[redacted]

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

ACC

10000/109/1819

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

10660/104/1819

REPORTS, EDUCATION
SEPT. 1943 – MAR. 1944

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

14 MAR Rec'd

RESTRICTED

ALLIED CONTROL COMMISSION INCOMING MESSAGE

5165

RESTRICTED

PRIORITY

FREEDOM (GIBG)

FATIMA

W/C NO 29/13

REF NO 63961

FILED 131553A

REC'D 131710A

57

REPLY URGENTLY REQUESTED TO OUR 59275 OF 3 MARCH REFERRING BACK TO FARGO 1260 OF 24 FEBRUARY. (TO FATIMA SIGNED GIBG CITE FHGEG) EXPEDITE

58.

HEADQUARTERS
14 MAR 1944
A. C. C.

682

Note

ASSIGNMENT

ACTION
INFO

CA HQ
FILE
FLOAT

RESTRICTED

Maj. Washburn says that all reports in this file have gone to AFHQ. as of 15 MAR.

P/A.

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

FARCO 1288

FARCO, (MAJOR HEADWOOD, REDUCTION) 24 FEBRUARY 1944
RESTRICTED 100's HEADWOOD

ROUTINE

AFHQ FOR MGS

53

With reference your MGS 350, 21 February. Report on Education will be sent 25th. this month

189

L.F. NICKEL
Lt. Colonel, AGD
Adjutant General

[redacted]

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

63 MAR Recd 330 38 CAB 39

ALLIED MILITARY MISSION INCOMING

4750

3 MARCH 44

RESTRICTED

RESTRICTED

SECURITY

FREEDOM

FAITH.

W/O NO 19/03

R/F NO 59875

FILED 030935

REC'D 031135

HEADQUARTERS
3 MAR 1944
A. C. C.

Rec 5/6

REPLY ON RELEASE NOT YET RECEIVED. (TO MATTHA WIRING 63RD CITE NUMBER REFERENCE FAN 9456 OF 24 FEBRUARY CITE FAN(G) 4250). IF NOT ALREADY SENT REQUEST REPETITION. IF SENT OMIT DATE FOR GROUP RUMPUNCH.

680

ACTION ALLOCATION NO
INFO DEPT
CA. 19
FILE
FLOAT

RESTRICTED

[redacted]

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

26 FEB Hood

CIRCULATION SLIP
Please pass file QUICKLY

FROM	OFFICER	TO
	Brig.M.S.Lush	
	Col.N.E.Finke	
	Lt.Col.T.Farley Smith	
	Major Driffield-White	
	Major Van Dusen	
	Capt. Talbot	
	Capt. Carr	
	Capt. Stewart	
✓	Registry	
		675

REMARKS
Initial HERE and FILE referred.

Please see 52 & 56

PA

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

56

ALLIED CONTROL COMMISSION
26 FEB Recd

TO : R.C. & MG. Section.

DATE : February 26. 1944

The attached draft, with a copy of the letters to which it refers, is forwarded for approval of onward transmission.

W.H. SHERWOOD
Major R.E.
Education Subcommission

WHS/da

678

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

55

ALLIED CONTROL COMMISSION
R.C. and M.G. Section
APO 394

TO : A.F.H.Q. Military Government Section.
FROM : Education Sub-commission
SUBJECT : Education and the Catholic Church
REF : ED/3.10
DATE : 25 February 1944

53 52

1.- Reference is made to your letters MGS. 350 dated 19th and 21st February 1944.

2.- A comprehensive report on the activities of the Educational Division and Subcommission from September 1943 to February 1944 is attached. This contains the list of personnel requested. Lt.Col. T.V.Smith has now assumed the direction in succession to Lt.Colonel Gayre.

3.- Copies of Plans of Study for teachers (some in proof form only) are also attached. These have been fully discussed before publication, with representatives of the Church and are in conformity with their recommendations.

4.- Touching the specific points raised in your letter of 19 February:

a) Religious teaching in schools continues unchanged. The only teaching reforms which have been made in material are those involving the elimination of fascism. 67.

b) New text books are in conformity with Catholic principles. It was found unnecessary to change, add to or subtract from any of the religious teaching contained in the old books. Books are being forwarded to you on publication, in accordance with your previous request.

c) Without the aid of a complete survey of the religious principles of teachers, a formidable task which has not been undertaken, the attitude of teachers to the Church or to religion in general cannot be stated with any accuracy. However, the proportion of teachers replaced is small, and therefore the general body of teachers may be assumed to hold the same religious beliefs as they did before the Allied occupation.

