toward the end of the month Major BIRT was called forward to get ready for Piemonte and Lieutenant SIMONI took over as Regional Education Officer.

The report from this region is one of steady progress, province by province. Provveditori were found and set to work. The regular Directives were issued. Defascism machinery was installed and set running. Schools were made ready for full opening.

13. Toscana Region.

Captain NOE, assisted by Captain HEIMAN and Captain TIRROE, is in charge with headquarters at both Siena and Florence. During most of September Florence, still under Fifth Army, was organized by Captain PRATT, in frequent consultation with Captain NOE.

A rather full quotation of Captain NOE's report for September is worth giving, partly to show the conditions in our most newly acquired territory, partly to give some indication of what probably lies ahead of us in the north, and partly to illustrate further the type of work which is done by the field workers of this Subcommission:

a. Universities

1. University of Florence.

The opening of the University of Florence under the direction of Captain PRATT was done with very impressive ceremony and pageantry. F.W.B. thinks that the acceptance speech of the Pro-Rettore, Dr. Calamandrei Piero, was one of the most profound speeches which has been delivered during our occupation, and plans to give it wide circulation.

During the coming week integrative courses will begin in all the faculties of the University in order to help the students, "who were not able to attend the studies with due seriousness because of the exceptional circumstances of last year, to integrate under the guidance of the teachers, their preparation for examinations of the coming full academic".

The new academic year will begin on 1 January, 1945. At

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During the coming week intensive courses will begin in all the faculties of the University in order to help the students, who were not able to attend the studies with due seriousness because of the exceptional circumstances of last year, to integrate under the guidance of the teachers, their preparation for examinations of the coming fall session".

The new Academic year will begin on 1 January, 1945. At present only the buildings of the Agrarian Faculty have been occupied by military units. Since the particular units are due to move north with the advance of the Army, it is expected that those buildings will be returned to the University.

2. University of Pisa.

The Senior Civil Affairs Officer, Allied Military Government, has approved the recommendation of the Ministry of Public Instruction and this office that Dr. Luigi Russo be named Pro-Rector of the University of Pisa.

The Regional Education Officer has had several conferences with Dr. Russo and the preliminary work of forming an Epuration Committee and for a formal reopening of the University of Pisa has been started.

The biggest problem confronting the University will be that of housing its students. In normal times it had an enrollment of some four thousand students, only about six hundred of whom lived in Pisa, the rest commuting for their homes. Now, with only very limited means of transportation, many students

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will be unable to travel back and forth, and, because of the great destruction in Pisa, they will be unable to find lodgings in the city.

3. University of Siena.

The Epuration Committee will soon complete its work.
The Pro-Rettore is planning a formal reopening of the University about 1 November.

4. Academy of Fine Arts of Florence.

Conferences have been held with the Commissario, Giovanni Colacicchi, of the Academy. He has been instructed to carry on the work of the Academy pending the naming of a Director.

All plans have been made for the reopening of the Academy on 5 October, 1944.

b. Arezzo Province.

1. (a) After a careful survey of the situation in Arezzo Province, Prof. Ettore Zucchelli, Preside of the Liceo of Arezzo, was appointed Provveditore agli Studi Aggiunto for the Province. Prof. Zucchelli has started functioning in office but is working under difficulties due to the fact that he is forced to live 16 kilometres from the city.

(b) The head secretary and the one inspector for the province are living in the city and carrying on much of the work in an efficient manner.

(c) The archives of the Provveditorato had been moved to other towns for safekeeping. Arrangements have been made with the head secretary to have these returned by truck through the cooperation of the Provincial Transportation Officer.

2. The building situation in Arezzo Province is critical. Many buildings have been destroyed or badly damaged during military operations which still continue in the northern part of the Province.

A large number of the remaining buildings are at present occupied by refugees with no indication as to when they will be vacated. There are also many buildings still occupied by troops. With the widespread destruction of buildings of all types, the matter of substitute rooms presents a difficult problem. A large amount of window glass will be needed.

1905

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3. There will apparently be some shortage of teachers in this Province since many have moved during the war operations.

4. The epuration of the school personnel is going forward but at this date no figures are available as to dismissals.

5. Arezzo being an agricultural and industrial province it appears there will be a lack of text-books. Instructions have been given for teachers to devise lesson plans to meet the situation until books can be printed in Florence and distributed.

6. In all liberated parts of the Province where facilities are available schools will open on 16 October. It is contemplated that in the remaining parts of the Province, schools will be

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functioning in the liberated territory by 1 November.

c. Florence Province.

1. During the past week Captain Paul HEILMAN and Captain Dexter TILPOE of the Region VIII Education Office have assisted the Regional Education Officer in making a survey of the education situation, outside the city, together with the scholastic inspectors of the staff of the Provveditore of Florence. They carried on inspection trips in 27 communes among 40 communes of the province of Florence. The communes visited are all those located on the south side of the Arno River and also a small number of those located on the other side. These were the first visits made outside of the city by officials of the Provveditorate.

2. The procedure followed during the inspection was as follows:

(a) The Sindaco of the commune was called on and requested to have all the available school personnel (Didactical Directors, Regular Teachers, Substitute Teachers, etc.) assembled in his office for a meeting with the Allied Officer in charge of the visits.

(b) During the meeting investigations were carried on about the general situation of the local schools, the damages suffered by the scholastic buildings, the situation of the school furniture and equipment, the local problems of the teaching staff, the most urgent needs of the population in regard to school problems, etc.

(c) On the basis of the information obtained, instructions were given both to the Sindaco and to the teaching staff to reopen schools on 9 October when the local situation permitted, and detailed advice was given as to some substitutes to be applied for replacing lack of scholastic facilities and of scholastic personnel.

(d) Also the situation of text-books was considered everywhere and instructions as to the confiscation of the State elementary school text-books of former years were given in order to ensure and to enforce the disposition already set forth by the Allied authorities in the matter of epuration of the schools from fascist doctrine and influence. The teachers were informed that

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to have all the available scholastic personnel (Directors, Inspectors, Regular Teachers, Substitute Teachers, etc.) assembled in his office for a meeting with the Allied Officer in charge of the visits.

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(e) In the matter of defascistization, the Sindaci and the Didactical Directors were instructed to furnish as soon as possible to the Provveditore agli Studi of Florence all possible information in regard to teachers who are not suitable at present because of their political records and their connections with Fascism. As a basis for this work of epuration, the Sindaci were informed that the Italian Decree N.159 dated 27 July, 1944 is to be considered as a pattern for the criteria to be followed in regard to the problem of suspending unsuitable persons.

3. As a whole the situation of schools visited in the Province is satisfactory with the exception of two communes, Pontassieve and Prato, both located on the north side of the Arno River.

These two communes are facing a serious situation in regard to buildings and living quarters for the teaching staff.

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Delayed action in regard to the reopening of schools in these two communes has been considered advisable, and further field inspections with the Provveditore agli Studi of Florence will be carried on in the near future.

4. The number of teachers needed in all the Province of Florence for a scholastic population of about 80,000 pupils is roughly estimated at 2,200 and it is estimated that they will be available for the next scholastic year. In this respect several local problems concerning the teaching staff have been solved through instructions as to the engagement of substitute teachers and replacement of absent teachers with local personnel.

5. A survey of the most pressing problems to be coped with in regard to the schools of the Province was carried out and the following list of priority of some of them is given:

(a) Transportation and Communication Facilities.

A great number of regular teachers for the province of Florence have long been living in Florence City and making use of the railway system in order to reach their places of work. Therefore, their situation, under the present conditions, is difficult and will become more difficult if it will not be possible to make some arrangements in order to organize daily trips from Florence around the province. The same difficulty is to be considered in regard to the school pupils who will not be able to attend schools located far away from their communes. In this respect, the problem of establishing "sezioni distaccate" (branch secondary schools) in some communes or of creating new private secondary schools has arisen and has been brought to the due consideration of the Provveditore agli Studi, who has been instructed to set forth some proposals of his own about this problem. Also, under the same heading, there is to be considered the problem of the lack of a proper mail service and of the impossibility of getting a regular stream of information and reports from the local scholastic authorities to the central authority of the Provveditorato in Florence.

(b) Glass Situation.

In a great many cases, requests have been received both from the sindaci and the school officials for some allotments of glass for the replacing of the window panes broken during the war operations. This problem will grow even more serious with the coming of the winter season. All the Italian

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(b) Glass Situation.

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(c) Cleaning and Disinfecting.

The Medico Provinciale of Florence has promised that all efforts will be made by him in order to have all the scholastic premises of the city and province of Florence cleaned and disinfected before their reopening. However, it is to be expected that it will not be possible to carry on this work on a full basis, especially in regard to the schools of the province, outside the city of Florence.

(d) Light and Heat.

This is a general problem for all the places visited and at present no solution can be offered.

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(e) Furniture and Equipment.

In some communes, especially in those located on the north side of the Arno River, lootings and wreckages were suffered by the scholastic furniture and equipment, and in this respect the problem of replacing them as early as possible and with all locally available means has been stressed to the local authorities.

(f) Books and Instructional Supplies.

This problem will be coped with more easily than the others because of the appointment of two special committees for the examination of text-books and also by the fact that Florence is a centre of printing houses and book warehouses.

(g) Mines and Booby Traps.

In a few places mines and booby-traps were reported. Sindaci and school officials were instructed to take all necessary precautions in this respect before the opening of schools.

6. On recommendation of the Health and Welfare Officer, Allied Military Government, 5th Army, the opening of schools was postponed from 2 October until 9 October. This was done to give the communal authorities additional time for the cleaning and disinfecting of the buildings.

7. Communal Authorities have promised to make repairs on buildings as rapidly as possible and at present are doing much work in the various schools.

8. Textbook Committees have been formed to review the books now available on the market and to make recommendations concerning their use.

9. Printing of elementary text-books has been delayed pending the arrival of mats from Rome. These have been promised for 3 October and this work will proceed immediately. (Note: Later: Mats have arrived and printing is underway. C.M.F.)

10. Eighteen school officials have been suspended because of their Fascist record. Replacements have been nominated and tentatively approved by this office.

11. The Schede Personali on all school officials have been submitted to this office and all officials not suspended have been tentatively approved in so[illegible]

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12. The School Directors and Presidi are now at work studying the Fascist records of their teachers.

13. Both Captain PRATT and the Regional Education Officer have felt much hesitancy in confirming in office the present incumbent who was temporarily appointed to his position by the Provincial Commissioner on recommendation of the Comitato di Liberazione Nazionale. Professor Setti, the appointee, is working very industriously and is cooperating in every way. He enjoys an excellent reputation as a teacher and scholar but he has had no administrative experience. It would seem desirable that such an important cultural centre as Florence should have an outstanding administrator at the head of its school system. However, conferences with the various school officials indicate that he is the best local candidate.

The Minister of Public Instruction will be advised of this situation and will be asked for a recommendation.

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d. Grosseto Province.

1. There is little change in the general situation from the status of last month. Most of the communes have made arrangements for their school buildings and have them in readiness for the opening of school, the date of which was postponed to 16 October to conform to normal procedure.

