

Declassified E.O. 12356 Section 3.3/NND No. 785017

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10000/109/568
(VOL. 3)

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MONTHLY REPORT, EDUCATION S/COM
DEC. 1945 - APR. 1946

Memo. to Com. 226.

Ref. memo 225. The only letter Sgt. G. U. and knows it is that on our file which concerns the use of the German language in the streets etc. This file is attached to the passage flagged at "A" 18/1/3 J.S. 113

C. G. 20/3.

228

19/43

Education S/C report for February is at 227

18/20/3

C. G. 10/4.

254.

CSO Education S/C report for Feb. Education report on Venezia Giulia at 249. Passages of interest have been marked. The Venezia Giulia report is particularly interesting. The general policy of AMG is set out in Appendix 3 (231) & Appendix 4 (230).

L.M.M. 27/3. 18/20/3.

11/3/4

A/C.C.

260.

CSO. Education S/C report for March at 259. Final education report of Edn. Officer Balzano & Udine at 258 and report on Edn. V.G. at 255-257. The V.G. report is extremely interesting.

L.M.M. 12/4. J.S. 17/4 21/40

11/3/4

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217.

Ex. Cont.

Please see education S/C report December at 216. Passages of interest are marked. A summary of education in Venezia Giulia is at 215.

18/11/11

See 10/11/11

Att. to Comm.

221.

Please see Education S/C report to January at 218-220. Passages of interest have been marked. Good work appears to have been done in Venezia Giulia.

18/19/12

C80

222.

2(c) Has the decree yet been made applicable?

223.

Chief Commission

You will be interested to read 13 - page 219 & 218

regarding education in V.G.

17/12/12

11/12/12

FL

1/11/12

Att. to Comm.

224.

10/10/12

Chief Commissioner

You will be interested to read p 3 on page 219 of 218
regarding education in V.C.

7/12/24/2

118 25 RECD
1510

FL.

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News by Comm;

224.

The decree mentioned in para 2(c) has not yet been made applicable by the Valian Govt as it will have to be discussed by the Council of Ministers it is not expected that it will be initiated for at least 2 or 3 months.

Your m 222 above refers. H.S. 27/2 BS 28/2.

225.

CGO. Hris L.

Check Hris with a recent D.O. letter etc.

Then find from CGO Bolyano.

7/12/24/2.

etc please find this D.O. etc.

2403 sp
 HEADQUARTERS ALLIED COMMISSION
 Education Subcommission
 APO 394

ED/CWW/aus

LD/6A/1.0/AC

13 April, 1946

Monthly Report for March, 1946.

APR 16 1946

1. Headquarters.

a. Activities at headquarters have consisted largely of tying up all loose ends and preparing for the closing of the Education Subcommission. The transmittal of documents and communications from AMI in Udine and Venezia Giulia to the Ministry of Public Instruction and vice versa is a continuous routine which will outlast the Subcommission.

b. The first of the series of books on education in Great Britain, the United States, and China, has now been published in Italian - De Young, Introduction to American Education.

c. One opera singer (Mascherini), has been dispatched to the United States; another (Tagliavini) is due to leave on the next ship; and engagements have been booked in the United States and South America for a number of others - also for conductors and instrumentalists.

d. Arrangements have been made for twelve Boy Scout leaders to go to Great Britain for a training course. A shipment of materials for uniforms has been received from the Girl Scouts of America. The Boy Scouts of America are preparing to send a considerable amount of camp equipment and uniforms.

e. The third course in Democratic Culture for officers and non-commissioned officers of the Italian Army came to a highly successful close, the "students" now being prepared to return to their divisions where they will conduct similar courses. The Italian Minister of War led a general of the army attended the closing session and warmly thanked Staff Sergeant Hauser for his work in organizing and directing the three successive courses. Sergeant Hauser was lent by the Education Subcommission to the Italian army for this work, in which he is a specialist. He has now been released from the Education Subcommission and the British army and is employed by the Italian army for guidance work in DE camps.

2. Bolzano and Udine.

a. The German schools in Bolzano, Udine, and Sondrio, have, thanks to the books from Switzerland, now had been set up in the Italian schools. (Books?)

b. The enrollment in German schools in Bolzano is 27,528; in Italian schools

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2. Bolzano and Udine.

- a. The German schools in Bolzano, elementary and secondary, now have, thanks to the books from Switzerland, more and better than the Italian schools. (Books?)

b. The enrollment in German schools in Bolzano is 27,528; in Italian schools 9,214. The schools are in good condition, clean and well as planned.

c. For the few German communities in Trento, elementary schools in the German language are progressing very satisfactorily. There is, however, a shortage of qualified German-speaking teachers; so a course for 100 such teachers is to be started shortly.

d. Extra-curricular courses in German, under the supervision of the Provveditorato a-li Studi in Udine, have been organized in two centers in the north-east corner of that province near Tarvisio, for the children of German parents. The regular school program is conducted in Italian, and the German teachers are paid by the communes, not by the State.

e. Capt. Ian SCOTT, Education Officer for the CIO in Bolzano and for the PC in Udine, has been relieved from this assignment and from the Allied Commission, and assigned to work in another field at Udine. There is no longer any education officer in the field except Capt. SIMON in Tarvisio.

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f. The last report of Capt. SCOTT on Bolzano and Udine is attached hereto as Annex I.

3. Venezia Giulia.

a. The full report on Venezia Giulia submitted on 15 March as an annex to the monthly report for February covers most of the important educational activities of the Zone, there having been few new developments during the last half of the month.

b. The commission on the approval of secondary school text books has completed its work, and a long list of books has been mimeographed, classified as "approved", "approved if specified pages are removed", or "disapproved".

c. Four thousand copies of the Slovene primer, ABC, approved by AMG, have been distributed, free. In one village, Aurisina (Trieste area), the mothers, in reprisal against AMG for confiscating the FNCO propaganda-impregnated primer, Naša Beseda, gathered up all the ABC primers and handed them back to the CAC. The children therefore have no books.

d. The 4th and 5th class readers, in Slovene, published under AMG auspices, are now printed and ready for distribution.

e. Three professors who deliberately violated the AMG order closing Slovene schools in Trieste following the students' third strike, have been dismissed. The Slovene schools were reopened after a few days of being closed. All the janitors were replaced because of inefficiency in keeping the schools clean.

f. Two of the twenty-three teachers whose dismissal on recommendation of FSS (for security reasons) caused demonstrations and outcries, have been reinstated following a reconsideration of the evidence.

g. Forty-six students have applied for admission to the special concentrated training course for Slovene teachers. Thirty of these had been accepted as of 1 April. The course was scheduled to open, in the Istituto Magistrale of Gorizia, on 10 April.

h. Capt. SIMONE's report for March is attached hereto as Annex II.

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- h. Capt. SIMONI's report for March is attached hereto as Annex II.

CARLETON W. WASHBURN
Lt. Col., A. U. S.
Director of Education.

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ANNEX I

From final report of Education Officer for Bolzano & Udine.

1. Alto Adige.

(a) The Prefect of Bolzano has been nominated by the Government as their observer in the local education field. He has held a conference with the education officials of Bolzano and Trento, and may accompany to Rome the deputation which will go in March to present the views and desires of the Tyroleans, mainly with regard to the decrees for elementary and secondary schools.

(b) Bolzano. Nearly all elementary and secondary schools in the main centres have been visited and found to be in excellent didactic order, clean and well-disciplined. The Education Officer was accompanied on these visits by the Provveditore and Tyrolean representatives and several minor matters were put right. At one school at Bressanone a number of Nazi and Fascist doctrine books were found to be on view in the library; the Provveditore therefore has now repeated his June directive to all directors and presidi to rid their schools of such material and has threatened them with severe disciplinary action should they be found not to have done so. The two well-run Volksschulen in the Val Gardena were inspected by the CLE, and a few days later by the Director of the Education Subcommission (2 March). All the staffs of these schools are now native to the locality except the Director at Ortisei, Prof. Liroisi; he first came as director in 1937; he would be very willing to be transferred elsewhere once his di ruolo status has been established; there is one other professor who is titular in the school and could be made director if judged competent in interview. Prof. Liroisi has done much to enliven and organize this school with a regular 3-year course plus evening classes for senior students, but as he himself says his own art would more advantageously be practiced in a less secluded place.

With the distribution of German elementary and secondary school books (from Switzerland) the German schools are now, especially in the secondary schools, better provided than the Italian schools. Prof. Benediktter, attached to the Provveditorato, has been largely responsible for carrying through the transactions in Switzerland, which he has done very efficiently.

In the province 27,528 children are enrolled in German-speaking schools, as against 9,214 in the Italian. A census by commune analysis shows that Italian outnumber German speaking children only in Bolzano (3615 : 354), Merano (1578 : 901).

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(c) Trento. The propaganda in the local German papers that space and teachers for German schools are allotted in an unfair proportion was proved false, the figures quoted being about half the true figures for teachers and classrooms. A German teacher shortage does exist and the Provveditore is shortly instituting a course for about 100 Tyrolean teachers to make up his numbers, which were even shorter of requirements than expected owing to 60 teachers of Bolzano province having refused to go to Trento.

Further complaint by the German propagandists concerned the action of a Commission set up by the Provveditore in ordering some 23 children to transfer from the German to the Italian school in Salorno. The truth is that the home language of these children and their parents is Italian, and the children speak practically no German; in fact the reason given by the parents for sending them to the German school was so that they could learn to speak the German language.

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3. Using.

The only development has been the request from the German-speaking minority in the Tarvisia area for extra-curriculum German classes, which will therefore be instituted in 2 schools with the Commune paying the teachers appointed by the Provveditore. No similar request has come from the Slavic minority since permission to set up German and Slavic schools was refused. The question of modifying an obsolete 1933 law regarding payment of certain teachers for work outside their own curriculum is to be taken up with the Minister; at present the rate laid down is L.2 per lesson less taxes - clearly inadequate.

/s/ I.W. SCOTT,
Captain, I.C.,
Education Officer.

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ANNEX II

From Monthly Report for March, 1946, from Chief Education Officer,
AMG 12th Corps.

Introduction.

Our efforts are now directed toward winding up the school year with emphasis upon the completion of the Slovene series of elementary school text books, (the Italian series has been completed), the printing of administrative forms such as Report Cards, School Registers, qualification forms, etc.; repatriation of Italian personnel and vetting of Slovene personnel is drawing to a close - all in all it is certain that the coming school year will open with all machinery well oiled and ready to go.

Political Trends in Education.

The political unrest in Venezia Giulia increased during March due partly to the arrival of the Commission of Foreign Ministers' Deputies. The pro-Italian and pro-Yugoslav manifestations of nationalism have perturbed greatly the normal functioning of the schools. The situation is tense. People are very sensitive to the daily political issues. It is natural, therefore, that children and students should be influenced by patriotic feelings aroused in them by the events.

A. Italian: Both instructors and pupils have demonstrated a keen desire to keep the schools out of the political quarrels which disrupt and harm the educational process. Instruction has been regular and quite serene except for some isolated instances where individual teachers expressed their nationalism in the classroom through the exhibition of posters or flags proclaiming the "Italianita" of Trieste.

Large numbers of students participated at the recent Italian demonstrations; however, reports from the "Sovrintendente Scolastico" which were under most severe instructions to keep all schools functioning, have stated that students participated in the parades only after their class hours without strikes or "ditching" of classes!

The Italian schools kept open throughout the two days (11-12 March) of the general strike in Trieste City. On both days several Italian schools were attacked and forced to close. At the elementary school of Via Guardiella in the Slovene community of S. Giovanni in Trieste, the teacher was beaten and the children were forced out of the classrooms. At the Liceo Petrucci fifty individuals entered the school by force, intimidated the principal who, in order to safeguard the welfare of his students, dismissed classes amongst the objections of the entire student body. The Italian minority school of S. Servola (Slovene community of Trieste) obeyed the orders of the PNOO and dismissed

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b. Slovene: The School Section of the FNOG has become much bolder in its illegal functions of Government and recently has issued a profusion of direct orders to the Slovene teachers of the territory - orders which place the teachers in a very difficult position, for they do not know whom to obey - AMG or the FNOG?

The Education Officer while visiting several school districts has been told repeatedly by teachers that they were at a loss - intimidation was so real that they could not possibly disobey these illegal orders coming from the FNOG (the "shadow government" of Zono A - the "Regional National Liberation Committee").

It is more than ever evident that the great majority of Slovene teachers, parents, and students are concerned with running a good, impartial, law-abiding, and non-political school, but the small group of Communists (from reports as collected in communities visited) have the population terrorized, including the

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representatives of the Catholic Church; although the latter have tried through subterfuge not to obey to the PNOO directives.

One order reads as follows:

"Tomorrow 21 March the pupils of your higher grades (5, 6, 7 and 8 classes) will do reforestation of these sectors which overlook your town which have been denuded. For these reasons the above mentioned classes will not have instruction tomorrow. The pupils of Capriva and of Sceppe will be under the direction of the local "referente" for reforestation, the children of Dutogliano will be under the direction of Comrade Celar Danilo. In case of need he will be replaced at Dutogliano by one of the comrade teachers."

DEATH TO FASCISM

- LIBERTY TO THE PEOPLE!

(Signature and stamp of PNOO School directors) "

The above order was sent to the school directors of Dutogliano, Sceppe and Capriva del Carso in Trieste Area. It was signed by the PNOO School Inspector and the President of the Liberation Committee of Sogana (the arrest of both is expected soon). Investigation showed that the order was carried out by the teachers of those localities.