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

54

5.- The points in your letter of 21st February are answered below:

a) The curricula remain essentially unaltered. The teaching of fascism has been prohibited, and from the text books have been expunged such things as the glorification of fascism and Mussolini, references to Abyssinnia and the Empire generally, the glorification of war, and similar items essentially of fascist teaching;

b) No courses have been eliminated in the schools. In the universities the three chairs of Diritti Corporative, Storia e Dottrina del Fascismo and Cultura Militare have been abolished.

c) No new courses have been instituted in the schools. In the Universities the Faculty of Letters at Messina University, which was abolished in 1924 has been re-instituted and an Institute of Social Anthropology, attached to the Faculty of Letters has been created at Palermo University.

d) No modification has been ordered or suggested in religious courses.

e) The local educational committees, many of whom include priests, have worked closely in all educational matters will the Allied Officials engaged in the work.

6.- It would seem that the apparent uneasiness of the Apostolic Delegate and the Holy See are the result of inaccurate information, and it may be opposite to record that the warmest expressions of approval of the work of the educational officers of this organization have frequently been made by such people as: Cardinal Lavitrano of Palermo; the Archbishop Ballo of Mazara del Valle, who is expecially concerned with education in his arch-diocese; Father Gliozzo of the Society of Jesus, who is the head of an important school in Palermo, and whose advice was constantly used in the preparation of Plans of Study; and Cardinal Ascalesi of Naples.

By Command of Major-General Sir Noel Mason Mac Farlane

M.S. Lush
Brigadier
Executive Commissioner

WMS
MSL/da

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

S-27
53

ALLIED FORCE HEADQUARTERS

Military Government Section

TEJ/jw

AMG/350

21 February 1944

SUBJECT: Education

TO : Lt Col ACC

52

1. Reference is made to this Section letter of 19 February calling for a report for Washington following inquiries raised with the State Department by the Apostolic Delegate.

2. In addition to the cable which formed the background for the above letter, a further cable has now been received from General Hildring on the general subject of the Educational system in Sicily and Southern Italy. This cable states that the State Department now request a comprehensive report on the developments in the educational field under AMG in Sicily and Southern Italy since our occupation of these areas.

The cable states that in addition to any general information and the specific data already requested (which was summarized in this Section letter of 19 Feb.) the State Department is particularly interested in knowing:

a) To what extent it has been necessary to revise the curricula in order to eliminate Fascist teachings and characteristics.
b) What courses it has been necessary to eliminate altogether.
c) What course, if any, have been introduced.
d) What modification, if any, has occurred in religious courses.
e) To what extent the advice of the local educational committee has been followed in establishing new curricula for the schools.

675

3. It is emphasized that all the above requested information is to relate to the elementary, secondary and higher educational institutions. It is further stated that changes in such personnel from time to time should also be furnished as they occur.

4. In the light of the above, will you please prepare the comprehensive report now called for and indicate by cable when it can be expected to be ready.

For the Acting Chief of Section:

T. B. JACKMAN
Major

U.S. SECRET INFO
Events Before CONFIDENTIAL

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

52

ALLIED FORCE HEADQUARTERS

Military Government Section TBJ/mlt

MGS: 350 19 February 1944

SUBJECT: Education.

TO : HQ A.C.G.

1. A cable has been received from General Hildring in Washington stating that the State Department has been approached by the Apostolic Delegate to the United States for information pertaining to Italian Schools.

2. Specific information is requested on the following points:

a. Is religious teaching in schools conforming with the terms of the Lateran Treaty of 1929.

b. Are newly adopted text books in conformity with Catholic principles.

c. Are present teachers hostile to the Catholic Church or religion in general.

3. General Hildring requests as complete a report as possible on the above points and that a list of members of Education Sub-Commission be appended.