2. Heads of schools have been vetted and approved, awaiting final confirmation by the Regional Commissioner. Twenty-seven school heads have been vetted, and one suspended; ten employees of the Provveditorate have been vetted, and one was suspended; a total of 534 teachers have been preliminarily vetted with suspensions of sixty-four to date. A Committee of Epuration for the teaching personnel of the Province has been named and will get under way in the matter of hearing appeals of suspended persons in the next two weeks.

3. The Provveditore has listed his graduatoria and there are sufficient teachers in the province.

4. School budgets have been submitted and approved for the last trimestre.

5. Arrangements for the school books and copy books are being made at Regional Headquarters and these should shortly be ready.

6. Transportation for the Provveditore should be provided by the Prefect if he is to supervise properly his schools. Tentative arrangements for transport of pupils from Follonica to Grosseto for the Istituto Agrario are being worked out.

e. Siena Province.

1. (a) During the month, inspection trips were performed by one of the Education Officers and the Provveditore agli Studi to communes of the Province where the local school situations were studied. Problems encountered were: damage to buildings, lack of glass for windows, living quarters for teachers, lack of fuel, occupation of buildings by refugees and use of buildings for grain storage.

(b) Instructions were given to Sindaci and school officials for the opening of schools on 16 Oct

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(b) Instructions were given to Sindaci and school officials for the opening of schools on 16 October.

(c) The Provveditore agli Studi has discussed with SFPAL the matter of the occupation of school buildings.

(d) The Genio Civile has been contacted in regard to repair of buildings and installation of glass.

(e) Sindaci were instructed to find substitute rooms where necessary.

(f) The Provveditore agli Studi has checked into the matter of programs and time schedules with principals of the various institutions.

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2. Two committees were appointed by the Provveditore agli Studi for the revision of the titles and for the formation of the lists of priority of more than one thousand teachers applying for positions in the elementary and secondary schools.

3. The Provveditore agli Studi has talked with Professor Rosselli, the trustee for liquidation of the former O.N.B., and with the approval of the Regional Education Officer, permission was granted for the use of a part of this equipment by the revived organization of 'Italian Boy Scouts'.

4. (a) Defascism of the schools has been carried forward in a satisfactory manner. To date seventy of the school personnel have been suspended, including Presidi, Scholastic Inspectors, Didactical Directors, Elementary Teachers and Secondary Teachers.

(b) A committee of five members has been appointed to act as a Hearing Commission and its work has been carried forward with dispatch. To date thirty cases have been examined and only one case has been considered worthy of consideration for annulment of the suspension.

5. The problem of transportation of teachers and pupils, will, according to present indications, be acute.

f. Livorno Province.

1. Captain TILROE arrived at Livorno for the last two days of the month and proceeded to interview the Provveditore agli Studi who had just assumed his office. In connection with the selection of this man, Professor Roberto Mencsci, it might be stated that the original choice of the Ministry for the appointment declined to serve and felt very strongly that the former Provveditore, Mencsci, who was dismissed due to racial prejudices in 1938, should be re-appointed. Upon further inquiry Mencsci was found to be acceptable by all concerned and was in addition strongly recommended by the Bishop of Livorno. He appears to be living up to what has been said of him and has already begun his work well.

2. A new building for the Provveditore was assigned and arrangements were made to have it cleaned and furnished to be ready for occupancy by 2 October. Further arrangements were made to move the headquarters of the Provveditorate from Suvereto to Livorno.

3. The Provveditore was advised of the scheme for epuration of Fascist personnel, of the manner of procedure to secure financial

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3. The Provveditore was advised of the scheme for epuration of Fascist personnel, of the manner of procedure to secure financial assistance for his schools, and the manner in which to plan for the buildings needed to open schools.

4. Considerable time will be spent with Professor Mennsci in the coming month and we hope to have most of the schools functioning by 1 November. It should be added, however, that destruction both in the city and in the Province is widespread and considerable difficulty will be faced in finding building accommodations.

g. Pisa, Pistoia, Lucca Provinces.

Military operations in these provinces have made it unadvisable to attempt any educational work up to the present time. However, during the first week in October the Regional Education Officer will visit Pisa, Pistoia, and Lucca Provinces for the purpose of finding Provveditori agli Studi. It is hoped that military operations will be such as to allow for a partial reopening of schools by 1 November.

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14. Emilia Region.

This will be headed by Captain PRATT, who is going in as Education Officer for Fifth and Eighth Armies. He has everything in readiness and will undoubtedly get the machinery of the schools running almost before the firing stops.

15. Venezia Region.

Captain GREGORY got his directives ready during September and joined the Headquarters to work out all plans. He, too, is ready to follow the army into his region and to get schools open with the minimum of delay.

16. Conclusion.

The foregoing report shows that, as we all know, the problems are many and at times baffling, and that there is much work to be done. But the Education Subcommission is fortunate in having, on the Italian side, a first rate Minister with a Ministry that is beginning to operate efficiently. And on the army personnel side it has a well-knit team of experienced specialist officers who work with high speed and efficiency. There is rather remarkable harmony within this team, and no rift between headquarters and field workers-- most of the men in the field have done a turn at headquarters, and all the headquarters staff have previously been active field workers. It is a highly cooperative group and it is doing an effective job.

CARLETON W. WASHBURNE
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HEADQUARTERS
ALLIED CONTROL COMMISSION
APO 394
Education Subcommission

CWW/ams

7 Sept. 1944

REPORT FOR AUGUST, 1944.

15 SEP Recd

A General View

August, the first full month of school vacation, has been a time for taking stock, correcting errors, and preparing for the new educational year.

Preparatory to leaving Sicily and Southern Italy to the Italians without a professional Allied educator, Major Koopman has made two tours of inspection over most of the vast territory, returning to Headquarters with suggestions to the Ministry of Public Instruction for improvement, notably for improvement in the poor quality of administrative personnel.

Region VIII has been activated but not wholly active during August, and Region IX less active than VIII. The Regional Education Officer, Capt. Noe, in Region VIII, assisted by Capt. Tilroe, has been busy, when not directly with education, then with errands useful for their colleagues in the Region. Capt. Pratt, for Region IX has spent time at Headquarters, revising all educational directives, effecting agreements with Subcommission for harmonious functioning of all specialists in the field, while clearing up his work as Deputy Educational Director for Region IV(whose detailed work in Littoria was memorialized in our report for July).

The most active work in education for August has been, therefore, in Regions IV and V, with some work in Vth and VIIIth Armies. Headquarters has also been busy with the Ministero in hammering out policies, purging personnel, and effecting new decrees, especially for decentralization of administration and aid of schools.

A Sicilian Hang-over.

Early in August two of the three Rectors of Sicilian universities bummed a ride to Rome in a white heat of injustice done and full of corrective procedures. Word had reached them of public charges made against us by a group of Roman professors. These charges were broadside not too carefully aimed, which, thought they, had injured them as innocent bystand-

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Now when a Sicilian is injured, he is seriously injured, as every Sicilian knows; and when he is seriously injured, he is either promptly redressed or he dies noisily and publicly, as all the world knows. Not wanting a death on the Subcommission's doorstep, and not being spiritually prepared to accompany them in death, I thought it the part of valor prudently to redress the grievous wrongs done our Sicilian friends, and to salve their wounds besides. If it be not unvalorous to let history look upon the single egg in the mare's nest of their hurt neighing, the following letter may set the unread record right for all time to come. The letter is addressed to the Minister of Public Instruction, but it was written for and read to the Roman

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professors -- read to them by -- whom else than? -- an eloquent and fiery Sicilian orator, the Illustrious Rector of Messina University, Nettore Martino:-

His Excellency, the Minister
of Public Instruction.

My Dear Minister,

No doubt that there has come to your Excellency's attention, as to mine, certain criticism of the educational acts of the Allied Military Government in connection with Sicilian Universities. It is lately alleged in the press by the Italian Association of University Professors, for instance, that we acted perhaps in ignorance of Italian law and that the Sicilian Universities permitted us to do so --- and that as a result we filled many important university chairs, and did it contrary to Italian law and prejudicial to the professional rights of scholars not then and not now in liberated territory, proceeding ignorantly if not arbitrarily and without benefit of "Concorsi".

It is true that we filled important university posts; for we found whole faculties without a single titular professor (only 13 of Messina's 50, for instance, were present in Sicily). It is not true that we acted in ignorance, or arbitrarily; and it is inconsiderate to think and unjust to charge that the Sicilian Universities left us uninformed of the law in the premises. Indeed, this Subcommission gratefully acknowledges that but for Sicilian vigilance in informing us, we might well have made serious mistakes. They informed us not only of their rights under ancient law but of their wrongs under Fascist law; for all Italian scholars -- may we not say all Italians? -- appear alike in this: they do not believe in hiding their light under a bushel.

These are times, Your Excellency, that try men's souls, fraying their tempers while jeopardizing their security. Transportation is tedious and communication is often inaccurate. When men know not what to trust, alas, they often trust they-know-not-what. In times like these, Your Excellency and I know as philosophers that patience is prudence and forbearance is wisdom. We know, too, from our daily fruitful collaboration, that naked facts are often enough to settle the most fretful problems.

The facts as to our university appointments

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The facts as to our university appointments in Sicily are:

1) that we made no appointments save according to prevailing Italian law (Sicily was Italy to us, we were the Ministry to Sicily, and the prevailing law gave the Ministry great leeway, more leeway than we ever thought of taking);

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2) that we are greatly indebted to Sicilian Rectors and scholars for helping us to know the law and to open the universities in these initial days;

3) that only one titular professor among the 39 we are charged with having appointed appears actually appointed on a permanent basis ("ordinary");

4) that all the others were "extraordinary", were needed to keep the universities operating on even a minimum basis, were selected by the Universities themselves, if not by "concorsi" then by nearest approach to that standard the times permitted, were at any rate the best men available in Sicily (which was Italy when the universities opened), and will at the end of the three-year period be tested for permanence of appointment by the judgment of their peers, as is law and academic custom in Italy.

These being the facts, what remains of the issue? Only this: such is my confidence in the justice of the case, in the importance of the post, and in the merits of the scholar filling the post, that the Education Subcommission of the Allied Control Commission is prepared to leave to the Consiglio Superiore to advise Your Excellency, or your successor, whether at the end of the three-year period our one and only permanent appointment shall be admitted as rightly made permanent by us or as more appropriately treated with the other appointments as "extraordinary", and so subject to fair test as to fitness for the permanent post.

Since this is a matter of principle rather than of persons, I do not call the name of the incumbent made permanent by us. But the chair involved is of comparative law, is of crucial importance, if Italy is to change its orientation from its enemies to its friends, and the incumbent of the chair is one of the very few Italians, if not indeed the only one, who knows and has written importantly on both British and American Constitutions. More than 700 students have flocked to his lectures this first year.

Only one other thing, Excellency: We Anglo-Americans [illegible] to Italy in the role, but not in the spirit, of con-

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Only one other thing, Excellency: We Anglo-Americans came to Italy in the role, but not in the spirit, of conquerors. The role was forced upon us, but the spirit is our own -- and this spirit we shall leave with you as our dearest legacy when we are gone. Let Sicily complain if this spirit betrayed their academic needs in these stern initial days. Your Excellency will bear witness to our continuous deference to Italian law and custom, now that the Ministry is organized and functioning. We have wished, we do wish, in this field only the welfare of Italian schools and universities, without preference for regional pride or special claims. In this spirit we bespeak for Sicilian institutions of culture, which first felt the blow

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of war, sympathy and justice from all of Italy; and we commend to our Sicilian colleagues, comrades of our first days in Italy, the happiness which comes from a continuous accord with the all-Italian confraternity of the free.