The two day strike (11-12 March) declared in protest for the now world-known Servola incident absorbed the children and students of six Slovene elementary and three secondary schools - in Trieste city. (For the Slovene secondary schools of Trieste this was the third political strike at which the students participated during this school year).

The manner in which the schools were abandoned by the students and by some professors demonstrated more than ever that the Slovene schools of Trieste had become a tool of propaganda, and had fallen into the hands of a few unscrupulous politicians... led by the School Section of the PNOO.

As the Slovene students were out on strike (the classrooms during the several days prior to the strike had become dirty, walls took on a dubious tinge covered with such inscriptions as "Zival Tito", "Zival Stalin" and communist insignia) the Education Division declared all Slovene schools within the city of Trieste closed as of 13 March. - "When students and parents indicate that they wish seriously to avail themselves of the instruction until now placed at their disposal by the school administration, the schools will be reopened".

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On 14 March, however, by order of the School Section of the PNOO, the schools reopened contrary to Allied Military Government instruction: "Since the schools are the property of the people no one can order them closed", proclaimed the "Primorski Dnevnik". On the same day AMG issued a second order closing the schools a second time - this time, however, a police guard was placed at the schools in order to enforce the directives. Three professors were dismissed for willful disobedience of Allied Military Government instructions.

On 16 March, after all proper assurances had been received that the schools would be taken seriously, they were reopened.

The Secondary Schools however, were not reopened until 20 March after a complete housecleaning job had been completed.

The political influence of the movement has infiltrated into all of the schools of the Territory - the Italian children and students wear red-white-green ribbons, and distribute propaganda leaflets the same as the Slovene students and children who wear the red star!

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Italian Schools.

A. Elementary: All schools are functioning regularly, but in alternate shifts, because of the shortage of premises which are either requisitioned or destroyed.

Attempts are constantly being made to open Italian minority schools in bilingual villages but in many localities this has not been possible because of the hostility of the Slav population. The most recent example is that of Alvaro Vasceva, Trieste Area, where the parents have asked for such a school, but are afraid to enroll their children because the Liberation Committee leaders have intimidated every Italian family into submission.

The "refezione scolastica" (school lunch) is being served to children in the majority of communes throughout the Territory. The Trieste project is of particular interest since over 5000 rations daily are served to kindergarten and elementary school children (both Italian and Slovene).

The political demonstrations have not affected in any way school attendance in the elementary schools.

A certain number of elementary school teachers have been promoted from Grades XII to XI and XI to X according to the norms which regulate their career.

B. Visits of prospective teachers (British) to Italian elementary schools: recently the 13th Corps Education Office has availed itself of the possibilities of giving some of its Other Ranks personnel preparing for the teaching profession the opportunity to visit and observe classroom procedures, etc., in some of the larger elementary schools of Trieste. Several groups of prospective teachers of the London Division College spent one entire morning in studying methods of instruction with the help of several English speaking teachers.

C. Secondary schools: All schools are functioning regularly in the limited school space available - several of the larger buildings are still under requisition.

Students are protesting the requirement of having to take written examinations for the "diploma of maturity" given at the completion of the liceo. (During the war only oral examinations were required).

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The Commission on the approval of secondary school text books of Trieste and the Subcommissions of Gorizia and Pola have completed their work. With uniform criteria they have prepared a complete list of those texts which can either be used in their entirety, in part, or are prohibited because of their Fascist or nationalist character.

The students of the "Istituto Nautico" of Trieste held an exhibition of their extremely well equipped school. The exhibit was a success and 12135 attended by a very large number of citizens.

School attendance has been regular throughout this period of unrest. The strike of 11-12 March affected some of the schools, but none of them closed completely.

Slovene Schools.

a. Elementary: Two more schools have come under the jurisdiction of the "Sovrintendenza Scolastica" of Trieste - those of Carosana and of Albare Vecova; therefore, two more teachers have been added to the overall staff. The Education Officer has visited a number of elementary schools in rural areas during the month. It is probable that recognition will be withdrawn from two schools - those of Sopo and of Capriva del Carso - for unwillingness to come under Allied Military Government directives.

In general the elementary schools are functioning well. It is true that the classrooms are often found packed with Yugoslav nationalistic propaganda and many with the picture of Marshal Tito, Kardelj and the Yugoslav national hero Vojk. Two of the several elementary school teachers dismissed on security grounds have been reinstated after being thoroughly reinvestigated.

4000 copies of the primer "ABC" have been distributed free to 1st grade Slovene elementary school children of the Territory. In most villages they have been accepted. In Avizina, Trieste Area, the parents protested the withdrawal of the forbidden text "Mama Slovenka". They returned the "ABC" to the Civil Affairs Officer of the town stating "we refuse to have our children use a Fascist text book" (the book has no political references!). Order No. 89, forbidding the use of certain text books, has been put into effect, and naturally such books as "Mama Slovenka" and "Slovenska pota" have been confiscated.

The 4th and 5th class reader is now ready and will be distributed through the "Gevvaintenziane Scolastiche".

Teachers' Training Course: The Teachers' training course for the preparation of Slovene elementary school teachers will open at the "Istituto Magistrale" of Gorizia on 10 April. To date, 46 students have applied for enrollment and 30 applications have so far been examined and approved. Through this course the Slovene schools will be provided with an added number of urgently needed and qualified teachers.

b. Secondary schools: Aside from the reported strikes and rather active participation in political activities on the part of the older students of the Slovene high schools, the schools of Trieste Area are not functioning quite so well as those of Gorizia.

The Education Officer found it necessary to meet with the entire staff of the secondary schools of Trieste and to lay down certain specific standards by which the schools had to abide. We are to keep their recognition.

Three professors of the Liceo Scientifico were dismissed for disobedience to Allied Military Government orders. Another received the "cerura" for having violated the rights of Academic Freedom by lecturing on the "Exploits of the Red Army" during an hour of Slovene language and grammar instruction.

The entire faculty of all of the three high schools was charged because the previous personnel were not able to keep order and cleanliness.

An investigation is still in course in regard to the students responsible for the school disorders of the days immediately prior to the strike and

participation in political activities during the war. The schools of Trieste have not functioned quite as well as those of Gorizia.

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The entire teaching staff of the three high schools was changed because the previous personnel were not able to keep order and cleanliness.

An investigation is still in course in regard to the students responsible for the school disorders of the days immediately prior to the strike and after the arrival of the Allied Government in Trieste (they forced their way into the school building by breaking a door, and slept all night in the building).

One professor and one "assistant" (principal) have been reinstated after their case was examined by EAC.

"Scuola d'Ingegneria" for Slovene students of Aurisina, Sesana and Trieste have not been approved for this school year. The shortage of qualified personnel has made it impracticable to open new schools at this time.

University of Trieste.

Another examination has been opened from 23 March to 4 April to make up for time lost during the war on the part of students who missed regular attendance. A final examination session to close the academic year 1944-45 will open from 5-15 May 1946. The first regular examination session for the academic year 1945-46 will open the latter part of June 1946.

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Lessons are progressing quite normally. A considerable number of professors have been requested to return to their posts, thereby placing the university on an unusually high efficiency basis. The following "di ruolo" teachers have been transferred to Trieste University from other localities: Coletti, Stalla, Zancan, Radetti, Rubini, Tassarotto, Marin, etc., all known personalities in their respective fields.

The financing of the new School of Engineering, the repairing of "Villa Irene" for temporary premises to be used by the School of Engineering and the planning for the completion of one wing of the new University building are the most immediate actions now in course.

Conclusion.

The "Sovraintendenza Scolastica" of the Territory kept the Division well informed of all important happenings in their areas.

The administration of the school system is functioning under experienced personnel - the Italian schools are under better individual management and are very well attuned to the needs and personality of the people whom they serve. The new Slovene schools are staffed with personnel which is either fanatically nationalistic, Yugoslav-Communist, and therefore not observant of our directives, or else with teachers who stand for non-political schools but are afraid to express the principles for which they stand and to contest openly the wishes of the elected representatives of the people (?): - the PMCO. The management of the Slovene schools is a difficult task, for in the small rural centers where constant supervision is impossible, the people (the few that have been forced taken over local government), have, as per orders of the ONCO, created Parent Councils which dictate the directives to the teachers as to what and how to teach and what texts to use. Under the present system of instruction and the degree of education which these pseudo adult-educators possess, the Parent Councils, in such a directive capacity, without the proper leadership and counsel, are a threat to the mode of education for which we stand in a democratic government.

Teachers throughout the area feel that as soon as the people are informed as to the ultimate jurisdiction of the contested land the people will forget the present type of active participation in the political affairs of the Territory within two months and will return to their pastime activities and their "dictant state" as regards to their desires to participate actively in the affairs of their country.

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Meanwhile, the Education leaders, civil and military, cannot adopt a weak and appeasement type of education policy, for to play politics with the education of children is undoubtedly the most abominable of crimes.

/s/ JOHN P. SIMONI
Captain C.M.P.
Chief Education Officer.

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HEADQUARTERS ALLIED COMMISSION

Office in Subcommission

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MAR 24 1946

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MONTHLY REPORT FOR FEBRUARY 1946.

1. HEADQUARTERS

a. The Minister.

There has been no direct contact between the Education Subcommission and the present Minister of Public Instruction - Molé - since early in February; this has been partly due to the absence of the Director of Education in Switzerland during part of January and in Venezia Giulia, etc., during the last half of February and early March; partly to illness of the Minister early in February; but largely because of the present Minister's extreme inaccessibility - Italian school officials complain that it is almost impossible to find him in his office or to get appointments with him. The Education Subcommission has, however, maintained close contact with the Ministry.

b. Religion in Venezia Giulia.

A petition from Slovene priests in Venezia Giulia for programming two hours a week for religion in the Slovene schools of Venezia Giulia instead of one hour as in the Italian schools, received Vatican support and reached the Education Subcommission via AVG. Since the program in Venezia Giulia are already heavier than in Italy owing to the inclusion of Slavic history and culture and both Slavic and Italian languages, and since Italian law in general prevails for Venezia Giulia, the petition was denied.

c. Personnel.

Capt. Joseph VELLA, Executive Officer for the Education Subcommission, was transferred to the local government S/C 1

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c. Personnel.

Capt. Joseph VELLA, Executive Officer for the Education Subcommission, was transferred to the local government S/C 1 February, after two years of devoted and highly efficient service as the Education Subcommission's specialist in university matters, etc. Major Arthur A. VESSELO, who, except for the Director, has had the longest service of any officer in the Education Subcommission (over 27 months) left 15 February for England and release from the army - he was first Regional Education Officer for old Region II; then at HQ. to prepare history and survey of the Italian educational system; then Regional Education Officer for Lombardia, and finally back at Headquarters to complete his long and scholarly report on Italian education. The departure of these two officers has left only the Director at HQ. and Captains Scott and Simonini Udine - Bolzano and Venezia Giulia respectively. During the Director's absence from Rome the Education Subcommission has been in charge of Dr. Gabriella Tombo, Professional Assistant, who has been giving highly intelligent and competent service to the Education Subcommission for nearly two years and handling most contacts with the Ministry.

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d. General.

The general activities of the U.S. of the Education Subcommittee as reported in recent months have continued, at a somewhat reduced pace. Owing to the resumed early closing of the Subcommittee and to the absence of the Director half of the month no important new activities have been undertaken.

II. NORTHEAST ITALY.

a. In February the Director of Education visited the provinces of Trento, Bolzano and Udine with Capt. Ian SCOTT, Education Officer for Udine and for the Chief Liaison Officer of Bolzano. He delivered the inaugural lecture for the "Accademia degli Agiati" in Vereto (Trento province).

b. In Bolzano, the text books in the German language for both elementary and secondary schools have been distributed to the children, and the German-language schools appear to be functioning quite satisfactorily. Capt. SCOTT is primarily acting as an observer and giver of moral support to the schools, which are functioning effectively under the Italian Government.

c. In Udine there is a very competent Provveditore degli Studi and the problems are minor and of a technical nature. In general, schools are functioning in Bolzano and Udine just as they are in the rest of Italy.

III. VENETIA GIULIA.

A full report of Venezia Giulia is attached hereto as Annex A. In brief summary the situation is as follows:

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III. VENEZIA GIULIA.

A full report of Venezia Giulia is attached hereto as Annex A. In brief summary the situation is as follows:

a. A Teachers' Congress was held in Trieste 19 and 20 February, attended by most of the teachers of the region; it dealt with professional subjects, was very well organized, and was accepted with enthusiasm.

b. The Director of the Education Subcommission spent the latter half of February and the first part of March in Venezia Giulia, visiting schools, conferring with Allied officials and Italian and Slovene school people, in company with Capt. John P. SIMONI, Chief Education Officer for Allied Military Government, 13th Corps.

c. The ENCO, or Partisans' committee, is still vigorously opposing Allied Military Government policy. Attack in the "Primorski Dnevnik", Communist Partisan Slovene newspaper, continues, but are far less vitriolic than before. The ENCO continues to issue orders to schools contrary to Allied Military Government orders, and has succeeded in placing Partisan-propaganda text books in a number of schools.