4. Will you please prepare a short report as soon as possible and send it here in order that a cable in reply may be sent off followed by your report by air. 67:

For the Acting Chief of Section:

T. B. JACKMAN
Major

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

[redacted]

Date

Suspense

FROM		TO
	Chief Commissioner	
	Dep. Chief Commissioner	
	Secy. Gen. to Chief Commissioner	
	Administrative Section	
	Economic Section	
	RC & MO Section	
	Civil Affairs Branch [illegible]	✓
	PW & Displaced Pers. Sub Com	
	Italian Refugees Branch	
	Security Branch	
	Information Branch	
	Establishment Branch	
	D. Offs	
	D-1 (A)	
	D-1 (B)	
	D-1	
	Hq Comdt (Main Hq)	
	Hq Comdt (Rear Hq)	
✓	Adjutant (Main Hq)	
	Adjutant (Rear Hq)	
	Archives & Library	
	Pool of Interpreters	
	Political Section	
	Independent Sub-Commissions	
	Navy	
	Land Forces	
	Air Forces	
	Telecommunications & Posts	
	War Material Disposal	
	Public Relations Officer	
	Liaison Section Hq A.F.M.F.	

673

FOR:

Signature
Remarks/Recommendation
Information
Approval/Disapproval
Appropriate Action
Investigation & Report
Dispatch

REMARKS:

24 FEB Recd
66
U-111
59

REPORT ON THE WORK OF THE

REGIONAL DIVISION AND SUB-COMMISSION

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

September 1943 - February 1944

REVISED FEBRUARY 1944

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

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

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

September 1943 - February 1944

REVISED FEBRUARY 1944

672

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

p/p

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

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

REPORT ON THE WORK OF THE

EDUCATIONAL DIVISION AND SUB-COMMISSION

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

September 1943 -- February 1944

REVISED FEBRUARY 1944

INTRODUCTION.

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

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

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

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

EDUCATION SUB-COMMISSION, ALLIED CONTROL COMMISSION

S T A F F

HEADQUARTERS

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

REGION I

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

REGION II

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

REGION III

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

REGION IV

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

Captain F.F. CREDOUX U.F.	(B) General Administrator
Captain ROBERT CROYDON	(B) Not yet joined
Lieut. H.B.BEARD C.I.	(B) Detached to Region I for completion of text book programme.
Lieut. J.V. VELLA C.I.	(B) Political Investigation
Lieut. N.T. CONNER AUS	(A) Temporarily detached to "Displaced Persons"
Mr. G. Hauser CIC	(A) Attached from CIC for Political Investigation

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2nd Lieut. R.W. CRICHTON AUS	(A)

REGION II

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Captain WILLIS E. PRATT, AUS	(A)

REGION III

Captain CHARLES GEYER, AUS	(A)
Captain SAM V. HOP, AUS	(A)

REGION IV

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

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SECTION I

DEVELOPMENT

POSITION IN EARLY OCTOBER

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

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

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

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

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

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TERRITORY UNDER A.M.G. ADMINISTRATION

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

DEVELOPMENT OF STAFF

No staff was provided in the planning stage, nor until the arrival of Lt. Colonel G.R. [illegible], as Educational Adviser on 3 September 1943, two months after the assault. Additions to Headquarters staff were few and slow in arrival. The following is a brief outline of the growth of the Division:

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

10th October Major W.H. [illegible] (B)

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

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

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

In addition the services of Major CHARLTON W. [illegible] (A) who is assigned to the, as yet, non-operative Region IV, have been used since the first week in October in text revision and school organisation. He also acted as Regional Director, Region I, up to 9th December.

663

The present staff is shown on page 2.

OPENING OF REGIONAL ORGANISATIONS

Region I Education Office opened on 20th October with Major C.W. [illegible] (A) as temporary director. He was relieved by Major G.R. [illegible] (A) on 9th December.

ALLIED MILITARY GOVERNMENT STAFF

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OPENING OF REGIONAL ORGANISATIONS

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

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

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

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

SECTION II

THE ACCOMPLISHED

BUILDINGS: Schools

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

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

UNIVERSITIES

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

The Faculty of Engineering of Palermo University has suggested that the long overdue reconstruction of the building should now be undertaken, rather than a patching up bomb damage. This would involve the expenditure of 75,000,000 lire, and whether the Financial Department will agree to pay this sum, instead of the much smaller sum involved in repairs, remains to be seen.

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

One of the chief obstacles to the restoration of normal conditions to the universities has been their occupation by troops. In Messina and Palermo

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

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

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

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

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

EXTENT OF DAMAGE

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

TEXT BOOKS

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

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

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

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

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

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the high purpose which we proclaim as our War Aims.