Cordially and sincerely yours,

LT.COL. T.V. SMITH, U.S.A.
DIRECTOR OF EDUCATION

CONCLUSIONS?

How can we concluded what is not concluded? It is always too early to estimate the final effect, if any, of oratory. Theoretically, like a stone thrown into a pond, its ripples disturb every grain of sand on every inch of shore. Short of eternity, however, suffice it to say shallowly that by this single slice of oratory, the Director's soul was shriven, the Sicilians' honour was satisfied, and the Roman professors were silenced, almost.

With the Ministers.

At least three scheduled conferences with the Minister of Public Instruction were held each week during the month, not to speak of the constant consultation of specialists in the Subcommission with specialists in the Ministry. Such interchange is necessary to keep the machinery going in such fashion that it will keep on going as territory passes from the initiative of the one to the initiative of the other. What is necessary at the level of routine becomes indispensable at the level of strategy, if the schools of Italy are not to suffer from vanity on the one side and hunger for power on the other.

Whether what is both necessary and indispensable will also prove effective depends largely upon the spirit of the enterprise. Since the Subcommission is bent on working itself out of job as quickly as moving events require and justice permits, the attitude of the Italian educators becomes the permanently important thing to the success of what we have educationally intended in Italy.

The best way to communicate that spirit, with something of its content and much of its direction, is to include as part of our report

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At least three scheduled conferences with the Minister of Public Instruction were held each week during the month, not to speak of the constant consultation of specialists in the Subcommission with specialists in the Ministry. Such interchange is necessary to keep the machinery going in such fashion that it will keep on going as territory passes from the initiative of the one to the initiative of the other. What is necessary at the level of routine becomes indispensable at the level of strategy, if the schools of Italy are not to suffer from vanity on the one side and hunger for power on the other.

Whether what is both necessary and indispensable will also prove effective depends largely upon the spirit of the enterprise. Since the Subcommission is bent on working itself out of a job as quickly as moving events require and justice permits, the attitude of the Italian educators becomes the permanently important thing to the success of what we have educationally intended in Italy.

The best way to communicate that spirit, with something of its content and much of its direction, is to include as part of our report the Minister's letter to his own constituency. The letter follows in toto:

> To all those who participate in the life of the school -- whether as teachers of any grade, as soldiers, as students, or as functionaries -- I send, with my cordial greetings, an invitation to collaborate with me in the work of educational reconstruction. This work, already underway during the past year in liberated regions, can today be furthered with added scope and efficiency, now that the victorious allied armies are rapidly extending

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the boundaries of free Italy.

Among the ravages that Fascism left in its wake, the most serious and the least easily repaired is perhaps damage to the school. I will not undertake a catalog of these perpetrations, for they are already grievously remarked by all; and I do not wish to begin my appeal with lamentations and fruitless recriminations, but rather with a word of hope and faith. I have a profound conviction that the educational forces are, for the most part, still healthy and vital, though long oppressed and degraded by misgovernment, by coercion, by illicit political interference, and by the introduction of unworthy elements. To free those wholesome forces of what is enflamed and hysterical is, it seems to me, our most urgent common task to undertake and finish as quickly as is compatible with circumspection and justice. This urgency is necessitated in order that the direct organs of the schools be not long kept in such a state of suspense or suspicion as would undermine their prestige or paralyze their action and so that they may return to their proper work in complete assurance and faith that no one will subsequently tax them with presumption of past guilt or inopportunely raise charges already adjudicated. In order to meet this exigency with action, it will be necessary, epuration completed, not only to give teaching and administrative personnel the guarantee of a dependable status at law but also to inspire them with the faith that freedom of teaching will never be denied, that the values of personality will be respected and rewarded, and that no outside influence will be allowed to disturb and blight the rapport between teachers and pupils. I believe that, however much is imperfect or however little is perfect in the daily routines of the schools, the restoration of education will prove possible and will be rapid if we put emphasis upon initiative, intelligence, the spirit of sacrifice, and the responsibility of teachers and functionaries. Not only will we restore the dignity of their function but we will also reestablish for the functionaries a decent standard of living.

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As to this picture of the schools, didactic and administrative, and as to this priority for the Ministry of Public Instruction, I believe there would be no disagreement at all. But there is another problem, closely connected, to which I feel it necessary to invite the attention of my collaborators, near and far, direct and indirect. I hear many speak of substantive reform of school laws; and there are efforts even to create new schools, new faculties, and new chairs. Now I frankly confess that, while I recognize

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the urgency of purifying the personnel, I hold precipitate and inopportune the reform motive with which some are animated. With more than half of our territory still in enemy hands, with thousands of youth outside their places of residence, with finances disrupted, with the scarcity of books, with the difficulties of transportation, and with a thousand other obstacles, to speak on immediate and drastic reorganisation of the schools strikes me as unseasonal and premature.

All that one can and ought to do during these interim days of reassessment is to work hard to get the schools reopened and functioning, avoiding any act which would prejudice the ough-going reconstruction later on. To put the buildings in order, to look after the revision and publication of the most essential textbooks (especially manuals of history and texts for the elementary schools), to simplify and rationalize the great mass of Fascist legislation, and to annul some of the most seriously distorted (especially that which concerns scuola medie unica), to reactivate gradually the interrupted tradition of high seriousness and the dignity of education as a whole -- here is work more than enough for this first period of Ministerial endeavour.

Thus there is no desire to stop talk of substantial reform but there is a need to consider it a subject for meditation and study on the part of all who are interested in the schools. I shall myself be satisfied if, while setting urgent things in order and restoring the scholastic integument, we are able, working with all sincere friends of education, to get ready the plans for future reconstruction so as to lay them perfected before the new parliament whose job it is after all to discuss and to implement them. We must prepare a foundation for the schools that will have for the future of the country an importance no less than that prepared for the other fundamental institutions of the State.

As orientation for this task, there is need to present, at this moment, in the face of the havoc

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As orientation for this task, there is need to present, at this moment, in the face of the havoc caused by Fascism and war, two matters already emerging, both just and instinct with promise: the ancient tradition of culture and the dignity of labour. These two aspects of our national patrimony have been too much disassociated. Thus culture degenerates into something merely academic and labour rises little above the physical standards of the brutes. It will be necessary to integrate these two elements, so that each may inform the other. It is a task to broach but difficult to broaden effectively throughout scholastic institutions.

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We must pledge to this task all our energies. It is almost superfluous to observe that the Fascist experiment of introducing work in the schools achieved nothing and that, seen from the vantage of this more profound and serious exigency, it was hardly more than a deformity, almost a caricature.

Among the reasons which counsel great reflection and caution in the preparation of new scholastic plans there is also this, that they cannot be elaborated in a vacuum of abstraction, but must accompany, now preceding now succeeding, the historical drift of the Country toward a new order of living. The formation, which seems already on the horizon, of a larger international community which will supersede the narrowness of outmoded nationalism, should draw from the schools its spiritual base, radiating new conceptions and new formulations of the values of moral personality, of rapport between individuals, between classes, between nations. Fortunately, our cultural tradition is rich in these universal themes and can give true support to our work. But it will be necessary to discover and to renew contact with the living experiences of the present and with the changing exigencies of the times. In this connection, we will be able to utilize frequent contacts, which the necessities of war have founded and the opportunities of peace will establish, with the great victorious democracies. Only so shall we be able to destroy the false vainglory and the histrionic fury of primitive nationalism which were only too well accepted after twenty years of Fascist ignorance and provincialism. A more constant awareness of our limitations, a more acute remorse for our culpability, a habit of life more modest and considerate but nonetheless decorous, these should give tone to our resumption of intercourse with the great world which we have pretended to trample upon and outrage without knowledge of its strength or value. I have faith that this modified attitude, which the schools must do their part to produce as the new generations outgrow their infancy, will produce in time a new Resorgimento for our Country."

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1896

Personnel: who does what.

The personnel of the Subcommission during August was distributed -- as to geography and activities- as follows:

Headquarters: The Director, Lt. Col. T.V.Smith, guiding and directing all, but so skilfully delegating many of his labours as to keep his office a philosophic haven whence he can take the long view, direct policies, and cheer or soothe harassed officers.

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Captain Joseph Vella, Executive Officer, watch-dog of his master's sanctum, letting no perturbing elements enter, handling administrative details and tying up any remaining loose ends of universities to the south.

Captain A.A.Vessels, ex-Regional Officer of Region II, now preparing a scholarly brief of Italian education from the beginning, with special emphasis on what just preceded Fascism, what Fascism wrought, and the condition of the educational system as we handed it over to the Italian Government.

Captain H.R.Board, one time C&O, later assistant Regional Education Officer of Sicily, now dividing his time between his first love (music and the theatre) and that hussey who has haunted the Subcommission from the beginning -- the printing of textbooks.

Major Carleton Washburne, playing his usual double role as Deputy Director in charge of elementary and secondary education and Regional Officer; working, in the former capacity, with his opposite numbers in the Ministry of Public Instruction, epurating secondary school textbooks, revising school programs, coordinating administrative procedures in Italian Government and Military Government Territory, and cooperating with the Minister in selecting and securing books on the educational system and problems of the principal allied nations for publication in Italian.

Regions

Major Robert Koopman, formerly Regional Education Officer for Sicily, peripatetic minister from the Minister to Regional Commissioners in Southern Italy and Sicily, and vice versa -- see second paragraph of "A General View".

Sardinia - ACC's stepchild. Had an education officer for a few weeks way back when. Now Capt. G.F.T. Wagstaff plays an able obligato for education amid his numerous other duties.

Region III was, during most of August, under Captain Paul Hoilman, who turned its educational system over, in the middle of August, to the Italian officials and the good graces of the RC and Major Koopman.

Region IV. Lt. Col. Henry Rowell, Regional Education Officer from the first of August, in charge of universities and institutions

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Region IV. Lt. Col. Henry Rowell, Regional Education Officer from the first of August, in charge of universities and institutions of higher learning; Major Washburne, is deputy from August 1, in charge of elementary and secondary schools; Capt. Willis F.Pratt, organizer of the three southern provinces; and Capt. Francis F. Gregory, organizer of the provinces north of Rome.

Region V. -- Major Charles Birt, Welfare Officer with one hand, Regional Education Officer with the other; Lt. John Simoni working with him as organizer of the provinces.

Region VIII - Major Sam Nye, formerly REO for Region III, Regional Education Officer, aided and abetted during the latter part

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of the month by Captains Paul Neilman and Dexter Tilroe.

Region IX - in embryo. Captain Willis E. Pratt getting everything in immaculate order to begin work.

Field Work.

Southern Region and Sicily. This territory is now so completely self-running under the aegis of the Minister of Public Instruction that it has required recently little attention beyond that given by Headquarters or the one field worker, Major Koopman. The Sicilian university situation has already been described. We are having to help in regard to the large new printing of textbooks (375,000 in Palermo; 1,120,000 in Naples) to the extent of helping the Minister's representative in each place with ink, paper, etc., from further north or, we hope soon, from the U.S. (sufficient materials were ordered last March, but have not yet arrived). Schools and universities in Sicily and the Southern Region were mostly closed for vacation during August.