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d. Enforcement of Allied Military Government directives and inspection of schools by the Allied Military Government and Italian inspectors, are impossible, because no transportation has been provided for the offices of the supervising staffs of schools in Gorizia and Trieste. The Acting SOAG has requested Area Commissioners to ask Area Presidents to find and requisition cars for this purpose; but the superintendents do not yet have the cars, and the PNOC, which has transportation, is more effective in following up its orders than is Allied Military Government.

e. There appears to be little hope of derequisitioning schools or the engineering building of the university, since the Commanding General of 13th Corps has been instructed by AMVO not to erect barracks but to be prepared, if necessary, to keep his forces in the Region into next winter. Some school buildings in Trieste are used to house, in turn, four or five schools, so that one Slovenian school, for example, has only three two-hour sessions per week. Other schools are being held in improvised and wholly unsuitable quarters in private dwellings.

f. New Slovenian primers, approved by Allied Military Government, have just been printed and are in process of distribution. Text books for other classes are in the press. There is a fair distribution of Italian text books and new ones are being printed. A second consignment of paper from Rome (14 tons) is on the way to Trieste.

g. An extensive school lunch program for kindergarten and elementary schools is being put into effect.

h. The university is holding a series of successive examinations to enable students to make up the two years lost during the war. The university is also submitting plans for expansion. Expansion in the university is not yet completed and the rector has not yet been elected; but the pro-rector is able and the university is functioning.

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i. Despite vicissitudes the actual schools are running fairly smoothly. Teachers and pupils are working earnestly and, on the whole, with good spirit.

j. Capt. SIMONI has a well organized civilian staff, efficient and hard working, and is administering the Education Division excellently, justly, effectively with a level head and with far-sighted vision.

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CARLETON C. ASHBURNE
Lt. Col., AUS.
Director of Education

ANNEX A

14 March 1946.

REPORT ON EDUCATION IN VENEZIA GIULIAI. INTRODUCTION

From 18 February to 14 March the Director of Education, Alli & Commission, observed extensively in Zone A of Venezia Giulia, in company with Capt. John F. SIMONI, Chief Education Officer, A.M.G., 13th Corps. He conferred with Lt. General WARDING, Corps Commander, repeatedly with Col. ROBERTSON, Acting SCAG; with the three Area Commissioners, with most of the CAG's, with Italian and Slovene school officials, with representatives of the UNOC (Partisans' Committee), with university authorities and professors, with teachers and with informed citizens. He visited a goodly sampling of schools, in all three Areas - elementary and secondary, rural and city, Slovene, Croat, and Italian.

During this period some slight changes were made in regard to certain policies, other policies were defended, recommendations were made, instructions and clarifications of previous directives were written and an article on educational policies in Zone A was prepared for all newspapers of the Zone.

In this report it is proposed to give a fairly concrete picture of the school situation as found, to discuss such policies as came under question, and to point out the major existing problems.

2. TEACHERS' CONGRESS.

A remarkable, constructive, and far-sighted educational event during the visit was the Teachers Congress, conceived and organized by Capt. SIMONI. In the midst of political bickering and demonstrations, despite the many pressing problems of the

ed citizens. We visited a so-called sampling of schools, in three areas - elementary and secondary, rural and city, Slav and Croat, and Italian.

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round tables were a new technique to the audience and an illustration of the democratic way of dealing with a controversial topic; discussions were vigorous with no punches pulled, but were professional and in good spirit.

The attendance throughout both days - from 0930 to 1930, with only time off for lunch - was remarkably good, and the interest and enthusiasm of the **teachers** persisted to the end. Over two thirds of the **active** teaching force of the **zone** attended, **although Pola**, because of its remoteness, had to confine itself to a few representative delegates.

The only untoward incident of the Congress occurred in connection with the translation of Col. Robertson's opening remarks into Slovene. A few Italian teachers, scattered through the audience, coughed, tuttered, and made sotto voce comments during the translation. This resulted in a whisper protest by a group of Slovene teachers and in order from the INGO that all Slovene teachers absent themselves from the second day of the conference - an order that was generally obeyed.

As a rebuke to the dissident Italians and an illustration of the firm stand of AIG in giving recognition to both languages, Capt. GIANI read both his opening and closing remarks the second day in both Italian and Slovene - and there were no interruptions.

Most of the Italian teachers sincerely regretted the rudeness of the few who caused the disturbance of the first morning, and the general spirit of the Congress was excellent. An interesting letter from **one** of the teachers to a friend is an example of the general enthusiasm with which the Congress was received and a translation is attached hereto as Appendix 2.

3. DAYTIME SCHOOL VISITS.

In the midst of beautiful mountain scenery in the northern end of Gorizia Area lie the villages of Biadene and Sotter, with even smaller villages scattered in the narrow valleys. The **one** of the districts is a young British officer, Capt. SMITH, who knows every corner of his district and has his heart in his work.

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Most of the Italian teachers sincerely regretted the rudeness of the few who caused the disturbance of the first morning, and the general apathy of the Congress was excellent. An intercepted letter from one of the teachers to a friend is an example of the general enthusiasm with which the Congress was received and a translation is attached hereto as Appendix 1.

2. SCHOOL VISITS.

In the midst of beautiful mountain scenery in the northern end of Gorizia Area lie the villages of Treppo and Treppo, with even smaller villages scattered in the narrow valleys. The CAP for the district is a young British officer, Capt. BATT, who knows every cranny of his district and has his heart in his work. He takes an especially keen interest in the schools. With him, the schools, Slovene of course, of Treppo and Treppo, were visited.

At Treppo the school is in an adapted private dwelling. Classrooms are simple but clean, the children sitting in the double benches, crudely made, before slant-topped, usually crude, narrow desks, characteristic not only of Venetia but of all Italy. A crucifix hangs over the teacher's desk. In the classroom for beginners, there is the usual frieze of letters of the alphabet, each colorfully illustrated with crayon drawings done by the teacher. There is a small blackboard. Otherwise the room is without teaching equipment - no maps, charts, pictures or class-room library. It is clean and orderly. In all these respects it is highly typical.

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A priest is giving a lesson in religion and is having some difficulty in holding the attention of the squirming, restless youngsters. When he stops to talk with the visitors all semblance of discipline ceases and the children tear around the room, jump over benches, and generally enjoy themselves, only hushed for a moment at a time when the priest calls for order or taps on his desk with a stick. This is not typical - under regular teachers the children in Venetian schools, especially in the elementary schools, like those in L. V., are usually almost too docile and well behaved.

In a house near by there is a new kindergarten - Capt. Beatt has taken special pride in establishing kindergarten in his district and getting simple furniture for them from Trieste. Again, there is a quantity of materials and equipment - little more than small tables and chairs, some small colored sticks to arrange into designs, and a few other small objects for "hand work". Half the children are absent and Capt. Beatt has the local physician called in to examine them for possible signs of mild epidemic. An adjoining room is newly equipped as a kitchen for the preparation of hot lunches.

2. The Technical Institute for Commerce and Turvayne is in the city of Coricia - a five-year upper secondary school conducted in the Italian language; co-educational. The most school building throughout Venetian schools, but, like the average school in most countries until recently, rather drab and institutional. Furnishings are the typically uncomfortable old, crude, solid, double benches. Sanitary arrangements are far from modern but are adequate and, like the rest of the building, clean. Students are or 21233

The first class viated is in mathematics. The rest is

other small objects for "hand work". Half the children are absent and Capt. Beatt has the local physician called in to examine them for possible signs of a mild epidemic. An adjoining room is newly equipped as a kitchen for the preparation of hot lunches.

6. The Technical Institute for Commerce and Surveying is in the city of Gorizia - a five-year upper secondary school conducted in the Italian language; co-educational. Like most school buildings throughout Venezia Giulia, the building is well built, solid, reasonably well lighted but, like the average school in most countries until recently, rather drab and institutional. Furnishings are the typically uncomfortable, crude, solid, scumby benches. Sanitary arrangements are far from modern but are adequate and, like the rest of the building, clever. Students are **2138** and serious.

The first class visited is in mathematics. The teacher - a middle-aged man - is lecturing on the symbolic expression of arithmetical progression. The lecture is well organized but so abstract and devoid of concrete illustrations that one of the visitors requests permission to ask the class a few questions. To his surprise he finds that the students questioned seem to have understood the lecturer fairly well.

The next class is in Italian literature. The youngish professor is delivering a lecture on Petrarca, contrasting Petrarca's Renaissance emphasis on the physical beauty of women with Dante's emphasis on spiritual beauty. The lecturer is astute and philosophic.

In another class a girl is giving a lesson on forms of adoration - prostration, genuflection, and inclination. She is doing a better job of teaching than the others, cutting in on the blackboard as he talks and occasionally explaining on numbers of the class - he is trying to teach rather than merely to lecture.

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The class in "Geometria" (surveying, or elementary engineering) is the only one visited in which there is the slightest relation to practical life. Here the teacher is analysing the point of greatest danger in a span of a bridge where a four-wheeled vehicle is passing between two supporting trusses. The teacher is diagramming on the blackboard and giving a clear explanation while the students take notes.

Leaving the school, the visitors remark to the Superintendent of schools who is accompanying them that in all classes the students were merely passive, trying to absorb the teacher's lecture - that there was no attempt to get the students to analyse a problem and seek its solution, no attempt to get them to participate and think. The Superintendent's reply is: "The standard method in all schools consists of, first, explanation by the teacher; second, interrogation of the students to see how well they have understood; and then discussion". Except in the "Istituto Magistrale" described in the next paragraphs, the "discussion" phase was never witnessed throughout all school visits.

2. Also in the city of Gorizia, there is the Slovene "Istituto Magistrale" - the four-year secondary school for the training of elementary school teachers. This is a new institution in an old but decent building. There are only about ninety students, the majority girls, ranging from fourteen to eighteen years of age. The program followed here is the new Italian program for teacher-training schools, translated into Slovene by the Education Division of A.G., with added courses in Slavic history, geography and culture and the Slovene language.

The academic classes are like those in any secondary school. But in the class in pedagogy there is a bright spot and the professor has called the class "Pedagogy 127".

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The academic classes are like those in any secondary school. But in the class in pedagogy there is a bright spot. The students have been observing in an elementary school and the professor has called the elementary school teacher into the class. Here the students are discussing with the teacher the methods she used. They are questioning her as to the reasons for each of the things they have observed her doing. They are coming to grips with a real situation, are earnestly preparing themselves for their future jobs, are thinking, analysing and discussing.

10. Off among barren, stony hills or the Carso, forty minutes drive from the city of Gorizia, is the devastated village of Comeno. Some German SS troops were killed here and in reprisal the inhabitants were taken off to concentration camps and all the houses dynamited. Now many of the inhabitants have come back and live in the ruins of their homes, or double up with families of peasants in the countryside. The little Slovene school is in one room of the upper storey of a dwelling which escaped with a minimum of damage. The teacher is a mild little man of fifty. The children's text books for the first grade are

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the prohibited "sillabario" issued by the PMOO (Committee of National Liberation) and well impregnated with pro-Tito and Communist propaganda. "Why are you using these books when you know they are forbidden?" the teacher is asked. "The parents have selected this book and required that it be used." "Do they know it is forbidden?" "I showed them your directives but they insisted on the book being used." "In normal times do parents decide what text books are to be used in school?". The teacher is embarrassed and admits that they did not, "but" he adds "I am just a teacher and fifty years old. I cannot stand against the parents". "When you refer to the parents you mean the local committee of the PMOO, don't you?" "Yes, I suppose so".

At this point the president of the local PMOO is sent for. She is a fairly intelligent looking, middle-aged woman. She is addressed as follows: "Your committee has ordered this text book to be used in the school against Military Government orders. If your committee wants to run a private school here, finding and paying a teacher, with no help from the Government and with no official recognition of the children's work, we shall not arrest you, nor close your school, nor interfere. But if you want to keep this teacher, who is a regular state employee, a good man and one who knows your children, you will have to comply with the Government directives, using approved books and keeping propaganda out of the class room. We have no objection to transferring this teacher to another commune - we need him in a commune that is willing to accept government jurisdiction. But it is your children who will suffer, and they have already lost much schooling from the war. Discuss the matter with your committee. We shall be back Tuesday for your answer. We have that for the record."

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(On returning with the CAO the following Tuesday, Capt. Simoni and the Director of Education were assured by the President that the objectionable textbook would be withdrawn immediately on receipt of the approved text books, which have since been sent).

A. Grade is a bright little fishing village at the end of a long point of land jutting south into the head of the Adriatic. It is in the western most part of the province of Trieste, and therefore solidly Italian. The school is modern, clean, flooded with sunlight, and with beautiful views of the sea from its many windows. The little girls all wear clean white aprons over their dresses, and the boys are decently clad.

Reading lessons are going on in several classes. In one, each time the child who is reading comes to a

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punctuation mark he pauses while another child counts aloud quickly - one for a comma, two for a quotation mark, three for a semicolon, four for a period or question mark; the reading is naturally very mechanical. Another teacher tries to get similar results by having the child name each mark of punctuation: "Once comma in a distant country comma there lived an old man period" and so on. But one teacher, pointed out by the principal as the best, really has her children reading with expression and meaning, without such mechanical devices.

In the arithmetic class a man is helping a youngster at the blackboard to struggle through a difficult example of dividing a mixed decimal by another mixed decimal. The boy flounders and another takes his place; proof is applied to the answer and it is found that there is a mistake; the example is painfully reworked, and finally a correct, but quite meaningless, answer is found - the example is a purely abstract exercise in doing something one cannot imagine these youngsters ever having to do.

Despite bad pedagogy, the atmosphere of the school is delightful. There is a pleasant relationship between children and teachers, everyone seems to be happily at work, and the school is unusually attractive.

f. In the city of Trieste, one dingy, old, but sound building is used for several Slovene secondary schools in turn. The furnishings and classes are similar to those, already described, in the technical commercial school in Gorizia. Two things, not unrelated, alone are remarkable: The building in its bad need of cleaning up and decorating - it is gloomy and shabby; and in one room, in particular, the older boys have scrawled political propaganda on the walls: "Long live Tito!" "Death to Ronga!" and so on, with an occasional hammer and sickle or red star.