EXTENT OF DAMAGE

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

TEXT BOOKS

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

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

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

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The use of certain texts in Italian schools is a temporary expedient, and only lies underneath the [illegible] children and teachers to make it all. The confiscation of books having unsuitable matter of books available and necessary for the elementary schools, a process of re-writing the offensive pages was undertaken by a group of expert elementary teachers selected by the Chief Inspector of Elementary Schools in Palermo Province. An editor, Professor Grisanti, was appointed for the collection of the material. Professor Grisanti died before the completion of the work and was succeeded by Professor Inzerillo. The material is now complete, and is ready for printing.

Plates for the original elementary text books were sent, in the past, distributed to various publishers - two in Italy (Ilio and Lodi, both in Milano) one each in Bari, Milan, Turin, Florence and Verona. It was not economical for each such publisher to print and sell the entire nine existing editions of Italy. Therefore it was decided to print in Palermo the books for Sicily and Calabria, as in the past, and to arrange similar printing and distribution by other printers and publishers in other parts of Italy.

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

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

The present position of book production is as follows:

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

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INSTRUCTIONS TO TEACHERS

Because many teachers would [illegible] without text books,

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

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Fifth Grade Arithmetic, etc	Composition almost complete
Fifth Grade History, Religion Etc.	Composition complete

INSTRUCTIONS TO TEACHERS

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

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

The most eminent representative officials, the president of the faculty of pedagogy and letters of the University of Palermo, the revision by the Chairman of the Palermo Committee as a whole, and a sub-committee was appointed by the Provveditore agli Studi (Superintendent of Schools of Palermo Province) to reconcile the report of the Committee with the Anglo-American educational system of school organization.

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

PROVISIONAL SUSPENSION OF DISMISSAL OF OFFICIALS

As a group the Provveditore agli Studi have proved very helpful in Fascist activities. Ten Provveditori have been dismissed and replaced in the three regions.

SCHOOL PERSONNEL - [illegible]

Schedes (Personal questionnaires) have been received of all school officials and 69 officials have been found unacceptable on facts revealed by the Schede or after investigation has disclosed facts which did not appear on the schede.

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

UNIVERSITY CHAIRS

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

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

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

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[illegible]

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3. Legislazione del Lavoro to Diritto del Lavoro
4. Diritto Corporativo e diritto del lavoro to Diritto del Lavoro
5. Diritto Coloniale to Diritto Coloniale Comparato
6. Principi di economia generale corporativa e statistica to Principe di economia politica e statistica
7. Biologia delle razze umane to Biologia umana
8. Diritto costituzionale italiano comparato to Diritto pubblico comparato

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NEW FACULTY [illegible]

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

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

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

UNIVERSITIES AND LEARNED SOCIETIES:
Dismissals and Appointments

The schedules of 247 individuals were examined in connection with the three universities of the Sicily Region. This examination all schedules which had come in from employers or prospective employers. Of these, 21 were found unsuitable for employment on the basis of their civil records. Of those already employed or applying for employment where [illegible] were dismissed on the basis of their records as known or by investigation other than that disclosed by the schedule.

The record to date on titular professors is as follows:

PALERMO UNIVERSITY

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

ROYAL ACADEMY OF MEDICINE & SURGERY, PALERMO

Members dismissed	1
Members suspended	1

ROYAL ACADEMY OF SCIENCES, LETTERS AND ARTS, PALERMO

Members dismissed	14
Members suspended	12

MESSINA UNIVERSITY

Professors appointed	16
Professors dismissed	1
Administrative Director dismissed	1

PELORITANA ACADEMY OF MEDICINE

Members dismissed	36

CATANIA UNIVERSITY

[illegible]	5

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Professors dismissed	1
Administrative Director dismissed	1

FACULTY OF LAW OF MESSINA

Members dismissed	36

CATANIA UNIVERSITY

Professors appointed	5
Professors dismissed	1
Professors transferred from Messina	2

NAPLES UNIVERSITY

Professors dismissed	12

ROYAL SOCIETY OF NAPLES

Members dismissed	14

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Members suspended..... 1

NAPLES UNIVERSITY

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

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

ROYAL SOCIETY OF NAPLES

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

Dismissals of fascist members are shown above.