Region IV - Here field work was intensely active. The Region was organized province by province with the thoroughness and dispatch resulting from the experience and preparations further south. By 15 August, Littoria, Frosinone, and Rome provinces were ready to turn over to the Italian Minister. Provveditori (provincial superintendents of schools) had been selected and broken in; summer sessions of elementary and secondary schools were in full blast in practically all communes in Frosinone and Littoria provinces and in 38 communes in Rome Province; teachers were being paid; thousands of textbooks and 'quaderni' (note books) had been distributed; school lunches were being served to 6,757 kindergarten and elementary school children in the two southern provinces and plans were well under way for greatly increasing this number and starting the lunches in Rome Province wherever needed; 646 school administrative officials had been examined for Fascism, of whom 175 were suspended; 67 of these had filed appeals. Hearing Commissions were functioning actively in the consideration of these appeals. The printing of 1,039,000 elementary school textbooks for Regions IV and V was well launched, composition being nearly completed. The one sad part of the picture was the large number of school buildings still occupied by Allied and Italian troops, hospitals, and refugees, and the almost universal damage to or destruction of school buildings outside the City of Rome.

Viterbo, Rieti and Terni provinces, also with a large number of buildings destroyed or damaged and many habitable ones occupied, were otherwise well on their way toward being in as favourable a

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Viterbo, Rieti and Terni provinces, also with a large number of buildings destroyed or damaged and many habitable ones occupied, were otherwise well on their way toward being in as favourable a situation as the three southern provinces. All school departments were functioning vigorously; many communes opened their summer session to help the children round out their interrupted year; vetting was proceeding; many truck loads of teachers had been hauled from Rome to their proper seats; and all other phases of work mentioned in regard to the three southern provinces were going forward effectively. By the end of the month these provinces, too, could have been turned over to the Italian Government with little loss in efficiency.

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Perugia, still under 8th Army, was visited by the Regional Education Officer and his deputy, on invitation from 8th Army, toward the end of August, and preliminary steps were taken toward getting the educational machinery to function. A provveditore was chosen and put to work.

The situation of Universities and higher institutions in Region IV, the responsibility of Lt. Colonel Henry Rowell, was as follows:

University of Rome: 46 faculty members suspended; examinations held; preparation made for a six-week accelerated course beginning September 1.

Academy of Santa Cecilia: New administrative council appointed; two concerts a week given.

Italian Academy: Abolished; plan implemented for resuscitating the Accademia dei Lincei which the Fascists had abolished.

Royal Opera: Five performances per week; well attended by Allied Personnel.

National Library: Financial aid arranged; functioning normally.

National Research Council: Normal functioning resumed.

R. University of Perugia: 22 faculty members suspended for Fascism; plans made with Minister of Public Instruction for normal opening of courses.

University for Foreigners, Perugia: Commissioner appointed; Italian instruction given to Allied personnel.

Libraries at Terni, Perugia, Orvieto, and Viterbo were inspected and assistance for reconstruction and rehabilitation was arranged.

Region V - Here activity was equally vigorous. Foggia Province was turned over to the Italian Government in good running order. Campobasso had already been fully processed. Aquila, Chieti, Ascoli, Ancona, Teramo, and Macerata provinces were in various stages of progress in getting organized for opening 1 September, or 1 October. In most of them provveditori were selected and at work; vetting was

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The two universities in Macerata Province were checked into and work started toward the selection of pro-rectors and the epuration of the staff.

Region VIII - This Region just began to be activated from the standpoint of the schools during August. Nevertheless, considerable progress was made. Preliminary arrangements were under way for the printing of 1,039,000 elementary school textbooks for Regions VIII and IX.

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The University of Siena was the victim of an army requisition, but epuration was about to begin. The provveditore of schools was appointed for Siena Province; personnel was in process of selection; Fascists were beginning to be suspended; directives were issued; and buildings were inspected in 19 of the 35 communes. In most communes schools were undamaged, and only about one-third were occupied by troops or refugees. Through double sessions and makeshift quarters, where necessary, practically all children will have a normal year.

In Grossetto Province school conditions were favourable; schools had functioned normally last year. Many buildings were in good order. Defascistization was almost completed in August, 50 school officials and teachers being suspended out of 74 vetted. The provveditore was appointed and a car requisitioned for him. There was every indication that the schools would open normally for the fall session.

Regions in General.

There was one of the periodic meetings of all regional education officers and the Headquarters staff early in August. The Minister of Public Instruction attended one session, speaking of his plans, answering questions, and learning about the progress and problems of the regions.

The two most urgent problems now before schools in both Italian Government Territory and Military Government Territory, are the printing and distributing of the millions of elementary school textbooks, and the making of buildings available and weather-tight for the winter. The textbook problem is partly on the way to solution but the building problem is very serious. South of Region VIII, there is scarcely a school outside of Rome City, with a pane of window glass left. Many schools have damaged roofs; others need complete rebuilding. Winter is coming on and children cannot sit long hours in rooms exposed to the elements. Where buildings are half-way decent, they are frequently occupied by troops or refugees. Against this situation little real progress has been made.

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1894

CARLETON W. WASHBURNE
Major, A.U.S.
Deputy Director of Education

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APO 394
Education Subcommission

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EDUCATION REPORT FOR MONTH OF JULY

Introduction.

Two events of pedagogical irrelevance furnish the setting for this July report of the Education Subcommission. First, the Commission followed by the Italian Government moved to Rome, where at last and indeed for the first time the Ministry had facilities to begin to fulfill our hitherto unrealistic but strategically maintained expectations upon it. Second, the schools of most of Italian Territory closed their first year of liberated work, furnishing us fit occasion for this somewhat more comprehensive report, the first vacation month of the liberation, Anno I, P.F. (after Fascism).

When schools re-open in the autumn, they will open upon a wider front, it may be upon a genuinely national front and they will certainly open more directly under the management of the Italian Government. In anticipation of that happy event, our report for the month of July will fall into three divisions, logical in nature but geographical in name: (1) Education in Italian Territory, (2) Education in Allied Territory, and (3) Education in transition from Allied to Italian influence.

A EDUCATION IN ITALIAN TERRITORY

1. The Year in Review.

Since the schools had opened earlier in Sicily, they closed later in the Peninsula, continuing in the latter portion until the middle of July. The first liberated year has been, educationally speaking, a season of plain living though not always of the highest thinking. It was a period of many shortages: in cold fact about the only thing on which the schools had been "long" were "shortages" themselves. These lacks ranged all the way from children (especially in Sicily and Sardinia where making a hard living outweighed the lure of ancient lore) to school houses, which have a singular attraction for the military long after the battle passes, on to refugees regardless of nationality, and at last to agriculturalists who now shoot surplus grain into the houses where young ideas were supposed to be trained to shoot.

And yet, in true perspective, this has been an unprecedented year, ending with good as it began with evil. There else have school buildings,

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And yet, in true perspective, this has been an unprecedented year, ending with good as it began with evil. Where else have school buildings, so soon after battle, been revised, teachers collected without visible transportation, instruction carried out minus blackboards, no chalk, few notebooks, and textbooks purified without being in turn sweetened with counter-propaganda -- and all this done so quickly as to save the majority of co-belligerent children from missing so much as a single grade in school? Let it be added, too, even if malodorously, that if all the fascist functionaries who in process have been dismissed from the schools were placed end to end, they would make --- make a mess.

+From Sardinia, our Education Officer, Captain [illegible], with a curiosity which looked under the chip of formal figures, reports this fact: whereas the statistics quoted for the year showed some 70% of children in the elementary grades in attendance, daily inspection revealed that, beginning with the 4th grade and extending through the 5th and last elementary year, less than 10% of the children enrolled were present in school. This economically profitable misuse of these students tells a pathetic story of not of child labor then of cultural loss to the nation.

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The year ended with certain written examinations which were the symbols of a return to higher standards throughout the domain of secondary education. The retiring Minister of Public Instruction, Omodeo, has moved to an immediate and complete restoration of all written examinations. It proved too much not only for Italian public opinion but also for the time available. The one written examination, in Italian, with which we settled with the present Minister as a token payment on the excellent principle of Omodeo, we had to send out through our mail in order to get the questions on time to remotest provinces, if indeed we achieved that result in every case.

2. Outstanding Problems.

Meeting the shadow cast before by coming events, this Subcommission had already reduced its personnel to one officer for Regions I, II, VII. This roving Ambassador (Major G.R. KOOPMAN) has during the month covered, some of it twice, much of the territory of the three regions. He has talked with Regional Commissioners about educational problems, helped Provveditori with practical perplexities, reported to Headquarters upon lacks and informed the Minister of Public Instruction in personal conferences where the Italian machinery creaks most loudly. Among other problems he reports these:

a) Great and continuing need for derequisitioning of University buildings at University of Bari and at Catania.
b) Unsatisfactory Provveditore at Brindisi; far from ideal one at Lecce; one who requires watching at Bari (especially as touching defascism);and absence or shortage of supervision at Cosenza and Reggio in Calabria.
c) Deplorable conditions at Taranto: no full-time Provveditore; schools over-crowded, inadequate playgrounds or none, and bad youth conditions in general.
d) Delay of textbook printing at Palermo due to shortage of ink and electricity, and due also to uncertainty of profit at what appears a marketable price for the school books.
e) Need of Ministerial circumspection for defascism as touching Professor Puglietti at Messina.

3. Realistic Observations.

At the month's end all these and other problems had been the subject of conference with the Minister of Public Instruction, and remediable attention, so far as may be, is being directed to each of them. This Problem Spot of Italian Education (the South, in general, including Sicily and Sardinia) is on its way to such normalcy as can be achieved short of the complete withdrawal of troops, physical reconstruction of war damage, and economic amelioration. We have done for this section substantially, what is possible in education short of a long phase of rehabilitation which belongs if not to the Italian Government exclusively

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e) Need of Ministerial circumspection for defascism as touching Professor Puglietti at Messina.

3. Realistic Observations.

At the month's end all these and other problems had been the subject of conference with the Minister of Public Instruction, and remediable attention, so far as may be, is being directed to each of them. This Problem Spot of Italian Education (the South, in general, including Sicily and Sardinia) is on its way to such normalcy as can be achieved short of the complete withdrawal of troops, physical reconstruction of war damage, and economic amelioration. We have done for this section substantially, that is possible in education short of a long phase of rehabilitation which belongs if not to the Italian Government exclusively, then to other Allied agencies than to the Education Subcommission. If more crucial need develops further north, we shall feel free to withdraw the one officer who is left from this long depressed area of National culture. We do not hold ourselves responsible for the poverty, the illiteracy, the dense population, the undervision and the other-pride of these tired peoples of a dazed land. Not without sympaty but with a touch of mature realism, we cannot but observe that for others too easily to save the foolish from the consequences of their own folly (even if they could), is one sure way to fill the world with fools.

All of which is to say that most which can be done by outsiders, short of physical rehabilitation, has now been done by us in Southern Italy as touching education. We have worked hard upon the job of working ourselves out of a job in these parts. And what we have done here, we shall do with all possible expedition in all Allied territory --- until Italian schools are in the hands of Italian educators touched to sanity through our mission of fascistic purging.