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(Following our visit, Capt. Simoni investigated the matter of the cleaning up of the school and found that while money has been appropriated and the contract let, the contractors had not been able to get around to the actual work. Orders were also given to the janitor to remove instantly political markings from walls and to keep the building cleaner).

g. Not many kilometers south of Trieste, near the fishing and boat-building village of Muggia, is the village of Zaule. The Slovene school here has two sessions daily in one class room - third and fourth grades in the morning, first and second grades in the afternoon, all under one unusually hard working and conscientious teacher. This teacher, in addition to the usual decorated freeze of letters of the alphabet, has prepared many ingenious teaching devices. Several years ago she attended some lectures on the "global" method of teaching reading, and ever since has been carrying out the principles she learned. She has box

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after box of cards with pictures, sentences, and other didactic material, all made by her after her long school hours.

The class room has a mixture of text books, including the forbidden primer. Her explanation is that she has to use whatever books the children can get, and that up to now there have not been approved primers available. She readily agrees to ban the use of the PNOO primer on being assured that the approved one will be distributed in a few days.

h. The Technical High school in Pole, with the upper floor devoted to home economics, the ground floor given over to metal and wood working shops, and the floor between divided into academic classrooms, is a really modern school that would do credit to any city. Unlike the fine technical high schools in Italy, this one did not suffer war damage, looting, or the requisitioning of equipment. By far the best educational achievement of the former Italian government was its development and equipment of the industrial technical schools. But in Italy proper one finds these schools damaged and despoiled - if the school escaped bombing, German requisitions, and civilian looting, the Allies requisitioned the equipment and transported it to army shops. Not so Pola. The shops are equipped with a wealth of high-class power machinery and many full sets of bench tools. Everything is in immaculate order. The school museum contains countless specimens of the children's work - large model ships, complete in every detail; useful and ornamental castings in iron and bronze; fine cabinet work; beautifully ~~sewed~~ *Sum* traditional local costumes on large dolls, and various other kinds of needle work done by the girls. The home economics department has a kitchen with various types of range - coal, gas, electricity, gasoline - and model dining room, bed room, bath-room, etc.

Here is a school geared to the needs of the communi-

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equipment. By far the best educational equipment of the former Italian government was its development and equipment of the industrial technical schools. But in Italy proper one finds these schools damaged and despoiled - if the school escaped bombing, German requisitions, and civilian looting, the Allies requisitioned the equipment and transported it to army shops. Not so Pola. The shops are equipped with a wealth of high-class power machinery and many full sets of bench tools. Everything is in immaculate order. The school museum contains countless specimens of the children's work - large model ships, complete in every detail; useful and ornamental castings in iron and bronze; fine cabinet work; beautifully ~~carved~~ ^{Sawn} traditional local costumes on large dolls, and various other kinds of needle work done by the girls. The home economics department has a kitchen with various types of range - coal, gas, electricity, gasoline - and model dining room, bed room, bath-room, etc.

Here is a school geared to the needs of the community, giving the same "cultural" courses as other technical secondary schools - and probably no closer to reality than the one described in Gorizia - but with really first rate development of the practical and technical side of education.

4. SUMMARY OF SCHOOL VISITS.

The above are only a few samples of the many schools visited. The general impressions received from all visits were as follows :

a. School buildings are usually sound and reasonably good. Many new repairs have been made. Buildings generally are clean and orderly.

b. The damage to some buildings and the requisition of many has resulted in much doubling up of schools. In Trieste, particularly, there are cases of four or five schools using a single building in turns; and double use of a building is frequent in all three areas.

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c. In a number of Slovene schools Tito's picture occupies a prominent place in the class rooms despite attempts to have it removed. Some C40's have been successful in doing away with this type of political propaganda, and Capt. Simoni has persuaded a number of school teachers to keep political pictures out of class rooms; but in communities where the PNOO is especially well organized and the people are either intransigent or terrified, the picture of Tito remains conspicuous.

d. Educational methods are generally antiquated and out of step with modern pedagogy.

e. There is a good spirit among children and teachers in almost all schools.

f. Schools are functioning seriously and effectively throughout the Allied Zone of Venezia Giulia.

5. THE PNOO.

The letters "PNOO" are the initials of the Slovene words for "Regional National Liberation Committee". This organization considers itself the supreme, popularly elected and legitimate government of that part of Venezia Giulia now under Allied Military Government. While recognizing the agreement whereby AMG took general control of Zone A, its consistent policy has been that the execution of AMG's policies, and all local government, should be exclusively in the hands of PNOO. Unless and until PNOO is given this recognition and responsibility its policy is to attack and undermine AMG, and through its local organizations to attempt to act as the effective government.

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While theoretically representing all anti-fascists parties, it is permeated and dominated by the Communist Party. It is, of course, strongly pro-Tito and looks to the day when Zone A shall become a part of the Yugoslav Republic. The President of its Executive Committee is BEVK, the Secretary PUC. It is subdivided into Area, commune and village committees, very well organized and disciplined.

The PNOO has four sections: Political, Economic, Agrarian and Educational. The head of the educational section is TAUCER. The head of the Trieste committee of the educational section is DRAGO PAHOR. It is with these two men - and especially Drago Pahor - that the Education Division of AMG most frequently has dealings.

The newspaper, "Primorski Dnevnik" is the organ of the O.F. (Liberation Front) of which the PNOO is an integral part, and it is this newspaper that has conducted a continuous campaign against the educational policies of AMG. When its attacks became not only violent but flagrantly contrary to fact, it was suspended; since that time its attacks against the Education

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Division have been less extreme and have confined themselves to half-truths, the twisting of facts, and editorial opinion.

The UAIS ("Unione Antifascista Italo-Slovena") is a strongly Communist organization that works closely with PNOO. It, too, is a part of the Liberation Front (O.F.), combining Italian and Slovenes for the purpose of propaganda and agitation. FERLAN, an Italian pro-Tito Communist, represents it at times in conferences with the Education Division of AMG.

Perlen and Pekor called on the Director of Education and Capt. Simoni on 21 February. They presented the following demands of the PNOO:

a. A separate school administration should be set up for Slavic schools, under general AMG control, but with selection of personnel and all supervision and administration entrusted to a committee selected by PNOO and approved by AMG.

b. The Italian language should be made purely elective in Slavic schools, instead of requiring parents to request that their children be exempted in case they do not want them to study Italian.

c. Epuration proceedings should be the same for Slavic and Italian teachers, to avoid such dismissals without hearings as had recently taken place on recommendation of PSS.

d. Slavic personnel - and especially Prof. Beraga - who are considered by PNOO as fascists or collaborationists, should be dismissed from the schools and from the Education Division office.

The AMG reaction to these demands is described in the following paragraphs.

6. THE DEMAND FOR SEPARATE

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6. THE DEMAND FOR SEPARATE ADMINISTRATION OF SLAVIC SCHOOLS.

This demand is in keeping with the basic policy of PNOO and contrary to the policy of AMG. Aside from its necessitating the setting up of two independent administrations in each area and being incompatible with Italian law, it would recognize PNOO as the official government in school matters and would result in the acceptance of its policies, which include political propaganda in the schools, and of its personnel exclusively. Obviously the demand cannot be met; and while it is not met PNOO will continue to attack and attempt to sabotage AMG educational work no matter what other concessions are made. This point must be taken into full account in considering measures of seeming appeasement. Concessions should be made where they are justified on other grounds, but never

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on the assumption that any concessions will satisfy PNCO or reduce the determination of its attacks as long as it is not given control.

7. The Italian Language in Slavic Schools.

In the original policy laid down for education in Venezia Giulia it was suggested that Slovene or Croat should be elective subjects in Italian schools, and Italian a required language in schools conducted in the Slavic language. The reasons for this policy, which was approved by the Chief Commissioner of the Allied Commission and the SOAO of AMG 13th Corps, were:

- a. The sovereignty of Venezia Giulia under international law is still Italian.
- b. The Italian Government and AMG had adopted a similar policy in regard to the French and German languages in the Valtellina and Bozzone respectively.
- c. While most Slavic children in Venezia Giulia have a fair base of Italian and can therefore do much in reflecting it during the temporary jurisdiction of AMG, few Italian children have any knowledge of Croat or Slovene, so making a Slavic language compulsory to the Italians over a limited period of time would serve no useful purpose.
- d. For commercial and practical purposes Italian is exceedingly useful to the Slavic element in Venezia Giulia, while Croat or Slovene would have little practical value to the great majority of Italian children.

In November, 1945, during a visit by the Director of Education, a committee from PNCO agreed that Italian be made elective in the Slavic schools as a matter of principle - the principle that there should be equality of treatment of Slavic and Italian elements. The committee gave assurance that most Slavic parents would recognize the value of having their children learn Italian, and that therefore nothing would really be lost, while good teaching would result. The head, the Chief Education Officer, and the Director of Education decided to yield the point to the extent of permitting Slavic parents to have their children exempted from the study of Italian upon direct personal request. The committee seemed satisfied with this solution.

The PNCO, having won this concession, true to form began just as vigorous an attack on the new policy. When still was not available, Pajor claimed in the Primorski and in the conference with the Education Division, since Slavic parents had to request exemption from Italian, while Italian parents and children could freely opt

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After the demand made by Panor and Perian on 21 February, the SCAD and the Director of Education Subcommission discussed the matter with CAO's, and especially at a meeting of CAO's of Gorizia province. Some of these urged that the new policy was impossible of execution in the small villages. The teachers in these schools often could not or would not teach Italian, and an Italian teacher sent into the village to teach it would be run out of town. After a long discussion a showing of hands indicated that slightly over half of the CAO's in Gorizia were definitely in favor of again modifying the policy and making Italian purely elective. The Area Commissioner was strongly of this opinion as regards all villages where the language was overwhelmingly Slovene, but felt that in cities, like Gorizia and Trieste, where both languages were spoken, the policy of making Italian "semi-obligatory" should continue. The Acting SCAD and the Corps Commander were of the same opinion.

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It was therefore decided and ordered that in cities and villages where 55% or more of the families use the Sloven language, Italian would be purely elective. In other communities (Trieste, Gorizia and a few smaller cities) Italian would be taught but parents could, on request, have their children exempted. This change was made, not with any idea that it would appease the PMGO, but because of the practical impossibility of enforcing the previous policy.

2. Expiration of Slavic and Italian teachers.

The demand that the same expatriation proceedings be used for Slavic and Italian teachers grew out of a misconception. Actually the proceedings are, technically, identical. But formal expatriation proceedings are applied only to teachers "di ruolo" i.e., of permanent civil service status, as in the case of all civil servants. It appears that in Venezia Giulia most Italian teachers are "di ruolo" while very few Slavic teachers have taken the necessary civil service examination - it is several years since the last examination was given; hence the apparent inequality of treatment. However, the real basis of the demand was the dismissal, in February, of 24 teachers who had been recommended for dismissal by FSS on security grounds. While one or two of these were ex-fascists, the great majority were Communists and pro-Tito, several having been sent in from Yugoslavia.

The result of these dismissals was wide-spread protest - strikes in Primorski, demonstrations by parents and students, etc.

The problem is a difficult one. FSS cannot, in the nature of its work, expose its evidence. AMG relies on FSS for recommendations regarding subversive elements and has a policy of following such recommendations. Yet it was entirely possible that some of the teachers dismissed were innocent, or at least no more guilty than many who were not dismissed. The matter was discussed at considerable length with the Acting SCAC and with the Corps Commander, and also with FSS. The result was a decision to reconsider the cases, and confirm the dismissals for which greatest justification existed, and restore to their jobs those found not to be, or probably not to be, really subversive elements.

This will not appease PMGO. But it will ease some local situations and will be an attempt at greater justice.

3. The case of Baraga et al.

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Milo, hard-working, middle-aged Prof. Baraga, Slovene professional consultant to the Chief Education Officer, has become an important figure in Parliament. He has been attacked in the British press without opportunity to defend his case) and sentenced to death by a court-martial's tribunal in Ljubljana; the PMOO and Primorski Dnevnik accuse him of immorality, betrayal of his colleagues, collaboration with the Germans, participation in torture and being a war criminal. Casual victims of the attacks are, quite naturally, why AMG continues to employ a man who is accused of such things and is such a target.

Even if fairness to a faithful, industrious and efficient employee were to be considered of no consequence, even if someone were available to carry on his duties, even if dismissing Prof. Baraga would not result in the resignation of a whole group of much-needed professors, the question would arise whether his dismissal would in any way mitigate the attacks of the PMOO, the Primorski, the Communist press abroad and a Communist member of Parliament. Where there is a fixed policy to attack the AMG, the removal of one target

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simply means finding another and, through partial success, encouragement for renewed vigor in future attacks.

Obviously, if there were the slightest factual evidence in support of the attacks against Baraga, he would long ago have been dismissed. Search by the FSS, and repeated invitations to the PNOO to present evidence, have resulted in absolutely no evidence as to the truth of the allegations.

Baraga has first known to the Education Subcommittee through his work as one of the refugees in the camp at Treviso, where he was found to be effectively organizing schools for the children in the camp. When AMG was set up in Venezia, Giulio he offered his services. Ever since that time he has labored diligently toward getting a public school established in the Region. He has shown neither ability nor fanaticism, and has served as interpreter, translator and adviser for the Chief Education Officer. His services have been and are invaluable. He has no executive functions, no authority over the schools, practically no contact with the students.