BARI UNIVERSITY

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

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

PRINCIPLES AND METHODS FOLLOWED IN DISMISSING
PROFESSORS AND OFFICIALS

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

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PRINCIPLES AND METHODS EMPLOYED IN DISQUALIFYING
PROFESSORS AND OFFICIALS

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

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It is assumed that there are two premises upon which an official or professor can be barred: first, upon his past Fascist records and second, upon his present activities in aid of Fascism or against the Allies. A new appendix (7) is added to the February edition of this report. This has been written by Major A.L. Raffe, Air Corps, U.S. Army , the officer who invented the Schade personale and conducted most of the early investigations of fascists and it reviews the methods used in the elimination of fascists.

SECTION III

WORK UNFINISHED

SCHOOLS

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

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

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

TEXTS AND MATERIALS

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

UNIVERSITIES

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

SECTION IV

DELAYS, DEFECTS AND FAILURES

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SECTION IV

DELAYS, DEFECTS AND FAILURES

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

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

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

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stiff staffs. A defect in the University sphere is the lack of a ready-made plan for converting Fascist chairs and subjects to other and desirable subjects.

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

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

FASCIST BOOKS ON SALE

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

LIBRARY EXCHANGE

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

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

SECTION V

REASONS FOR DELAYS, DEFECTS AND FAILURES

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STAFF

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

It is essential that constant visits be paid to Educational Establishments by both Headquarters and Regional Officers. The question of staff

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

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

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

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

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

PLANNING

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

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

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

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PREPARATION OF TEXTS

The text book programme was delayed first by the fact that the Education Adviser was not called to Sicily until two months after the invasion, and no preliminary work whatever had been done in this field-there was not even a set of text books in any branch of the Allied Military Government. The lack of personnel and the fact that the Education Adviser had to work single handed for a month, working out all policies and directing education in all occupied territory. Further delayed work on the [illegible]

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Finally, the chairman of Anger, had an binding cord for publishing the re-written text books contributed a serious problem and accumulated another trip to Naples to secure paper. This trip was fortunately successful, and work has begun on the printed texts.

DIVISION OF RESPONSIBILITY

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

RECRUITS IN SCHOOLS

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

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

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

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

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

YOUTH ACTIVITIES

A commission on Youth Activities has now been organised in Naples, composed of representatives of the schools, the university, the Church, citizens, and youth itself. The advisory and steering committee is composed of the Chief, Education Division, Region 3, the corresponding Welfare Officer, repr-

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HEALTH IN SCHOOLS

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SECTION VI

LIAISON AND COORDINATION

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

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

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

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

SECTION VII

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

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

PALERMO UNIVERSITY

Honorary Doctorates of Political Science, Faculty of Laws

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

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MESSINA UNIVERSITY

HONORARY DOCTOR OF PHILOSOPHY

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

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Major A.L. Keffe, AUS

MESSINA UNIVERSITY

HONORARY DOCTOR OF PHILOSOPHY

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

HONORARY DOCTOR OF LETTERS

Major W.H. Sherrod

HONORARY DOCTOR OF PEDAGOGY

Major C. W. Washburne

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RADIO UNIVERSITY

HONORARY DOCTOR OF SCIENCE

Lt. Col. G.R. GAYRE

CATHOLIC UNIVERSITY

HONORARY DOCTOR OF LETTERS

Lt. Col. G.R. GAYRE

HONORARY DOCTOR OF POLITICAL SCIENCE

Major C.R. KOEPMAN

ROYAL SOCIETY OF PALERMO

HONORARY MEMBERS

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

ANTHROPOLOGICAL ACADEMY OF PALERMO

HONORARY PRESIDENT

Lt. Col. G.R. Gayre

SECTION VIII

SURVEY OF ITALIAN SCHOOLS

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

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SECTION IX

CONCLUSION

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

[illegible] SECTION OF POLITICAL SCIENCE

Major G.R. [illegible]

MORAL SOCIETY OF [illegible]

[illegible] AGENCIES

Colonel Charles H. Sheffield, A.C.C.A.C.
Lt. Col. G.R. Coyne
Major C.W. Washburne

ARCHAEOLOGICAL AGENCY OF [illegible]

[illegible] PRESIDENT

Lt. Col. G.R. Coyne

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[redacted]

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[illegible]

All educational institutions below university level make their [illegible] to the Provincial [illegible] describing the claims [illegible] attaches a brief summary of grounds upon which claims are based. He then submits claims to the Area Inspectors who certifies correctness and sends them on to the Provincial Financial Officer.