1391

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B. EDUCATION IN ALLIED TERRITORY

Introduction.

Our work in Region VIII had only begun as the month of July was ending; and in Region IX it was not yet advanced beyond the planning stage. Assignments of Education Officers to these regions were wisely made in terms of the officers who had trained for each region as far back as North Africa: Captain SAMUEL V. HOE for Region VIII and Captain WILLIS E. PRATT for Region IX. Education work in Regions III and part of V continued unabated until these regions passed to the Italian Government. It was in Region III, particularly, where the normal work, with a fairly adequate staff, in Allied Territory could best be seen. As Headquarters of this Subcommission left Naples for Rome at the beginning of the month, certain officers were left behind with the region to assist at furthering and liquidating projects which we had initiated in conjunction with Region III.

1. Initial Work in Region VIII.

By agreement with the 5th Army AMG, and later permission from the 8th Army AMG, the education officer of Region VIII (Captain HOE) was able to get certain work under way in the month of July. In Grosseto Province, the old and less suitable Provveditore was supplanted by a younger and more active dandidate. He was instructed in his duties, inducted into office, and assisted in reestablishing the provincial educational seat at Grosseto, from which it had been moved. In Siena Province a more fortunate deployment of personnel than is usual facilitates our educational work. Lieutenant Crichton, who had long and valuable education experience in Sicily, has been designated by the Regional Commissioner as Education Officer for the Province. Finding no agitation against the incumbent Provveditore, he has been kept in office pending a more thorough investigation. An acting Rector of the University of Siena has been installed as provided by law and in anticipation of a visit to the University from Headquarters. Of more general importance is the discovery in Siena Province of 15 tons of textbook paper, which have been blocked, plenty of ink, lead, and other prerequisites for printing --- and a near-by paper mill ready to function (if electricity can be made available) and with waste paper enough in storage to manufacture all the additional paper required for school books for the entire region.

2. Continuing Work in Region III.

In addition to the normal routine work, Region III Education Officer (Captain PAUL L. HOFFMAN) has instructed the Provveditori in Provinces outside of Naples Commune (which remains AMG) as to the new relation which they sustain to him and now particularly to the Minister of Public Instruction. Conferences were held with them also as to the facilitation of what is always a large problem and is now greatly augmented, the problem of transferring teachers as between Allied and Italian Territory. He has acted as liaison officer between

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1890

Naples Commune is in such order as touching education that it could, and should, be turned over to the Italian Government, direct control of the Port notwithstanding. The educational ambivalence is both unnecessary and uncomfortable. Certain activities which the Subcommission had initiated in Naples as demonstrations to all regions of what could, or could not, be done with our limited personnel, were left Captain BEARD and certain civilian employees to be continued or liquidated, as seemed fit and proper. Typical of these were the Boy Scout program The local Rotary Club of Naples, itself in part a result of our encouragement but awaiting a charter from the Rotary International, eagerly became the sponsor of the Boy Scouts pending the organization of a National Council for the scouting interest in Italy. Thus the unaffiliated becomes the sponsor of the unattached. This arrangement is symbolic of the suspended animation of the Italian nation whose fascism is not yet wholly dead and whose democracy is not yet fully vital. Leaving further Scouting to those who are to undertake Italian rehabilitation, the Naples experiment is thriving locally with its own Council and a leadership training program in operation. It may subsequehtly become the nucleus of a far-reaching new wholesomeness for Italian youth.

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3. Work in Regio V.

Major CHARLES J. BIRT has done splendid work for Education in Region V, though his assignment and first responsibility has been and is to welfare. The Public Health Subcommission has graciously permitted this division of his time, and education has profited from his labor of love for it. With the extension of The Region through the advance of the 5th Army, Lieutenant SIMONI went into the territory with transportation and together these two officers are making ready the educational machinery and looking forward to the opening of schools in the autumn: meantime, ridding the school system of the worst of the fascists, finding and appointing the best men available for provveditori and presidi, setting up committees to hear appeals from summasy epuration proceedings, clearing school houses --- and the thousand and one things routine but indispensable for mass education.

C EDUCATION IN TRANSITIONAL ZONE.

Introduction.

It was clear from the beginning that Rome area, and probable that the whole of Region IV, would pass more quickly than most regions from a zone of battle through AMG to the Italian Government. This made expedition necessary in the work which was to be done under Allied initiative for Education. We resolved therefore to throw into this task heavy artillery and as much of it as could be spared. Colonel HENRY ROWELL had dropped off from the 5th Army AMG as Education Officer for Rome, and Major C.V. WASHBURNE came up as Education Officer for Region IV. Through a happy functional adjustment between them each of these officers was left free to concentrate upon that aspect of education in which he was most proficient for the combined regions. In addition, Captain WILLIS PRATT, Captain F.F. GREGORY and Lieutenant SIMONI were made available as collaborators in the expedition required. In order to have the schools in smooth running order for the next academic session and meantime to prevent the necessitated skipping of a year by the children involved, it was decided to do the unprecedented thing in Italian education: to hold school throughout the summer where schooling had been maintained for less than four months the past year. This meant beginning at once with Littoria and Frosinone Provinces and working north in the wake of the retreating enemy to start the educational machinery grinding, heat or more heat, no houses or less than no houses.

To indicate the detailed work which goes on underneath the generalities of a monthly summary, we present a fairly full account of the reorganization of a single province of this territory so newly acquired from the Germans and so shortly to be restored to the Italians. We pick Littoria, where the prosaic passer-by sees now much water and the contemplative romantic remembers but history made into imperial balcony from what appears to the tourist in Piazza Venezia but a pussilanimous little balcony. What we present is but a sample; for what

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1869

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There is one material moral that should be drawn before and after this telling. And that is that without transportation little, and with transportation much, can be accomplished, Major WASHBURNE, Education Director of Region IV managed (there is a word for it, but not an "educated" word) cars not only for his own officers (not forgetting the Subcommission itself) but also in fair measure for the key Italian educational officials through whom our work must be done or left undone.

DETAILED REPORT ON LITTORIA PROVINCE.

1. General Situation in Littoria Province.

a) The temporary Provveditore agli Studi has been replaced by a permanent school superintendent, Professor Ferri Armando.

b) The provveditorato has been reorganized and records and files put in order. Except for a ragionieri the staff of the provveditorato, fourteen in number, has been appointed.

c) Two new inspectors and five temporary Direttori have been a pointed to fill the posts of five of the nine circoscrizioni which have no heads at the present time. Eleven temporary presidi have been chosen to fill vacancies existing in the sixteen secondary school posts.

d) Vetting of personnel has been brought up-to-date with the screening of seventy-two persons, twenty-one of whom have been dismissed. Card files of personnel screened have been prepared for the Education office, the Provveditorato and the Education Subcommission.

e) The Hearing Commission meets weekly and considers cases of suspended personnel.

f) Several hundred members of the teaching staff have returned to their posts during the past month, many of these being transported by facilities furnished in Rome by Region IV.

g) Instructions have been sent to Sindaci concerning the provision of school building facilities.

h) All elementary schools are open at the present time except at Aprilia: seventeen thousand children, approximately 54% of normal, are now in attendance. 1888

i) All thirteen Media Inferiore and Superiore Schools are open, 12 of the fourteen technical and avviamento schools

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i) All thirteen Media Inferiore and Superiore Schools are open, 12 of the fourteen technical and avviamento schools and the three magistrale schools. Two thousand students or approximately 81% of secondary school students are in attendance. Examinations for secondary schools have been arranged for 10 August 1944.

j) Authorization has been given for the reopening of two private schools and eight asili.

k) Programs of Study have been supplied for each type of elementary and secondary school except the Avviamento Professionale.

l) 3.900 textbooks and 1.000 quaderni have been distributed through the Provveditore agli Studi. Other texts will soon be brought from Rome. Some materials of instruction have been found in the Provveditorato and in some of the schools of the province.

m) In many communes most buildings have been destroyed and temporary locations have been required for school purposes. In a few cases classes are held out-of-doors.

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n) Budgets for the month of July and for the following three months period have been prepared and approved. Teachers have been paid in most instances for June and July.

o) Arrangements have been made for serving school lunches to elementary and asili pupils in six communes. Others will start shortly.

p) Adult classes in English are organized in Littoria and other classes included in the curricula of some secondary schools for the first time.

q) A new provincial education officer should be appointed to assume responsibilities of this division when the present officer leaves.

2. Provveditore agli Studi.

The Provveditore agli Studi, Professor Cassetti Emilio, has displayed unusual administrative ability in reorganizing the schools of the province and much that has been accomplished could not have been done without his help. Because of the adverse criticism of perhaps a few, but influential people in the province, he has asked to be relieved of this post. Arrangements have been made for his appointment to a professorship in a Liceo in Rome City.

A letter of dismissal was forwarded to the former Provveditore agli Studi Professor Medolia Liborio and the documents of the office were transmitted to the present Provveditore agli Studi.

With the advice of Major WASHBURNE a new Provveditore agli Studi has been permanently appointed to assume his duties on 31 July 1944. The new provveditore, Professor Terri Armando, served as Provveditore agli Studi in the province of Como and more recently at Viterbo.

3. Provveditorato.

Since no officials were found in the provincial school office here upon our arrival it has been necessary during the past month to reconstitute an entirely new staff. With the exception of a Ragioniere, this staff is now complete. A ragioniere has been selected with the help of the Ministry and will assume his duties within the next few days. Total staff now includes 14 persons.

1887

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The provveditorato, which had been badly damaged and destroyed by the Germans, has been reorganized and is now in good condition. The furniture was found in other offices of the city and returned. The records have been sorted and filed and are now in fair order.

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Arrangements have been made for the use of an automobile [illegible] the Provveditore agli Studi [illegible] the Prefect of the Province.

4. Administrative Personnel.

Formerly two inspectors of elementary schools were employed in the province, neither of whom was present upon our arrival. In one post a temporary inspector, Torello Carlo, has been appointed and for the other post an inspector in Frosinone Province who formerly served in this province, Montiana Oddini, was transferred.

In the Province are nine circoscricione each headed by a Direttore. Upon our arrival here however not one was present and it was necessary to make temporary arrangements. During the past month four dirrettori have returned and five other temporary direttori have been appointed.

For the twenty-four secondary schools of the province there are normally sixteen presidi. Of these five have returned and temporary presidi have been appointed to fill the other posts.

5. Vetting Personnel.

Schede have been submitted for each administrative official and for all teachers about whom the provveditore had a question concerning their Fascist activities. Those whose Schede showed one or more positions held which were listed in the categories were suspended and others confirmed. In addition the Provveditore agli Studi was asked to prepare a list of those who had not submitted schede but who should be suspended.

In all seventy-two persons have been screened, twenty-one of them were suspended. For each person confirmed a duplicate card file has been made, one copy sent to the Provveditorato and the other kept on file in the Provincial office. An additional card was made for each person dismissed and this filed with the Education Sub-commission. All Schede have been filed with the Public Safety Officer with notations as to the action taken thus far.

6 hearing Commission.

The Hearing Commission has met each Saturday morning in the office of the Education Officer and has heard to date six of the 21 persons suspended. This commission has recommended the [illegible]

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1886

7. Return of Teaching Staff.

Most of the teaching staff has now returned to the Province. A large number of these were provided transport by the Regional Education office in Rome. More than 200 have made requests for additional stay and replies transmitted to them. At present approximately one hundred twenty teachers still remain in Rome with the permission of the Provveditore agli Studi.