The animus against Baraga springs from the fact that he fled from what to him seemed a reign of terror when the Partisans first took over Jugoslavia and Venezia Giulia; that before that he contributed articles to the Catholic press against the extremes to which the Communist Partisans were going; and that when a group of Partisans shot his brother with twenty-four others, he notified the police that a certain man was a leader of the mob that did the killing; that man was, it is reported, the principal witness against him at the recent trial in Lubiana.

Baraga is an ardent Catholic and is anti-Communist in his personal convictions; but he is taking no part in political activities. The Education Division has asked the PNOO to name another Slovene adviser to serve in the Education Office, so that it may receive counsel from both points of view; but PNOO refuses any such co-operation. As a matter of fact, Baraga's advice is not given or sought on matters of a political nature, but merely on technical problems - the preparation of non-propaganda text books in the Slovene and Croat languages, the correct forms of directives in these languages, and general translation and interpretation.

Prof. Baraga has prepared a complete curriculum vitae, and notes and places of all his activities and the names of his associates in great detail. The nature of the document, and particularly many months of close association with the man, give grounds for believing this statement and to.

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Prof. Baraga has prepared a complete curriculum vitae, giving dates and places of all his activities and the names of his associates in great detail. The nature of the document, and particularly many months of close association with the man, give grounds for belief in his sincerity and integrity and the truthfulness of his assertions. There is apparently nothing in his past or present life to justify his dismissal.

Unless evidence replaces name-calling and there is reason to reverse the present estimate of the man, the Education Division will continue to avail itself of Prof. Baraga's valuable services.

A number of professors employed in the schools are accused by PHOO of collaboration with Germans and Fascists. Were Baraga not occupying the center of the stage, these would be the objects of similar attacks. Against them, too, no factual evidence has been presented. Baraga readily gave the PHOO point of view when he stated, "Anyone who, instead of espousing our cause and entering the struggle on our side, fled from the Partisan Government, is a traitor and unworthy to have any part in the schools."

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10. Other PRMO activities.

The PRMO has published and ordered parents to buy a primer in which there is considerable political propaganda. AMG has confiscated with an order that any such books found in class rooms or in the possession of children in school be confiscated.

The PRMO has ordered Tito's picture exhibited in class rooms. AMG is taking less vigorous action against this but is trying to induce teachers to avoid such propaganda.

11. Response of AMG to PRMO.

Early in March a press release was prepared in which the general policies on AMG regarding the schools were summarized, including the new provision for making the Italian language elective in Slovene villages. This statement made no direct reference to the PRMO, but dealt with all its demands except that for a separate administration. It was submitted to all newspapers of the Zone, in English, Italian, and Slovene editions. At the same time a letter was written to Area Commissioners for CNO's, clarifying certain present policies and attaching the press release as an official statement of policy. The letter to CNO's and the press release are attached hereto as Appendices III and IV respectively.

12. Transport for Superintendents.

The PRMO issues orders to teachers. The local committees make it dangerous for teachers to disregard such orders. The PRMO has transport whereby its committees can visit schools and see whether or not its orders are being obeyed. Its propaganda book books being used, Tito's picture being displayed.

AMG has one Education Officer. Each CNO has a group of villagers to supervise and a host of problems to face in addition to school problems. The only way the Education Division can supervise the schools and take steps toward the enforcement of its orders is through the offices of the superintendents of schools. In each area there is a superintendent with a supervisor of basic schools and a supervisor of Italian schools, and a group of school directors, each with a number of schools under his nominal supervision. But the school superintendents have no means of transportation, and neither the supervisors nor the directors can get out into the village schools.

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If AMC's educational policies attempt to be a fair and imperative law, the superintendents in districts and towns be informed on with care. This has been pointed out by the Director of Education on previous visits and by Capt. SIMONI from time to time. On the present visit the Director of Education brought the matter emphatically to the attention of the Area Commissioner of Gorizia, the Acting SCAO and the Corps Commander. All were in full agreement - there has been a great disagreement. The Acting SCAO then requested the Area Commissioner that they have the area President's requisition order for the superintendents. SCAD made his request. The superintendents are still without transport. The matter has again been brought to the Acting SCAO's attention and it has promised to follow it through. Unfortunately, this is a moment of unusual tension, and urgent problems are pressing from all sides. But until the superintendents have transport it cannot be done. Many schools are actually conforming to AMC directives, not only those directives be enforced.

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13. Student strikes.

On 14-15 February in Trieste and 14-16 February in Gorizia the Slovene secondary school students were induced, presumably by PNOO, to stage a strike in protest against the continued employment of Prof. Baraga and other professors. The students were informed that unless the schools were used they would be closed. The strike broke up.

On 16 March a general strike was called in Trieste in protest against the shooting of members of a mob by Venezia Giulia police, who with a command that the Venezia Giulia police be disbanded. The Slovene students in Trieste struck in sympathy. On the evening of 15 March AMU announced over the radio that the Slovene schools in Trieste were closed and would remain closed until students and their parents indicated that they would not try to use the schools as a means of propaganda and political pressure, but that the students would return from strikes and go at their studies seriously. At the present writing railroad workers are said to be threatening to strike in protest against the closing of the Slovene schools and a committee of parents is trying to persuade Capt. SIMONI that they kept their out of school to protect them against brutal attacks by the Venezia Giulia police; and that anyway, since for twenty five years the students have been participating in the Partisan movement, it was just natural psychology for them to want to participate in political activities through such means as strikes.

It's a gay life in Venezia Giulia

14. Treatment of Slovene teachers.

Prof. Baraga estimates that there will be a shortage of between 50 and 100 trained teachers for the Slovene schools next fall - there is a shortage now and many of the teachers employed in the Slovene schools are without training for their work. The Slovene Institute Magistrate in Gorizia will only graduate 10 students in June. Consequently Prof. Baraga, in consultation with the President of the Istituto Magistrate, has worked out a plan for an intensive teachers training program. Capt. SIMONI and the Director of Education approved the plan in principle and worked out various practical details with Prof. Baraga. The Finance Division sanction has been obtained for its financial aspects. The plan has just been strongly approved by the Acting SOAO. The following news release explains the plan:

14. Training of Slovene teachers.

Prof. Baraga estimates that there will be a shortage of between 50 and 100 trained teachers for the Slovene schools next fall - there is a shortage now and many of the teachers employed in the Slovene schools are without training for their work. The Slovene Institute Magistrate in Trieste will only graduate 15 students in June. Consequently Prof. Baraga, in consultation with the President of the Institute Magistrate, has worked out a plan for an intensive teacher training program. Capt. Cimatti and the Director of Maritime Activities are working on various practical matters. The Finance Division has been dealing with Prof. Baraga. The plan has just been strongly approved for its financial aspects. The plan has just been approved by the Italian SGO. The following news release explains the plan:

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NEWS RELEASE

To assure well qualified in Slovene elementary schools teachers who are adequately trained, a special training course is about to be opened in connection with the Institute Magistrate at Trieste, in which suitable candidates for teaching positions will receive a six months intensive professional course and will be paid as teachers while being trained.

Students now completing the third year at the Institute Magistrate, graduates of local scientific or local classical, and students who have had four or more years of training in such institutions or their equivalent, will be eligible to apply for admission, provided they speak the Slovene language.

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The course will include Slovene language, literature, history and geography, religion, pedagogy and educational psychology, educational methods, and practice teaching. There will be about 35 hours a week of work for a period of six months beginning about 1 April or as soon thereafter as enrolment can be completed and courses organized. Students who successfully complete the course will be given a provisional "habilitation" (teaching certificate) and a special diploma from the Istituto Magistrale, and will be employed as elementary school teachers in Slovene-language elementary schools.

Candidates who apply and are accepted for this special course will be immediately placed on the pay roll of the Superintendent of schools and will receive a salary for each of the six months of training equal to the monthly salary of beginning teachers classed as supernumerary.

Further details will be subsequently announced. Candidates should make application and present credentials to the Superintendent of Schools of the area in which they reside.

/s/ John P. Simon
Capt. CIP
Chief Education Officer.

12. Text books in Slavic literature.

Since it is the policy of AEC to give the Slavic children an understanding of their cultural heritage, Capt. SIMON has had a group of professors prepare a text book, in Slovene, on the history of Slovene literature. The manuscript is now complete. In order to assure its non-political character, and to forestall as far as possible any criticism, both the PNO and a non-Pro-Tito university professor are being asked to read the manuscript and submit criticism before the volume is published and used in Slovene secondary schools and the university.

13. School lunches.

An unusually complete and extensive program of hot lunches for kindergarten and elementary school children is under way. Excess Italian teachers (those who formerly taught in schools now being conducted in the Slovene language) are being used to help with the administration of the program.

Over 200 hot lunches are served in this connection. In 1946

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16. School lunches.

An unusually complete and extensive program of hot lunches for kindergarten and elementary school children is under way. Excess Italian teachers (those who formerly taught in schools not being conducted in the Slovene language) are being used to help with the administration of the program.

The untoward incident has occurred in this connection: In a village in Trieste Province an excited group of mothers stormed the kitchen and dumped the large kettle of hot food into the yard. When Capt. SIMONI talked to them later they explained that they thought the food was sent by the Italian Government in Rome as a means of propagandizing them in favor of leaving Venezia Giulia, come under Italian jurisdiction - they thought it was a continuation of the Fascist Government's plan of feeding the Ballila (children's fascist organization). And the cook was the same one who used to prepare food for the Ballila. Also, the kitchen was dirty. If they, the mothers representing the local committee of PAOD, could be given full charge they could furnish a better, cleaner kitchen and handle the lunch properly. Capt. SIMONI settled the matter (it is hoped) by placing the teacher in charge of the lunches and offering to have a representative committee of mothers act as advisers and assistants.

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17. Requisitioning.

Many schools and the new engineering building of the university are requisitioned by Allied forces. The Corps Commander, while sympathetic and desirous of helping where possible, warns that there is little hope of any substantial requisition. He has seen instructions by AFHQ not to build barracks or huts, yet to be prepared to keep his troops in the area into next winter if necessary. Unless AFHQ relaxes its policy in regard to putting up barracks or huts, there seems no hope that the use of improvised and inadequate quarters and the multiple use of non-requisitioned schools, with consequent serious reduction of the children's hours of schooling, will be mitigated during the period of Allied jurisdiction.

18. The University of Trieste.

a. Evacuation proceedings at the University of Trieste are slowly on, until they are completed the creation of a reactor cannot take place. Meanwhile, however, Prof. Sutto, pro-rector, is carrying on efficiently and the university is actively functioning. Capt. SIMONI is attempting to speed up the evacuation.

b. The university has added two new competent professors to its faculty of letters.

c. The university has submitted plans for the expansion of the faculty of naval engineering into a faculty of general engineering and the addition of a faculty of physical sciences, for next year. Since the university is conducted in the Italian language and since it is highly important that its work be recognized by the Italian Government, the plans are being submitted by the Italian Mission to the Minister of Public Instruction for his opinion and for information as to whether degrees granted by the proposed new faculties will be recognized in Italy.

d. A series of examinations have been and will be held at the university whereby students are being enabled to make up the lost war years insofar as they can prepare for the examinations in reduced time. By next October it will have been possible for students with the necessary ability and assiduity to be back practically on the normal schedule.

19. Education Office.

The Division of Education has a suite of five offices and a competent civilian staff working under Capt. John A. ...

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17. Education Office.

The Division of Education has a suite of five offices and a competent civilian staff working under Capt. John B. SIMONI, Chief Education Officer. On the civilian staff are Prof. AMPLI, professional consultant for Italian schools, Prof. DUFFAY, professional consultant for Slovene schools, Dr. MELI, professional assistant, a Senior Administrative Assistant, and about five secretaries, clerks and interpreters. The whole staff works steadily and well with an excellent esprit de corps, and the professional consultants and assistants are as indefatigable as they are intelligent and competent. A great volume of work is turned out promptly and smoothly.

18. Summary of outstanding problems.

a. The supply of an adequate number and variety of text books has been, in Venezia Giulia as it was in Italy, a major task and problem. It is well on the way to satisfactory solution.

b. While education in the schools is pretty much over, except as problems are raised by FSB - and some of these are acute just now the operation of the university needs the speeding up that Capt. SIMONI

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is attempting to give it. It is not a major problem.

c. Adequate school housing is an apparently unsolvable problem due to the AFHQ policy of prohibiting the erection of barracks for troops and the consequent requisitioning of school buildings and the new engineering building of the university.

d. Attacks and subversion by PNOO are unquestionably the most serious and persistent problem, and the most impossible of solution. They may be expected to continue unabated no matter what concessions are made, since they spring from an established policy of a well organized and disciplined body determined to do damage and cause trouble if it cannot rule. The Education Division can and does use these attacks as a basis for examining and, where justifiable, modifying its policies and actions. Beyond that all it can do is grin and bear it.

e. The lack of transport for the superintendents of schools and their supervisory staffs in Trieste and Gorizia areas is a grave problem rendering the Education Division impotent in the villages. The solution to this problem is relatively simple, and has been promised for the immediate future.