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8. Instructions to Sindaci.

A letter has been sent to each sindaco through the prefect requesting him to assist in finding appropriate locations for elementary and secondary schools. This has resulted in many cases in providing temporary structures for school purposes.

9. Elementary Schools.

At the present time elementary schools are open in all communes of the province except at Aprilia. Here destruction has been so great that schools should not be opened until conditions are improved. Data for all the schools in the commune are not complete but it is estimated that there are now enrolled in the province approximately 17.000 children. In normal times there are 31.370 giving at the present time a percent of attendance of 54. Approximately 483 teachers are now in service, 411 of whom are di ruolo and 77 supplenti.

10. Secondary Schools.

All thirteen media inferiore and superiore schools in the province are open and are now functioning. In many cases it has been necessary to find temporary buildings or to find locations with other schools. Twelve of the other 14 secondary schools of the province including tecnicale and avviamento schools are also open. The three magistrale schools are also open at the present time. In all it is estimated that 2.059 students out of a normal enrollment of 2.512 are now in attendance. This approximates 81 present of the normal enrollment.

Examinations for all secondary school students have been announced for 10 August 1944. These examinations will provide for those students who were unable to take examinations at the regular time in May and for those who are now completing the work of the 1943-44 school year.

11. Private Schools.

To date eight asili and two private schools have also been authorized. It may be necessary, because of transportation difficulties, to authorize temporarily other private secondary schools to care for students who formerly attended schools some distance from their homes.

12. Programs of Study.

1885

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12. Programs of Study.

With the exception of a Program of Studies for the Avviamento Professionale every school has now been provided with a course of study. In most cases children attend from 18 hours to 24 hours per week, the former made necessary when double sessions are utilized.

1883

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13. Textbooks and Supplies.

Textbooks and Quaderni have been brought to the province and sold by the Provveditore agli Studi in the absence of a local bookseller. To date 5.900 textbooks have been provided for each of the elementary grades .

At the present time a local bookseller has been found and arrangements made for the distribution of other books through this source. Such texts are now available through a publishing house in Rome for the first three grades.

Supplies of other quaderni and chalk were found in the provveditorato and in some of the schools. These have been distributed . Secondary school students in many places have found sufficient books in the community for their use and in other cases teachers have purchased books for their students in Rome.

14. Communes.

During the month visits have been made to many of the communes of the province to reorganize schools and find suitable locations. Following is some information concerning the school situation in the communes visited:

a, At Cisterna practically every building has been destroyed and hence schools are housed in the remains of the local theater and in a garage which has been partially destroyed. A serious problem confronted here is finding adequate housing for teachers.

b) At Cori, which has suffered much destruction, almost a dozen rooms are available in that part of the school building which has not been destroyed by bombing.

c) At Aprilia almost all buildings were destroyed and most of the people evacuated. Conditions will not permit opening of schools here.

d) At Formia the opening of schools was delayed pending the evacuation of American troops from the old school building. This building will not house both elementary and secondary schools.

e) At Itri no rooms are available and school is held out-of-doors each day. Each teacher takes her pupils to a place near the town for class each morning.

f) At Fondi the sindaco has made temporary repairs and has provided approximately twenty-five rooms for both the elementary and secondary schools.

g) At Sezze the opening of schools was delayed by the

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f) At Fondi the sindaco has made temporary repairs and has provided approximately twenty-five rooms for both the elementary and secondary schools.

g) At Sezze the opening of schools was delayed by the occupation of all buildings by refugees. The sindaco was requested to make enough of these rooms available for school purposes.

1884

h) At Sermoneta the school was not damaged but all benches were taken or destroyed. The sindaco was advised to bring benches from other schools in the country. An asilo was recently opened here.

i) At Terracina mines have made it impossible to use some of the school rooms which otherwise would be available. Rooms in other places are now being utilized.

j) At Gaeta a large apartment building houses the elementary and secondary schools. The Scuola Nautica was recently opened and a Marine School will soon be reestablished.

k) Schools at Pontinia and Sabaudia are operating on normal schedule. The schools at Sabaudia are housed in a very fine building which has been undamaged.

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15. Finance.

Budgets for the month of June were submitted and approved and teachers paid in some communes. The Prefect was advised to arrange for payment of teachers in communes of the province where postoffice are not yet available. Budgets of three kinds are prepared as follows: 1) Provveditorato and secondary teachers di ruolo; 2) elementary teachers di ruolo and supplenti; 3) Supplenti and incaricati teachers in secondary schools. Payments are made by the Intendenza Finanza according to Italian Law. Sindaci have been advised to provide for the maintenance and operation of asili and schools which are dependent on the Commune for support.

16. School Lunches.

Arrangements were made for serving powdered soup to all children in the asili and elementary schools of the province. Approval of the Supply Division of A.C.C. and the provincial Supply Officer were obtained. To date six communes have submitted requests and the program will be carried forward in the future.

17. English Classes.

Classes for the teaching of English to adults have been organized at Littoria with more than sixty enrolled. Other communes as at Formia including English in the curriculum of the secondary schools.

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TRANSPORTATION ALONE, WHICH CAPTAIN PRATT FAIRLY HAD IN LITTORIA, CAN THUS TURN INGENUITY AND EFFORT INTO SUCCESSFUL PERFORMANCE. ONE MAN ONE MONTH IN ONE CAR IS BETTER THAN FIVE MEN FIVE MONTH AND NO CAR.

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18. A Sample University --- Rome.

While this exemplary work has been going on in the schools, as allustrated by accomplishments in Littoria Province, educational reconstruction has been progressing in Rome itself. The primary and secondary schools functioned fairly throughout the year in Rome. So no effort has been made to keep them open through the summer, and consequently the activity in this field has been shaped toward a full opening of freed schools in the autumn.

The work in Rome which matches in urgency and advancement the accomplishments in Littoria is that connected with the great University at the capital. Here was the center of Fascist influence in the higher [illegible] Rome [illegible] most favored and the schools from

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The work in Rome which matches in urgency and advancement the accomplishments in Littoria is that connected with the great University at the capital. Here was the center of Fascist influence in the Higher Learning of Italy. Here favoritism was most favored and the echoes from the "Balcony Empire" reverberated most loudly if not always learnedly. Here it was necessary to make a demonstration, and to make it as quickly as possible. The Education Officer of Rome (Colonel ROWELL) lost no time in setting about the job. He and the Director of the Subcommission drew the Ministry of Public Instruction into the job's orbit from the beginning; for the Minister was himself a former rector of the University under Badoglio, and a lifelong scholar in its portals. All was done with accord so as to guarantee the completest continuity possible in returning the central university to health and influence. An Acting Rector was appointed, Professor Giuseppe Caronia. A committee was picked with him as Chairman to make a survey and give advice upon the task of political purification. Racial laws were abolished and victims racial and political restored to university place. Twenty-five professors were made a wholesome example of immediately, to serve just warning of what would follow in the unfolding of justice. At the month's end another and longer list was ready for dismissal and suspension, and has already been acted upon. Meantime active consideration has been given to the planning of the activity of the purified University for the ensuing year.

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19. Continuing Work at the University of Naples.

Meantime by remote control, as it were, the University of Naples has been kept on an even course. Following a flurry early in July over a threatened re-requisitioning of many of its buildings (a flurry in which echoes of "honorary" degrees reverberated), the University has closed its first year in a not unenviable position. Its epuration has been carried on, and all but completed, in a noiseless fashion through an advisory committee so well selected that later three of its seven members were elevated to the Cabinet. This Committee will be kept alive to assist the new national epuration machinery in its completion of the task of purification at Naples University.

20. Cultural Societies.

A Commissioner has been appointed for the Royal Geographical Society, for the Encyclopaedia Italiana, and for E.N.I.M.S.

The Royal Academy of Italy has been purged, is being revised under the ancient and distinguished name of Lincei, and the decree launching the new National Academy upon its honorable course is now passing through the Council of Ministers.

21. The Ministers.

The task was laid upon the Subcommission to see to it that the Ministry of Public Instruction was politically purged before it began its work of political epuration. The Minister, Rec. Guido De Ruggiero, was easily prevailed upon to appoint a committee of three to supervise this work. He was among the first of the Ministers to do this. Meantime, he had cleared his ministry of all old faces at the top, and had dismissed all his central inspectors. They were all too closely enmeshed with the regime which had flown. The work of this Ministerial epuration commission will be lightened by a fairly complete dossier which central enterprising employees have already gathered upon themselves and one another.

The Minister has approved the techniques worked out by the Subcommission of facilitating the transfer of teachers from Allied to Italian jurisdictions, and has confirmed our long seasoned procedures for defascisting the schools as we follow in the wake of the army. The Commissions set up the new Epuration Statute will through the Minister's authorization confirm or correct the work which we do as forerunners of the Italian Ministry. This close collaboration saves much duplication of effort and much energy from cross-purposes.

The heavy textbook program inflicted upon this Subcommission much against its will was progressively shifted during July to the shoulders of business men and professional managers under the responsibility of the Ministry of Public Instruction. Our committees to purge secondary text-books and to authorize, with proper priority, the requisite new journals, are as rapidly as possible being turned over to Italian hands. The Ministry has shown progressiveness

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The Minister's earlier address to teachers and school people in general was the first well timed and properly persuasive appeal to the morale of the profession. The Director translated the address into English and distributed it to all Education Officers. In a subsequent interview the Minister has laid broader still the foundations for a peaceful Italy, glorying more in a civilized future than in a barbarized past. He has deferred radical reforms of curriculum and school organization to a constituent Assembly which he hopes to instruct. But, meantime, he is building with patient vision and effective strategy a foundation for an Italy among the nations, rather than a mere pretender either above or below the nations. The history of Italy he proposes to have rewritten so as to put high things first and low things last, in the long annals of this proud land.

1882

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22. Survey of Italian Education.

The survey of schools to the South bogun in spring doldrums is progressing through summer heat toward its autumnal harvest. The statistical forms are three-fourths in, a statistician is busy at reducing them, and Captain WLS.ELC is preoccupied with giving them a historical content. We hope to leave with Minister of Public Instruction a fair record of what we found and how we left what we found in that Pedagogical Problem spot of Italy, plus at least some formulation of alternatives for the future. It is already apparent, from suggestions solicited on the forms themselves, that Italian proposals for Italian reforms move easily inside Italian limitations. While it is not our mission to give our co-belligerent new schools a la some misty Shangry-La, it is our privilege to develop alternatives in a non-provincial setting. This we plan to do at least for Southern Italy and Sicily, and present it in course for the consideration of the Minister.

D HOW TO KEEP FROM GROWING OLD AT EDUCATION.

Conclusion.

To see Allied brains and high-placed talent worry time away over a cable, debating whether "Mideast" is via "HQ" or is merely somewhere west of Suez.... To wonder whether your mess-under-a-mile is admissibly on route to your car's garage so that you may be taking it to park rather than its taking you to eat.... To be sniped at by shrewd sacerdotalism without protection from your own State and War Departments until courageous officers in the field investigate your work and give you the covering of truth: "no facts have been presented which would in any way substantiate any such implications --- "a grand and glorious feeling" for a soldier to be supported in his duty by superiors!....To watch ambitious men play their present responsibility against the odds of political advantage for themselves back home....To have a mother demand of the Commission 16,000 lire as a down payment on a putative disease possibly caught in a fascist boy camp to which she herself had sent the son when the going was good, in 1939...To see historicity emphasized as the backbone of education and culture in a country which needs most of all to escape from its history...To see intelligent men demonstrate, while wallowing in a sea of rumors, that when men know not what to trust, they trust they know not what...To see scholars and gentlemen, albeit army officers, grind their wisdom teeth down a-worrying over indignities done 'em or decorations undone 'em...To overhear Confucius say: "A bee in the bonnet plus ants in the pants maketh even the most cultured of educators to hop about in haste"..To observe Italians ask special favors as though favoritism were in the Decalogue....To learn in Italy from Karl Marx that "the traditions of all past generations weigh like an alp on the brains of the living"...To have one's

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1881

T.V. SMITH
Lt.Col.AUS
Director of Education

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as we move Northward; experimental school in Sicily; procedures for transfer of teachers and officials; student strikes and examinations; inspectors and transportation; the opening of a new school in the Pelie Islands.

3. [redacted] REGIONAL OFFICERS

Following the May meeting of Regional Commissioners, the Education Sub-commission held a two-day conference (June 2-3) with all the educational forces. There was airing of problems, sharing of experience, correction of mistakes, projection of new policies, joint revision of directives and procedures, and an emphatic effort made to explore new ways of helping the Italian school system function within its present framework. There were also discussions of what could with reason be recommended to the Ministry for improvements in the system itself, in a time of great educational change the world over. The Minister himself attended one of these sessions. Radical readjustments of personnel were also agreed upon, to make the incidence of our efforts fit into the tensions of changing events in the fortune of the war in Italy. These agreements will appear as orders presently.

4. [redacted] TEXTBOOKS

The onerous textbook printings were completed, and the distribution of more than 200,000 all but consumated. Quaderni from waste paper were also distributed in large quantities at cost to meet a crying need for writing material and to lower by competition the exorbitant cost of such as were already on the market. Plans were made for the heavy printings required this summer and autumn if the supply of textbooks for next year is to approximate the demand. Plans call for more than a million output this summer. Paper has been requisitioned from the United States, and a better grade than we had dared ask has been volunteered. Arrangements have been made for the concentration of the time of one officer upon this task when it matures. The thorny question of revising the Fascism in the textbooks, as is customary, has been superseded by marching events.

5. [redacted] PERSONNEL

In order to reduce Subcommission Personnel to the new ceiling of 11, three officers had to be designated for release. Request was made for their release to be delayed until there was actual need for them elsewhere. New demands arose by the advance Northward just as we were feeling the pinch of depletion. As testimonial to the good relations existing with the Ministry and the developing Italian competence, all Italian territory is hereafter to be served by one Allied Education Officer, Major [redacted] has therefore been released from Region I and attached to Headquarters to act as inspector general and advisor for Regions I, II, and VII. Captain [redacted] is recalled from Region II to Headquarters to take charge of the educational survey and of the textbook program. Captain GREGORY is recalled from Region VII and assigned to Region IV. Other assignments remain firm until new regions north are actually in operation. Plans are already drawn to meet all foreseeable future developments. Meantime, Lieutenant VELLA has become liaison officer with the Italian Ministry.

1879

6. [redacted] VISITS TO REGIONS

The Director with Captain [redacted] visited Regions I and VII. The Deputy

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Director visited Region VI. Captain HUNT visited Region II. Altogether making every provincial capital, we looked in on actual classes, inspected buildings, advised Provveditori cultivating their goodwill for the Ministry as well as for us, and in particular sought to bring our defascistization records up to date and to facilitate progress in a comprehensive survey we are making of the schools now under our guidance and control.

7. SURVEY OF SCHOOLS

After the schedules completed last month has been perfected, it was thought wise to distribute them to Provveditori in person. Trips were made to each province in every region to explain the forms and to solicit the interested and cooperation of all Italian school officials. These forms call for statistical information of every available sort, and encourage the officials to express themselves freely thereafter as to what more is required of schools for the new Italy. These schedules are already beginning to come in and arrangement is made for the compilation of the statistical material in a framework historical and philosophical. A spirit of cooperation was the rule among Italian officials, and the need is universally recognized for up-to-date information on the schools. The survey will mark the completion of our first phase, educationally speaking; and will furnish background for the second and larger phase from Rome.

8. AN EXPERIMENTAL SCHOOL IN SICILY

The Minister's interest was solicited and engaged for an educational experiment in Sicily. An Italian woman of wealth, interested in making a demonstration to Italians of American school ideas, has volunteered to donate a modern school building in her village and to help organize it as an experimental center for Italian education. It is thought that an American educational foundation might support the venture for a number of years, and that the experiment, while serving a local need, might enable students of education in Italy to decide for themselves what is good, what bad, in the educational system of one democratic country -- and what of this foreign good might be available for domestic consumption. The Minister has requested a more complete report as prelude to full State recognition. It is further thought that with the Minister's abrogation of laws against foreign professors, such a center might induce American students interested in Italian to share their skills while themselves acquiring new knowledge and a wider outlook. The forthrightness of such a procedure compensates for its immodesty; and altogether the venture, if it fully materializes will constitute an honest effort at stimulation and emulation.

9. YOUTH COMMISSION

The experimental program with youth of the several ages in Naples has continued unevenly. The decision of the Church to start a competing Boy Scout organization, while not effecting the principle of the work, has nevertheless dampened enthusiasm by a division of energies. Other aspects of the youth program have made progress. Summer playgrounds are on the way in Naples in cooperation with the Youth Commission. The Provincial Authorities have arranged for three sites. Education Officer in Region III has been able also to arrange for the use of the Stadium and the playing field at Bagnoli to be placed at the disposal of the Societa Sportiva di Napoli. This association

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is primarily adult but not without reference to the youth movement.

10. LUNCH PROGRAM IN REGION III

In cooperation with the Subcommission and of significance for its future work, the lunch program for the Scuole Materne of Naples got under way the first of May after much preliminary planning during April. This program is now in satisfactory progress in 19 Scuole Materne and in the Scuola all' Aperto "Ferante Gesi", where dried soups and canned milk are being provided. The success of this enterprise promises well for further work of the sort in other regions.

11. DOPOLAVORO

Lieutenant John P. STERN has made a study and written a report for the Commission upon the "Opera Nazionale Dopolavoro" in the City of Naples. It had 91 active united functioning within the metropolitan area. The quarters occupied by the associations were rented by the individual units. But the Headquarters building and theatre were the property of the Dopolavoro. Of the 91 units only 9 were neither bombed nor sacked. They are now occupied by troops, but some of these offer excellent premises, when unoccupied, for adult education and recreation. Time permitting and personnel available this is a field which offers substantial returns for educational and recreational effort.

12. ROYAL UNIVERSITY OF NAPLES

Most of the premises have been derequisitioned and, because of the efforts made by this Subcommission, the entire university will be freed within a few days.

The administrative council has been reorganized and with the economies made, a students' relief fund has been formed. Fifty fellowships were granted to destitute students; it is hoped to raise the number of these fellowships to two hundred by the end of this year.

Some teachers who have been dismissed for racial reasons, have been reinstated and those who could not be promoted as they were not members of the Fascist Party, have obtained their promotion.

The strike promoted by nine professors of the Faculty of Veterinary Medicine, strike which followed the decision taken by the Senatus Academicus to shift the Faculty of Veterinary Medicine from Naples to Portici, was settled satisfactorily by this Subcommission and the teachers resumed their duties pending a decision.

No disturbances took place in the University as a result of the order given to the students to meet for a written examination.

13. ORIENTAL INSTITUTE

We have set up an administrative council, have modified the statute and the curriculum of studies, and reorganised the whole staff. Four members of the administrative staff were suspended having presented false documents.

1877

14. NAVAL INSTITUTE

We have obtained from the Italian Government the funds due to the

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Institute for the previous year and have assured the good functioning of the administration of the Institute.

15. ROYAL CONSERVATORY OF MUSIC

We have continued our examination of the competence of the personnel and some cases were brought before the Council of Higher Education for decision.

We are reviewing the classical programme of studies of the Conservatory. With the cooperation of the "Genio Civile" some necessary repairs to the premises of the Conservatory have been initiated.

16. ROYAL ACADEMY OF FINE ARTS

We are still examining the competence of the personnel and reorganising the administrative system.

Help was given to the President to recover the belongings of the Academy scattered in different places.

17. COUNCIL OF HIGHER EDUCATION

A second meeting took place and cases of teachers who stated that they had been denied a job at the University for political reasons were examined.

All teachers concerned have been proved to be Fascist and their appeal has been rejected.

The Italian Minister of Public Instruction has asked this Subcommission to submit to the Council set up by us, questions concerning his territory.

Permission was gladly granted.

18. The month of May comes midway between the bloom and the fruit. Perils are behind us, difficulties are in front, but the harvest is ever present in hope. Avanti!

1876

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EDUCATION SUB-COMMISSION A.C.C. 2787 1D

MONTHLY REPORT MARCH 1944

Ministry of Education.

At a conference with the Minister agreement was reached on a number of matters concerning school appointments, examination of text-books, school examinations, school closing dates. The Minister has been most cooperative and has welcomed advice and suggestion. Meetings are held with him twice weekly.

Universities and Academies.

A visit was paid by the Regional Education Officer, Region 2, to Bari University. The University is operating in all Faculties including a number of temporary new ones for students from elsewhere whose studies have been interrupted. There are about 3000 students.

Very little damage was done to the University buildings at Bari. Requisitioned buildings have been the subject of a separate report and AFHQ has taken preliminary action.

The political pasts of professors at Bari are under consideration by the Minister. The Rector (Fraccareta Angelo) was never inscribed in the P.N.F.

Contacts have been made in both England and the U.S. as a preliminary to the provision and exchange of books in the libraries of Universities and Academies. In the U.S. the American Library Association and the Director of the Public Library of Boston have expressed their willingness to help. Lt.Col. Gayre reports (in a private letter from England) that he has seen the British Council who are exploring the possibility of setting up a Commission in London to help culturally the Universities and Academies of Italy.

Defascistization.

19 School Officials of Region 2 have been dismissed by the Minister on the recommendation of the Sub-commission whose advice was sought by the local authorities. The Minister has a large additional number of school officials in this Region under consideration.

Schools.

By 21 February 14,263 elementary school children out of 60,000 in Foggia province, were provided for and it was hoped to accommodate the balance in March (no late report available).

Owing to lack of accommodation many unusual expedients were resorted to including the use as classrooms of picture theatres,

for 3 spare copies

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teachers'homes. Church sacristies and even unused tramway cars.

BARI

Opening of schools was begun in January. Outside Bari town all Scuole Medie Inferiori e Superiori are new open, though functioning in shifts. All are housed in temporary quarters, the school buildings having been requisitioned for troops, hospitals.

Outside Bari town the majority of Elementary Schools are open.

Few schools are open in Bari town owing to lack of quarters.

The Minister is considering personnel from the political point of view (about 100 persons are suspect).

The Minister has ordered the abandonment of Fascist books.