Despite these and many lesser problems, the work, as a whole, is going well. With very few exceptions all children in Zone A of Venezia Giulia are able to get schooling, and schooling in their mother tongue. Class rooms operate seriously and learning takes place. In general, there is an excellent spirit in the schools. Progress is being made toward helping Slavic and Italian children to understand something of each other's history and culture, and an opportunity exists for them to learn each other's language. Teachers are being stimulated to self-improvement and new teachers are being trained. In the midst of current stress and difficulties the schools and university are beginning to take a long view and to make plans for a better future. Capt. SIMONI is showing able leadership and vision, and has won widespread affection and respect.

CARLTON A. WASHBURN 2114
Lt. Col., A.U.S.
Director of Education.

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APPENDIX I

Translation of program of Teachers' Congress

ADMINISTRATION
OF THE ALLIED MILITARY GOVERNMENT
13th Corps
School Jurisdiction of Venezia Giulia

PROGRAM OF TEACHERS' CONGRESS
Trieste, 1-20 February, '46

Auditorium, Palace of the Allied Military Government.

1st day

Tuesday, 19 February 1946

- 0930 - GREETINGS - H.P.P. Robertson, Col. O.B.E.,
Acting SCAG
- 0930 - OPENING - Capt. J. P. Simoni, Chief Education
Officer.
- 0935 - 1000 - DEMOCRATIC EDUCATION } Lt. Col. C. W. Ashburne
1000 - 1100 - SCHOOLS IN THE U.S. } Direct. of Edu., A.C.
- 1100 - 1230 - NON POLITICAL CHARACTER OF THE SCHOOL -
of. Morcanti.
- 1230 - 1300 - THE OPEN-AIR SCHOOL - Maestro B. Jesurun.
- 1500 - 1630 - SELF-GOVERNMENT IN THE FORMATION OF THE
INDIVIDUAL - Maestro Valieri.
- 1630 - 1800 - FORMATIVE VALUE OF EXPERIMENTAL EDUCATION -
Prof. G. Furlani.
- 1900 - 1930 - CHILDREN'S LITERATURE AND THE SCHOOL LIBRARY
Maestro D. Galli.

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1st dayTuesday, 19 February 1946

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Acting SCAO

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of. Mercanti.

1230 - 1300 - THE OPEN-AIR SCHOOL - Maestro B. Jesurum.

1500 - 1530 - SELF-GOVERNMENT IN THE FORMATION OF THE
INDIVIDUAL - Maestro Valieri.

1630 - 1800 - FORMATIVE VALUE OF EXPERIMENTAL EDUCATION -
Prof. G. Furlani.

1900 - 1930 - CHILDREN'S LITERATURE AND THE SCHOOL LIBRARY
Maestra D. Galli.

1930 - 2000 - SCHOOLS FOR MENTAL DEFECTIVES - Maestro Cerni

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2nd dayWednesday, 20 February, 1946.

0900 - 1030 - THE MODERN ENGLISH SCHOOL
- Lt. Col. C.B. Baxter, A.T.C., Staff
Officer I, Educ., HQ., 13th Corps

1030 - 1200 - WORK AS A SOCIAL ACTIVITY - Maestro Rugliani.

1200 - 1230 - SCHOOLS FOR THE BLIND - Maestro E. Figoli.

1500 - 1530 - SCHOOLS FOR THE DEAF - Maestra Rustichelli.

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- 1530 - 1630 - THE REFORM OF TEACHER -TRAINING SCHOOLS:
- Professoressa M. Albanese.
- 1630 - 1800 - THE TEACHING OF SCIENCE IN THE LOWER
SECONDARY SCHOOL :
- Prof. Rafael Baçar. (omitted).
- 1800 - 1930 - THE RECITATION - Professoressa Bastiani.
- 1930 - 2000 - SCOURING - Prof. Bernardoni.

APPENDIX 2

TRANSLATION OF LETTER FROM A TEACHER WHO ATTENDED CONGRESS
IN TRIESTE TO A FRIEND

"..... The two days of the Teacher's Congress have been extremely interesting. My head is seething with the mass of problems and informations I got and when I see you I will talk to you at length for there were so many interesting things. The Anglo-Americans are great in the technique

2112

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IN THIBESTE, TO A FRIEND

2112

"..... The two days of the Teacher's Congress have been extremely interesting. My head is seething with the mass of problems and informations I got and when I see you I will talk to you at length for there were so many interesting things. The Anglo-Americans are great in the technique of discussion and they have opened new horizons to me, or, better, what I have always felt to be true and right they have made me realize more fully. Freedom of thought, of opinion, of speech, of meetings, respect for individuality, the acceptance of responsibility, the fulfilment of one's duty not through obedience but through free choice of one's own conscience. My head is full of educational problems for my scholars".

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APPENDIX 3

13C/AMG/ED/12/219

8 March 1946

School Policy.

Area Commissioners, Trieste,
Gorizia,
Pola.

Chief of Police, Venezia Giulia Police Force.

1. The following directive on School Policy is forwarded for your information and the information of all C.A.O.'s under command.
2. The general policies regarding schools in Venezia Giulia are briefly recapitulated in the attached article, which also answers certain criticisms which have been directed against the school administration. This article is an official statement of the aspects of present policy treated, and is being published in the Press.
3. School repairs are being authorized for certain school buildings where official recognition has not yet been given to the school. No unauthorized school may be conducted in such buildings or any other public school property; but no attempt will be made to close unauthorized schools held in other locations.
4. Disapproved school text books found in the possession of any recognized school, or in the possession of any child in such a school, will be confiscated. As soon as the new Slovene authorized primer, "A.B.C." is distributed, this order will be enforced. Particularly, the book "NASA BESSEDA", now found in a number of schools, will be picked up by Military Police or on order of the GAC. The Slavic inspector of Schools will report to GAC's in regard to any schools where he finds prohibited books to be in use and will present adequate description of such books, which should then be confiscated forthwith.

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/s/ R.P.P. ROBERTSON,
Colonel

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/s/ H.P.P. ROBERTSON,
Colonel,
Acting S.C.A.O.

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APPENDIX 4

Press release and summary for CAO'S - 8 March, 1946

THE GENERAL POLICY OF THE ALLIED MILITARY GOVERNMENT.

The general policy of the Allied Military Government in regard to schools is simple:

1. Since it has been decreed that Italian law as it existed before September 1943, shall be the base of the law in Zone A of Venezia Giulia, the schools here must, as far as possible, come up to the standards prescribed by Italian law.

2. Children shall have the right to instruction in their mother tongue.

3. The schools shall be kept free from political propaganda.

4. Italian children shall learn something of Slavic history and culture, and Slavic children shall learn something of Italian history and culture, so that each nationality group may develop appreciation of the other.

There is no attempt to suppress the law schools that refuse to abide by these policies, but official recognition can only be given to schools which conform to official policy.

The payment of teachers, repairs of school buildings, furnishing of school supplies, and giving recognition of the work done by the children - these things are granted to the schools officially recognized but obviously cannot be granted to the private ventures of politically inspired groups, who insist on propagandizing the children and refusing to accept the government's policies.

Fortunately, most of the schools in Zone A are officially recognized - only one-sixth of the Slovene schools are now operating as unrecognized private political ventures, the other five-sixths having accepted the benefits of government recognition.

There have been several sources of dissatisfaction among some elements of the Slovene population.

First: There is the lack of suitable text books in the Slovene language. Fortunately this problem is rapidly being solved. Four thousand five hundred text books are being solved.

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There have been several sources of dissatisfaction among some elements of the Slovene population:

First: There is the lack of suitable text books in the Slovene language. Fortunately this problem is rapidly being solved. Four thousand five hundred "silabari" will be distributed within about a week and a much larger number of text books for all classes is now being rushed through the presses.

Second: There has been objection to the teaching of the Italian language in Slovene communes. It is true that any parents are free to request that their children be excused from learning Italian, but in a number of communes there is a desire that Italian be strictly elective. It has been decided to recognize this wish of the people; and hereafter the Italian language will be completely elective in all cities and villages where over 75 percent of the families are Slavic. Elsewhere the present policy will be continued; Italian will be taught, but parents may, on request, have their children excused from the classes.

Third: It has been pointed out that while in the program for the Italian schools the history and geography of Yugoslavia are specifically required, the program for the Slavic schools fails to state that the Slavic children should learn about the history and geography of their own people.

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This omission of specific instruction in the Slavic program, as printed, was solely to give the utmost possible freedom to the Slavic teachers, and in a meeting of Slavic school directors it was made clear that they were expected to teach the history, geography and culture of Slavs. However, to avoid any possible misunderstanding, a supplement to the Slovene edition of the program is being prepared and will be distributed to all teachers, specifying clearly that the Slavic children shall learn their own historical and geographical background.

Fourth: There has been dissatisfaction in regard to the dismissal of certain teachers. The cases of these teachers are not being carefully reconsidered.

Fifth: Certain groups have bitterly criticized the employment of some teachers and the consultant in the Education Division of Allied Military Government. The only substantiated accusation against these persons is that they did not choose to remain under the Partisan Government. In its pursuance of strict neutrality the Allied Military Government cannot accept as a ground for dismissal the fact that a person has either disapproved or favored the former Partisan Government. The persons in question have given no evidence and have been found to indicate that they have been active fascists or Nazi-collaborators. Unless such evidence is found it would obviously be unjust to dismiss them. The Allied Military Government wants no enemies of democracy in the schools or in its employ, but general accusations by those who dislike a man's opinions or actions can have no weight with a just government - clear facts proving that a man is guilty must be presented before his dismissal can be seriously considered.

But despite these criticisms 128 elementary schools and six secondary schools have been established in the Slovene and Croat languages and have agreed to follow the Allied Military Government program. The actual work in the schools is proceeding well. The children are learning in their mother tongue. They are learning about the history, geography and culture of both Yugoslavia and Italy.

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Since the history of the last few years cannot yet be taught objectively, neither Italian nor Slavic children are being taught for the time being, any history of the past twenty years.

dismissal the fact that a person has been a member of the former Partisan Government. The persons in question have been thoroughly investigated by the Allied Military Government authorities and no evidence has been found to indicate that they have been active fascists or Nazi-collaborators. Unless such evidence is found it would obviously be unjust to dismiss them. The Allied Military Government wants no enemies of democracy in the schools or in its employ, but general accusations by those who dislike a man's opinions or actions can have no weight with a just government - clear facts proving that a man is guilty must be presented before his dismissal can be seriously considered.

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Since the history of the last few years cannot yet be taught objectively, neither Italian nor Slavic children are being taught, for the time being, any history of the past twenty-five years. When peace has been signed and emotions have subsided so that recent history can be taught without prejudice this omission should cease.

The important fact is that most children in Zone A of Venezia Giulia can now go to schools taught in their mother tongue, can receive sound instruction from qualified teachers, and can be kept reasonably free, within the class rooms, from political strife and propaganda. The children of each nationality are having the opportunity of understanding and appreciating the other nationality. A new era of democratic education has been well begun.

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MONTHLY REPORT FOR FEBRUARY 1946

MAR 19 1946

EDUCATION SUB-COMMISSION

1. Bolzano - In Bolzano the text books in the German language for both elementary and secondary schools have been distributed to the children, and the German-language schools appear to be functioning quite satisfactorily.

2. Venezia Giulia

- a) A teachers' Congress was held in Trieste 19 and 20 February, attended by most of the teachers of the region.
- b) The HCO, or Partisans' committee continues to issue orders to schools contrary to Allied Military Government orders, and has succeeded in placing Partisan propaganda text books in a number of schools.
- c) Enforcement of Allied Military Government directives and inspection of schools by the AMG-approved Slovene and Italian inspectors is impossible, because no transportation has been provided for the superintendents of schools in Gorizia and Trieste.
- d) There appears to be little hope of derequisitioning schools or the engineering building of the university. Some school buildings in Trieste are used to house, in turn, four or five schools. Other schools are being held in improvised and wholly unsuitable quarters in private dwellings.
- e) New Slovene primers, approved by Allied Military Government, are in process of distribution. Text books for other classes are in the press. There is a fair distribution of Italian text books and new ones are being printed. An extensive school lunch program for kindergartens and elementary schools is being put into effect.
- f) The university is holding a series of ~~successive~~ examinations and is also submitting plans for expansion. Eruption in the university is not yet completed and the rector has not yet been elected.
- g) Despite vicissitudes, the actual schools are running fairly smoothly. Teachers and pupils are working earnestly and, on the whole, with good spirit, ¹⁰⁸
- h) Religion in Venezia Giulia - A petition from Slovene priests in Venezia Giulia, for programming two hours a week for religion in the Slovene schools of Venezia Giulia instead of one hour as in the Italian schools, was denied.

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(Enc. 3)

See Mr. 226

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HEADQUARTERS ALLIED COMMISSION
Education Subcommission

AFO 394

ED/CNW/cc

ED/6A/1.0/AC

14 February, 1946

FEB 19 1946

Monthly Report for January, 1946

1. Headquarters activities.

a. Training in Education and Child Psychology.

Gentile, Mussolini's first Minister of Education, abolished professional courses for teachers from the normal high schools (istituti magistrali) and the courses in educational psychology and modern pedagogy from the universities. During the past year a good modern program has been adopted for the elementary schools of Italy, but to make it effective teachers need modern training. Toward meeting this need a greatly improved program has been adopted for the normal high schools. But the professors in these schools lack the training necessary to prepare their young students, the future elementary school teachers. Normal high school professors have to be prepared in the universities and turn to the universities for knowledge. The universities have had no specialists in modern education, child psychology and professional preparation of teachers for over twenty years.

To meet this situation some university professors must be sent abroad to become well-informed in the field of profession of education. The best center in Europe for such study is the Jean Jacques Rousseau Institute of the University of Geneva, directed by Prof. Jean Piaget, one of the world's leading authorities in child psychology.

Consequently, the Minister of Public Instruction sent Prof. Guido de Ruggiero, former Minister and now head of the Superior Council of Public Instruction, to Switzerland 11-18 January, to see what arrangements could be made for special training of a group of Italian university professors. The Minister and Prof. de Ruggiero requested the Director of Education, A.C., accompany de Ruggiero as consultant.

Prof. Piaget was hospitable and helpful and a course was planned which

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training. Toward meeting this need a greatly improved training for the normal high schools. But the professors in these schools lack the training necessary to prepare their young students, the future elementary school teachers. Normal high school professors have to be prepared in the universities and turn to the universities for knowledge. The universities have had no specialists in modern education, child psychology and professional preparation of teachers for over twenty years.

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Prof. Piaget was hospitable and helpful and a course was planned which would give the Italian professors direct experience in carrying out research in child psychology, and special courses and guided reading in modern movements in psychology and experimental education.

At the International Bureau of Education many text books in these fields were examined and certain ones were selected for possible translation and use in the normal high schools of Italy.

b. Survey of Italian Education.

Major Arthur VESPELO, formerly Regional Education Officer for Lombardia, returned to Education Subcommission HQ. after IIAF in England and devoted January to the preparation of Part Six of his scholarly study of the history and organization of education in Italy. Part Six deals with changes made during and after Allied Military Government, with some suggestions as to changes still needed. It will be annexed to the closing report of the Education Subcommission. It will also be presented to the Minister of Public Instruction and will be incorporated, in Italian, with the preceding five parts, in book form, by the publisher Garzanti of Milan, in accordance with arrangements previously made between the Minister of Public Instruction and the publisher.

See Min 224. See 11.2.21.2.3-6.
(11.2.5)
1-EC
6-PAO
1-Relatt. uncl
1-7.8.4.9. AC

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c. Adult education.

The Education Subcommittee specialist in adult education, Staff Sergeant Richard Henser, has been lent to various organizations to set up classes and lecture in the general field of democratic citizenship. His course for Italian army officers and NCO's came to a successful close 14 January, and was followed, under South African sponsorship, by lectures to 60 non-commissioned officers and, separately, to about 300 officers, in two sections - full colonels and future corps commanders, and officers from lieutenant colonels down.

He was lent to the Dante Alighieri Union to lecture to 300 adults; to another organization to talk to about thirty students of various nationalities, and to the University of Rome to give a course to a class of twenty students. He also helped organize a course for high school teachers in Rome.

A series of pamphlets is being prepared or translated under his stimulus for fostering democratic adult education, and contacts are being made with adult education organizations in other countries.

He has been lent part-time to UNRRA throughout the month to give vocational and educational guidance in the refugee camp at Cine Citta'.

d. Cultural Interchange.

The cultural relations program of the Education Subcommittee has continued, arrangements being made for sending concert and operatic artists to the United States; literature being obtained on various educational subjects from the United States, Great Britain and Switzerland; publication of Italian translations of important books on education being encouraged and extended, etc.

e. Youth Activities.

Youth activities continue to expand. The Belgian trainers of Girl Guides leaders worked in Florence, Milan and Turin in January. The money (500 dollars) from American Girl Scouts for Girl Scouts and Guides in Italy was finally received and transmitted to the Federation. Mr. Thompson of International Youth Hostels, attached to the Education Subcommittee, did a thorough job of investigating Youth Hostel possibilities from Naples north to the Swiss border, in preparation for the arrival of Mr. Catempeel from England, International President of the Youth Hostels Association, who arrived 9 February.

f. Minister.

Conferences with the new Minister of Public Instruction have been extremely difficult to arrange - only two were held in January.

g. Director to Embassy.

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f. Minister.

Conferences with the new Minister of Public Instruction have been extremely difficult to arrange - only two were held in January.

g. Director to Embassy?

The American Embassy has requested that the Director of Education be transferred to the Embassy as Science and Education Officer when the Education Subcommittee closes; final approval from the State Department is awaited.

2. Bolzano, Trento and Udine.

a. Education Officer.

Captain Ian Scott, formerly Regional Education Officer in Venezia, became Education Officer for the Chief Liaison Officer in Bolzano and for the Provincial Commissioner in Udine.

b. Derequisition.

AUS released three floors of a school it was occupying in Bolzano, relieving the shortage of school premises. Further relief is in sight with the probable derequisition of the largest elementary school in Bolzano by the middle of February.

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c. Elementary Text Books in German.

The text books in the German language, sent from Switzerland as a result of two visits, in August and September, by the Director of Education, are finally in Bolzano.

d. German in Trento Elementary Schools.

The Italian decree for schools in the German language in Dolzano does not apply to German-speaking communes in the north of Trento; so the Provveditore has issued a local decree permitting schools like those of Bolzano, and it has been suggested to the Ministry that this decree be validated.

e. German in Secondary Schools - Bolzano.

Shortly before handing over Bolzano to the Italian Government a decree was issued authorizing the use of German for instruction in secondary schools attended by German-speaking children. Such schools were already functioning and still are. But the Italian Government has not as yet issued a decree confirming that of AEG. Meanwhile, however, the vice-proveditore, (Don Ferrari) in charge of German language schools has been to Switzerland to get secondary school text books in German. He brought the books back with him, covering all principal subjects and classes.

f. Request for German and Slovene Schools.- Udine.

The request of certain communes in Udine for schools in Slovene and German has, after careful study and conference with the Minister of Public Instruction, been refused. But extra-curricular classes in these languages will be permitted under official supervision.

g. Venezia Giulia.

a. Reopening of Schools.

During the Christmas holidays all schools were supplied with either coal or wood for heating, and schools reopened 8 January. Streets are now being put on the opening of kindergartens - three were opened in Trieste, 1 February.

b. Derogation.

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3. Venezia-Giulia.

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a. Reopening of Schools.

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b. Derequisition.

There has been no derequisitioning in Trieste, where the school housing situation remains critical. The requisitioning of the whole new building of the University of Trieste is hampering the School of Naval Engineering.

c. Damage and Repairs.

The schools of Pola were damaged by explosions in the ammunition dump in November and again in January, and had to be temporarily closed. They are again functioning. Twenty million lire have been appropriated for re-equipping the schools of Gorizia Area, and school desks are being manufactured. The repairs of an elementary school in Trieste have been completed and the school has been opened.

d. Partisans' Committee.

The Chief Education Officer, Capt. John F. Simon, has been having weekly meetings with the Cultural Section of the Council of National Liberation.

This organization continues to be intransigent and to demand that the administration of the Slavic schools be directed by an executive committee named by the CLN and approved by AMG. That Committee would select text books, prepare programs and select personnel, and "dictate the character of the schools and be ready to take over when the territory passes to Yugoslavia"; all teachers not approved by the CLN would be dismissed; a Slovene Superintendent of both Italian and Slovene schools, approved by the CLN, would replace the present Superintendent in Gorizia. Despite the impossibility of meeting these demands, and the refusal of the CLN Committee to cooperate if they are not met, Gant, Siróni is continuing his weekly conferences - they at least are informative.

c. Newspaper attacks.

The Communist newspaper in Trieste, Prilozaki Dnevnik, was suspended for a while in December because of its vicious and false attacks on the Chief Education Officer and AMG policy in the schools. Since resuming publication, its attacks, so far, have been few and mild.

f. Acceptance of Allied Directives.

The CLN is steadily losing ground in its battle to prevent Slovene schools from coming under the official jurisdiction of the Superintendent of the Education Division appointed by AMG and from accepting the AMG directives. The policy of schools which refuse to accept the official jurisdiction, but simply not to recognize them - not to pay the teachers, nor repair the schools, nor accredit the children's work. Thus they are forced underground and the teachers (who are paid by the CLN) are not martyred. Furthermore, AMG is not put in the position of issuing orders which it cannot enforce. This policy is steadily producing results. Parents want their children's work accredited; the paying of teachers and repairing of schools by contributions from the CLN is probably a little irksome if the CLN collects part of the money from the parents. At any rate, more and more communes are ignoring the CLN orders and accepting Allied directives. - In January, 125 out of the 162 communes had done so - 77%.

One school director (in Suzzana) tried playing both games and collected a salary from the exstistud school authorities on the basis of cooperation, and a salary from CLN on the basis of non-cooperation. She was caught, and has come into the Allied fold, while CLN are paying a successor to continue propaganda against Allied policy.

g. Distribution of Programs - Slovene.

The 4th school program in Slovene has now been printed and

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g. Distribution of Programs - Slovane.

The ALP school programs, in Slovane, have now been printed and distributed, free, to all teachers.

h. Text Books.

There is still a serious shortage of text books for Slovane schools, but the printing is being speeded up. Twelve tons of paper have been shipped from Rome. An adequate supply of books is expected before the end of March. Meanwhile, the CLN has published, without authorization, a new Slovane second reader with communist propaganda ("Svobodna Reta" - "Free Paths") and is bringing pressure on parents to buy it for their children. Its use in authorized schools is, of course, forbidden.

i. Parent-Teacher councils.

In place of the highly partisan parents' committees organized by CLN, the Education Division and CMO's are encouraging the organization of non-political parent-teacher councils.

j. Educational Congress.

Capt. Simoni, Chief Education Officer, has called an educational congress for 19-20 February where all elementary and secondary school teachers of both Slavic and Italian schools are invited to hear professional discussions and become acquainted with current educational trends in the United States and Great Britain. The principals and inspectors of Slovene schools who were called into conference in regard to the congress were antagonistic - they objected to having the lectures in the Italian language, they objected to the educational subjects to be discussed, they demanded a separate congress for Slavs, they said that real justice would call for forbidding the Italians in the Zone to speak Italian for twenty-five years. "We have already experienced what it means to unite ourselves with the Italians. What have they given us? - Viva l'Italia! We want nothing more to do with them!" How many Slavic teachers will attend remains to be seen.

k. Attitude of Parents.

Despite the antagonism of the ... leaders of the CLN, the work in the schools goes along quietly. In most of the communes visited by the Chief Education Officer he has found parents are receiving the Allied direction warily and are glad to have their children attend schools free from political indoctrination.

Carleton W. Washburne
CARLETON W. WASHBURN
Lt. Col., A.U.S.
Director of Education

EDUCATIONAL AFFAIRS COMMISSION
Education Subcommittee
NOV 29 1946

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14 January, 1946

Monthly report for December, 1945

JAN 17 1946

1. Introduction.

Educational jurisdiction was handed over to the Minister of Public Instruction in all regions except three provinces of Venezia, Friuli Venezia Giulia, and Trentino-South Tyrol. The Cabinet crisis followed by the necessary time for the new Minister of Public Instruction to get oriented to education instead of food prevented the usual frequent conferences with the Minister; and the Christmas holidays slowed work down. Consequently this report will be brief.

2. New Minister.

Enrico Moro, a journalist, originally from Calabria, succeeded Prof. Arengio Ruks as Minister of Public Instruction, making the fifth Minister with which this Subcommittee has dealt. Moro is the first, however, who has had no experience in the schools or universities. He was Minister of Food in the preceding Cabinet. He is slightly younger than any of his predecessors - 56; energetic, intelligent and affable.

3. Teachers' groups.

In an earlier report brief mention was given to an experiment in democratic participation of teachers in regard to educational policies. In the provinces of Siena, Naples, and Rome, teachers of all types of schools were invited to form groups of about ten members each to discuss certain problems on which the Ministry desired advice. These problems were outlined in a special bulletin, with various alternative solutions and the arguments for and against each alternative. After full discussion each group voted on the alternative and both majority and minority votes were recorded, then one representative was elected by each group of the next higher level, where the process was repeated. Thus a pyramid of small groups reached the Minister, at the top, and all interested class-room teachers, at the base, with ready personal communication up and down through groups sufficiently small to make each member an active participant in discussions. The plan is to make a nationwide organization nation-wide. The experiment in the three provinces was highly successful, several thousand teachers participating earnestly despite the summer vacation. At the top representatives (fourth level) are, it is planned, to confer shortly in Rome with the Minister regarding the extension of the plan and the problems to be submitted for nation-wide discussion. The potentialities of such an organization are great, for the stimulation and education of the teachers, for democratic and effective communication between teachers and the Minister, and for widespread thoughtful discussion of the basic issues in

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4. Cultural aid.

a. The Education Subcommission, with the cooperation of UNIB, has obtained from the United States a vacuum tube essential for research at the University of Milan.

b. The Union of Naturalists in Rome is studying the reorganization of secondary schools science curricula and requested the Education Subcommission for information in this field from the United States and Great Britain. The American material has come. That from Great Britain has been requested through the British Council.

c. An Italian commission working on the education of exceptional

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See M. 217

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children (cripples, blind, subnormal, etc.) have requested material bearing on this from the United States, and it has been obtained.

d. The selection of twelve graduate students for fellowship in the United States has been practically completed and it is hoped to send them in February.

e. Arrangements are in progress for admitting University students from the Polish Army in Italy to Italian Universities, even, provisionally, in the absence of original certificates from Poland.

f. A similar request from Yugoslav refugee students in Italy is under consideration by the Minister of Public Instruction.

g. The course in Democratic Citizenship, organized by the Italian Minister of War for Italian Officers and Non-Commissioned Officers, for which the Education Subcommittee has sent services of S/Sgt. Richard Bauer as Chief Instructor, has been highly successful and enthusiastically received.

h. One hundred fifty pounds contributed by the International Boy Scouts to the Non-denominational Italian Boy Scouts, and five hundred dollars contributed by the American Girl Scouts to the Italian Girl Scouts & Guides, mentioned in earlier reports as promised, have been received and transmitted to the respective associations.

i. The two Belgian trainers of Girl Guides (Louvain and Lucien Desmarte) sent by the World Bureau of Girl Scouts and Guides, and attached to the Education Subcommittee, have been doing effective work following up that done by the two trainers from Switzerland.

j. A Mr. Thompson has been temporarily attached to the Education Subcommittee to explore possibilities of Youth Hostels in Italy and to pave the way for Mr. Catchpool, International President, due from England in February.