Programmes of Study

Programmes of Study have now been completed and published for following types of school: 1) Scuola Elementare, Parte I and II; 2) Scuola Media Inferiore and 3) Scuola Media Superiore.

These have been printed in Palermo for Region I and printed in Naples for Regions II, III and V. and sufficient copies prepared for Region IV. They have been distributed to teachers.

Italian Committees under the direction of the Education Subcommission are now preparing revised programs of study for the Scuole Magistrali and the Tecnical Schools. These will complete revised programs for all Italian Schools.

Text-books

Composition is now completed in Naples for all the ten text books which are being prepared for the Elementary Schools. Two of these are now ready for distribution and the others will be available within the next two or three weeks. Plans have been completed for the distribution of the text books to each provincial center in Regions II, III, V and IV and for the sale of the text-books by local booksellers.

To each text-book has been added a preface which gives suggestions to Teachers and pupils for the modernization of the school program.

Proofs of the text books have been forwarded to the Middle East upon request for possible use in that area. Mats are being prepared from type set here for rapid reprinting of text books for Region IV.

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In Palermo four of the books are already published and distributed in Region I and Calabria. Others are in the press. Three samples of each have been sent to Middle East.

Quaderni

To help alleviate the acute shortage of paper in the schools, waste paper from the text books has been salvaged for the preparation of 200,000 quaderni (copy-books) which will be sold to pupils through the provveditore in Regions II, III, V and VI at a nominal cost of 1,6 and 4,0 lire (depending on size). Such a program should provide much needed supplies and at the same time help to break the black market in this type of materials. In this market children are now compelled to pay from 20 to 40 lires for similar copy-books.

Other paper trimmings unsuitable for quaderni, have been salvaged out to usable size and will be distributed gratis in the Schools.

Survey of Sardinia

A survey the Sardinia Schools was made by Major Bergin, in part occasioned by the departure of Major Collins and in part to have a more direct contact and knowledge of the local situation. Major Bergin visited the three provinces and had interviews with all the provveditori and the rettore of Sassari. He found the most pressing problems to be: 1) the large number of school buildings, especially elementary, requisitioned by the Italian Army; 2) the shortage of supplies of all kinds, such as paper, ink, etc. and 3) difficulties of communications. Particularly in Cagliari Province teachers as well as students found it difficult to attend classes, since many were evacuees and many schools had been set up in temporary quarters at some distance from regional locations. In spite of all the difficulties a large percentage of the schools were opened. There were found to be few dismissals for political reasons. Problems of derequisitioning, transportation and re-organization are of course now largely matters for the Italian Government. A report of conditions was given to his excellency Cuomo, many details of which were new to him. Arrangements were made with Brig. Dunlop to have It.Col. Mc. Fee represent the Education Subcommission at least temporarily.

Survey of Avellino Province

1873

To assist the Director of Education in Region III and to obtain information for a survey of Italian Education, Capt.Pratt

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has recently undertaken a survey of the schools in Avellino Province. Although this survey will not be concluded for two or three weeks initial findings reveal that: 1) schools outside the city of Avellino are almost all in operation on a normal time schedule; 2) schools in the city of Avellino have been requisitioned for Canadian troops and refugees and children attend only five to six hours a week; the provveditore has followed directives issued concerning programs, text books and schedules; 4) to date thirteen employees have been dismissed as active Fascists; 5) there is a serious shortage of instructional supplies; 6) efforts are being made in the city of Avellino to provide temporary rooms and teachers'homes for school purposes.

Survey of Italian Education

A tentative outline has been proposed for the survey of Italian Education which will be completed for the Minister of Education before our departure. The survey will include three parts as follows. 1) Italian Education before the occupation; 2) The Impact of the War on Italian Schools; 3) Implications for the Future. Materials for the survey will be obtained from: 1) available published data - 2) reports from Regional Directors - 3) Provveditori - 4) Minister of Education and 5) Individual surveys.

Youth Commission

Youth Subcommittees established in Naples have considered the following problems to date:

1) The University Subcommittee has arranged a political forum for university students.
   It is considering plans for the re-establishment of the university printing house.
   It is attempting to set up a student mess.

2) The Scuola Media Superiore Subcommittee has proposed a plan for the establishment of clubs in the secondary schools and the publication of a school newspaper.
   The first club has been started with great enthusiasm.

3) The Scuola Media Inferiore Subcommittee has developed a plan for inaugurating groups akin to Boy Scouts. The Subcommission has

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5)

requested the Boy Scouts of America for help in the rebuilding of this organization.

4) The Scuola Elementare committee has presented a detailed plan for furnishing lunches to school children. This plan will be placed in operation at an early date by the Education and Welfare Divisions of Region III.

5) The Asili Infantili Committee have proposed plans for the reopening of kindergartens especially for children of working mothers.

STAFF

Capt. G. Geyer departed from Region 3 for U.K. the regional educational Officer is now Capt. Sam V. Noe.

Capt. F.F. Gregory proceded to Region 2 as assistant to the educational Officer there.

Capt. Dexter Tilroe has been transferred to the Subcommission from 6735th P.O.W. A.D.M. Co. (Prov.)

Capt. Willis E.Pratt has been assigned as Assistant Educational Officer Region IV but has been temporarily employed on text-books problems for the Subcommission.

Capt. Paul L. Heilman has been assigned to Education in Region 3.

Miscellaneous

A conference of Education Officer from the Region was held at Naples.

Major W.H. Sherwood and Mr. G. Houser visited Region I for conferences with the Education Officer and ~~other~~ school and University Official.

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ALLIED CONTROL COMMISSION
Education Subcommission

MONTHLY REPORT FOR FEBRUARY 1944.

1. UNIVERSITIES AND ACADEMIES.

Dismissals and appointments were completed in the Sicilian Universities. Lt.Colonel Gayre and Major Sherwood visited Messina University for completion of work there. Dismissals and appointements were carried out at the University of Naples and the Royal Society of Naples.

The Peloritana Academy of Naples was reopened, restored to the independence of which fascism deprived it.

Free election of the Rector of Naples University resulted in the election of Professor Amodeo by a large majority.

2. SCHOOLS

A survey of Italian schools is progressing. Data as to types of schools and normal enrollments etc. is being gathered province by province. Regional Directors of Education have been asked to submit request for types of information desired. A Professor from Naples University, working under the Sub-Commission, has been employed for this work.

3. TEXT-BOOKS.

A second of the new text-books has been published in Palermo, and two others are nearly ready for distribution.

The text-book programme in Naples has ~~been~~ involved long search for materials : paper, binding cord, zinc, glue etc. Most of these have been found and work is proceeding rapidly in three printing houses. One book is just going to press; the other nine are in various stages of composition and all scheduled for publication during March.

4. PROGRAMMES OF STUDY.

The courses of study and instructions to teachers prepared in Sicily have all been reprinted for all other parts of liberated Italy. In addition Pt.2 of the Elementary programme has been completely rewritten and a new edition published this month.

A Commission in Naples is writing a new course in pedagogy and psychology for the programme of the Magistrale Superiore which will complete the series.

5. YOUTH COMMITTEE.

A youth committee has been established in Naples to consider the problems of (a) opening kindergartens, (b) school lunches, (c) recreational and constructive activities for youth outside of school hours. The committee is composed of five subcommittees dealing, respectively, with: (a) Pre-school children; (b) elementary school children; (c) children of the Scuola Media Inferiore; (d) youth of higher secondary school age; (e) youth of University age. These Subcommittees are, for the most part, composed of able, intelligent, and interested civilians (mostly teachers, professors, etc).

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The Church has been invited to appoint a representative to each subcommittee. The subcommittees are meeting frequently and preparing concrete, practical plans.

The chairmen of the subcommittees, with one representative each from the Church, the University, and the provveditorato, constitute the coordinating and executive committee.

For providing Allied help and advice there is an advisory council composed of the Region 3 Education Officer, the Region 3 Welfare Officer, an unofficial representative of the American Red Cross who is a specialist in recreation, and a representative of the Education Subcommission. A full time civilian executive secretary, ~~Luigia Barbati~~, has been employed for the work of the youth committee, which is operating entirely in the Naples area as a proving ground.

6. STAFF.

Lt.Colonel G.R.Gayre departed for England and the Office of Director of Education was assumed by Lt.Colonel T.V.Smith.

Captain Sam V.Noe was assigned to Education and re-assigned from H.Q. to Region 3 in anticipation of the imminent departure of Captain G.Geyer from that Region.

Captain Willis E.Pratt was assigned to the Sub-Commission and is employed on school and text-book problems.

Captain Paul L.Heilman was also assigned and is attached to Education Region 3 for training with a view to future operations.

Captain F.F.Gregory was also assigned and has been working in the Salerno and Naples Offices of Education prior to going as assistant in Region 2 on temporary duty.

Lieutenant J.V.Vella was also assigned and is employed on political investigation and university work in H.Q.

7. MISCELLANEOUS.

A representative of the Cardinal Secretary of State at the Vatican visited the Palermo Office prior to its close. He expressed himself as much impressed with progress, but was inclined to insist that people holding political and religious beliefs contrary to those approved by the Catholic Church should not be given employment in the schools.

The surrender of fascist books is proceeding satisfactorily with full cooperation of Italian Officials.

Civil Affairs branch, Washington, called for a report on Education at the behest of the U.S.Apostolic delegate who expressed the concern of the Church in regard to educational matters. A report was sent which it is believed should allay his uneasiness, which seems to be the result of inaccurate information.

A separate report has been submitted this month on the opening and occupation of schools.

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ALLIED CONTROL COMMISSION
Education Subcommission

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REPORT FOR JANUARY 1944

TEXT BOOKS

The first text book for elementary schools was published and the proofs of two others were passed.

UNIVERSITIES

The University of Messina opened with an inaugural ceremony on 3 January thus completing the opening of the last of Sicily's three Universities.

In recognition of their work for Italian education honorary degrees were conferred upon Lt. Col. Gayre (D. Phil) Major H.H. Sherwood (D. Litt.) and Major Carleton W. Washburne (D. Pedagogy).

A beginning was made in the examination of the position of Naples University preparatory to the elimination of fascist elements.

ACADEMIES

The Anthropological Academy of Palermo was opened on 30 January. Lt. Col. G.R. Gayre accepted the Honorary Presidency.

Investigation of the Members of the Royal Academy of Naples was begun.

ENTE AUTONOMO TEATRALE DI PALERMO

An investigation was made and plans are being prepared for its reorganization.

SCHOOLS

Eliminations of fascist elements from the schools continued and 30 dismissals were ordered.

ITALIAN GOVERNMENT

The several reproofs which have been transmitted through the HQ. of A.C.C. to Signore Cuomo, under-secretary for Education, do not seem to have been effective. He has again taken unwarrantable action, without consulting this organization, in the ordering of the abolition of the Royal Academy of Naples. Representations in this regard have already been made to the Vice President. The replacement of Signore Cuomo might well be considered.

POLICY

Experiences at Naples, where unadvised action taken by local officials have had to be remedied, with consequent loss of time and some confusion, show that it is essential for the Education Subcommission to operate as far forward and as early as possible. This will be especially apposite with regard to early entrance in Rome.

Declassified E.O. 12356 Section 3.3/NND No. 785017

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ALLIED CONTROL COMMISSION
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