5. Survey of Italian Education.

A study of the reputation of children in Italy who complete various amounts of schooling, has been completed by Dr. Federico, research assistant in the Education Subcommittee. The accompanying chart tells its own story - 56% of Italian children do not get more than three years of elementary education (ages 6 to 9); 33.3% get four years or less of schooling (normal range, 6 to 11); only 12% get more secondary school training of one kind or another (ages 11 to 14 normally). About 5% complete secondary school.

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5. Survey of Italian Education.

A study of the proportion of children in Italy who complete various amounts of schooling, has been completed by Dr. Federico, research assistant in the Education Subcommittee. The accompanying chart tells its own story - 58% of Italian children do not get more than three years of elementary education (ages 6 to 9); 22% get five years or less of schooling (normal range, 6 to 11); only 12% get lower secondary school training of one kind or another (ages 11 to 14 normally). About 5% complete secondary school.

6. Venezia Giulia.

The report of the Chief Education Officer, Mr. 13th Corps, 1st Lt. John P. SIMON, is sufficiently brief and significant to include in its entirety as part of this report. It is attached hereto.

For info. Division 4/11/44
 CARLTON W. WASHINGTON
 1st Lt. Col., A.U.S.
 Director of Education

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HEADQUARTERS
ALLIED MILITARY GOVERNMENT
13 CORPS
Education Division

JPS/av

13C/AMG/ED/1.12

Tel. 29701-15

SUBJECT : EDUCATION MONTHLY REPORT for
DECEMBER 1945, Venezia Giulia
Allied Military Government.

3 Jan 46

TO : SENIOR CIVIL AFFAIRS OFFICER
Headquarters, 13 Corps, Allied Military Government.

1. The Education Report for December 1945, will be rendered briefly, relating the main happenings and trends. Extensive statistical data will not be included in this report since a complete report for the year 1945 is now in preparation - in it will be presented also the total statistical school picture for the Territory.

2. The new elementary school programs for the Italian schools were distributed (free) to all elementary school teachers of the three Areas. The Slavic (in Slovene language) elementary school programs went to press - the Allied Information Service has extended its facilities and is printing them - the programs will be in the hands of teachers by the early part of January.

3. In Trieste and in Pola secondary school students went on strike protesting the lack of heat in their schools. The strike lasted from one to two days and only a comparatively small number of students missed classes. In Trieste the Slovene secondary school students (only those sympathizing with the Slovic National Liberation Committee) went on strike. They included in their requests:

- a. the immediate heating of their school,
- b. the dismissal of all professors not of their political creed - approved by the PNOO, and
- c. the re-instatement of the "Primorski Dnevnik" suspended Slovene daily.

At Gorizia the Slovene secondary school students went on strike particularly in protest for the suspension of the "Primorski".

4. The above strikes occurred during the week of 7 December. However all schools were kept open until the established date for the beginning of Christmas vacation. Coal, wood, and gas were immediately made available - (the responsible agencies had already begun distribution); all schools will have a sufficient provision of fuel by January so that work may be resumed.

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5. Christmas and New Year holidays began on 23 December 1945, and will end on 3 January 1946.

6. The school Section of the PNOO (Slavic National Liberation Committee) continued to issue directives in contrast to Allied Military Government educational policy. Through the local parent councils established by the PNOO in each community orders were given to adopt Slovene elementary school text books prepared by the PNOO, but not approved by the properly established Slavic text book committee and by the Education Division of Allied Military Government; the text books were not designed according to program requirements.

7. A survey has been completed showing the birth-place and citizenship of all teachers and professors employed for the Slovene schools of Trieste and Gorizia.

A brief statistical report follows:

TOTALS FOR TRIESTE AND GORIZIA AREAS

Category (Totals)	BIRTH-PLACE		CITIZENSHIP	
	Italian	Jugosl.	Italian	Jugosl.
High school Students.....	1,465	71	1,394	71
Elementary teachers.....	336	24	290	46 (*)
Secondary school Professors.....	92	27	44	48 (e)

43 of the 92 professors are known to have been approved by the PNEO, and to have communist tendencies. The political position of the remaining 49 professors is unknown in some cases, but in general may be described as opposed to that of the PNEO. In the school, however, there appears to be no friction between right and left wing professors,

(*) 22 of the 46 Yugoslav elementary teachers were born in Venezia Giulia.

(e) 21 of the 48 Yugoslav secondary school professors were born in Venezia Giulia.

8. Provisions of economic character (salary advance originally approved only for "di ruolo" personnel) have been extended to all teachers "fuori ruolo" of the Territory.

9. "Pacelle Scolastiche" (report cards) are being prepared for all the types of schools of the Territory - those for the Slovene schools will be in three languages: English, Slovene-Croat, and Italian; in order to eliminate controversial issues.

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10. The Occupational Training Courses opened. The enrollment, however, is far below expectations. Attempts are in progress to promote the project further.

11. The situation as regards requisitioned schools is still critical. The Army promised to release some buildings, but to date results have been nil.

12. Critical is the position of the University of Trieste. The School of Engineering will be forced to close unless the Army derequisition the wing of the new University building (the building is now entirely requisitioned) which had been allotted to the School.

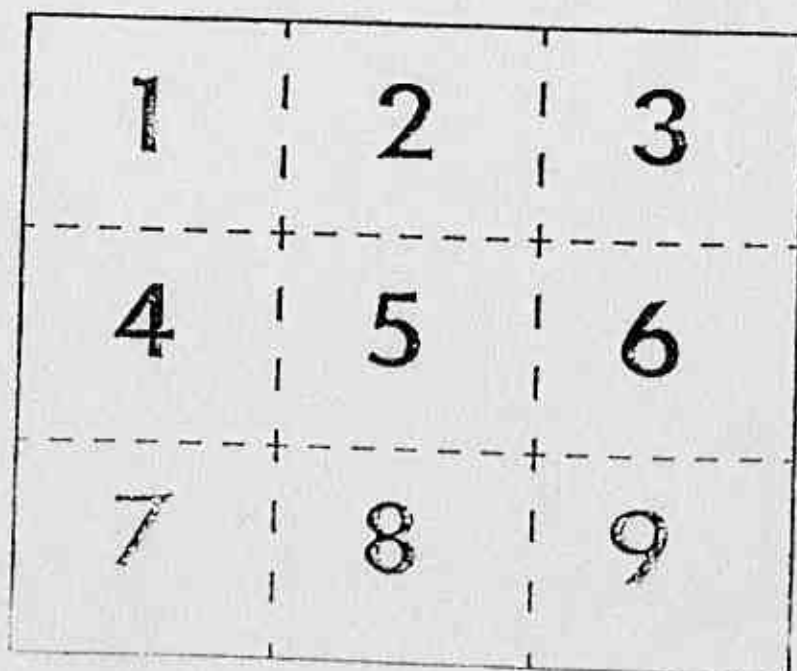
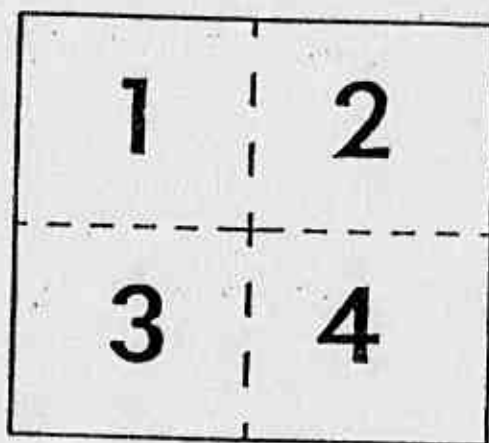
13. The University of Trieste opened its regular classes at the beginning of the month. The new enrollment is good. Authorization was given to increase (100 %) all school fees.

/s/ John P. Simoni

John P. Simoni
1st Lt. C.M.P.
Chief Education Officer

MAPS AND CHARTS TOO LARGE TO FILM
ON ONE EXPOSURE ARE FILMED CLOCKWISE
BEGINNING IN THE UPPER LEFT CORNER,
LEFT TO RIGHT, AND TOP TO BOTTOM.

SEE DIAGRAMS BELOW.

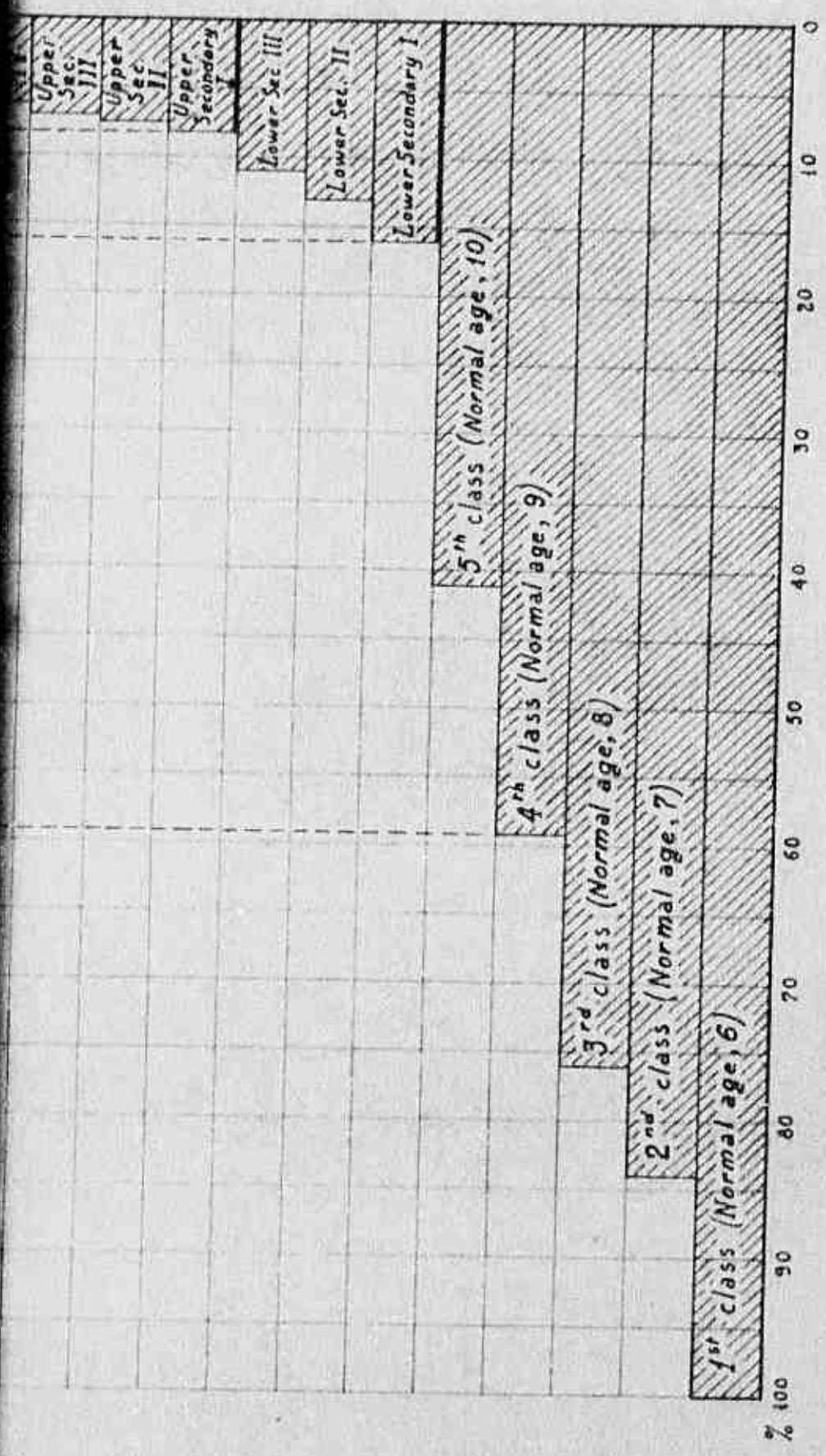


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ALLIED COMMISSION - EDUCATION SUBCOMMISSION
Number of years of Schooling of Italian Children

This proportion of children have 3 years or less of elementary schooling		This proportion of children have 5 years or less of elementary schooling		This proportion of children have schooling to about 14 years of age		University	
						Upper Sec V	
						Upper Sec IV	
						Upper Sec III	
						Upper Sec II	
						Upper Secondary I	
						Lower Sec III	
						Lower Sec II	
						Lower Secondary I	
						5 th class (Normal age, 10)	
						4 th class (Normal age, 9)	



Read chart as follows: Of all children enrolled in the first class of the elementary school (normal age six years) 64 percent continue in second class, 76 percent continue in third class, 59 percent continue in fourth class, etc.; 16 percent enter either the lower vocational schools (avviamento professionale) or the lower secondary schools (media inferiore) (normal age eleven years); 8 percent enter some type of upper secondary school (normal age fourteen years); etc.

Declassified E.O. 12356 Section 3.3/NND No. 785017

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