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

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

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"ROMA"

[redacted]

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

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Annex "A"

Proposed Table of Staff required in Headquarters and Zonal Offices on the Zonal Pattern

HQ	DIG	Col.	It.Col.	Maj.	Capt.	It.	Total
Director		1					1
Deputy			1				1
I/c Universities			1		1		2
Intelligence				1	1		2
Adult Education and Youth Organisation					1		1
Schools, Tests and Child Welfare			1		1(a)		2
Administration			1			1(a)	2
No. Total Officers		1	4		3	1	11
HEADQUARTERS		HQ I	HQ II	Sgt.	Cpl.	I/C 1	IVT.	Total
Chief Clerk		1						1
Short and-Typist			1		1(a)			2
Filing Clerk					1			1
Clerk-Typist							2(a)	2
No. Total C/Sm		1	1		1	1	2	6
ZONAL SECTION			It-Col.	Maj.	Capt.	NO II	Cpl.	IVT.	Total
Director			1						1
Assistants				1	1				2

(b)

Each Region Total Officers	1	1	1		3
Chief Clerk			1		1
Short and-Typist				1	1
Clerk				1	1
Total C/Sm per Region			1	2	5

Notes: (a) May be ATS or FANY. (b) In addition each Province should have one Officer on whole time Educational Org.

In addition civilian staff would be required as under:

HQ DUTIES

Legal Officer for Universities:	Professor Standard	1	—
Officer for Tests :	Professor Standard	1	
Officer for Intelligence :	Professor Standard	1	
Interpreters, Translators and Verbatim Typists		4	

ZONAL SECTION

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

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Youth Organization			1			1
Schools, Texts and						
Child welfare			1	1(a)		2
Administration			1	1(a)		2
Total Officers	1	2	4	3	1	11

HEADQUARTERS	SO I	SO II	SO III	Det. S/C	1 FWT.	Total
Chief Clerk	1					1
Shorthand-Typist		1	1(a)			2
Filing Clerk				1		1
Clerk-Typist					2(a)	2
HQ. Total O/SN	1	1	1	1	2	6

EACH REGION	Lt-Col.	Maj.	Capt.	NO II	O/L.	FWT.	Total
Director	1						1
Assistants		1	1				2

(b)

Each Region Total Officers	1	1				3
Chief Clerk			1			1
Shorthand-Typist				1		1
Clerk					1	1
Total O/SN per Region	1	1	1	1	1	5

Notes: (a) May be ATS or WAC. (b) In addition each Province should have one officer on male time (Regional or.

In addition civilian staff would be required as under:

HEADQUARTERS

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

EACH REGION

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

TRANSPORT

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

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MEMORANDUM ON OPINION ON FAILURES OF INFORMATION

The memorandum deals with personal reactions to the failures of information and reconnaissance services insofar as they affect the field of Education.

Prior to entering the theater the only information available was in text-books on comparative education and in the civil affairs handbook which later was given to me at the port of embarkation. All such information was general and to some extent out of date. Probably little else could have been done concerning Italian Education since no recent surveys had been made.

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

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

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

RECOMMENDATIONS

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

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1. Several sets of all text-books used should be obtained and sent to rear echelons designated as holding, planning and training centers.
2. The need for curriculum documents.
3. The continuing survey of education should be started and should follow in general standardized survey procedures in use in the U.S.A..
4. Copies of all orders and reconnaissance reports issued in the field should be sent to rear echelons.
5. An officer should go to rear echelons to make reconnaissance reports.
6. Civilian personnel from the field of education should be sent to rear echelons as in instructors and to serve in planning groups i.e. on Curriculum commissions, text book commissions, etc.

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RECONNAISSANCE

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

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

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In this connection there is not [illegible] to imply that a workable plan for handling education in a country can be developed outside that country but it does seem to imply that front end work should be done prior to the end of improvising, training and planning on the one hand and lightening the load on the forward echelons to some extent.

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ANNEX I

METHODS USED IN APPRAISING FASCIST BACKGROUNDS OF UNIVERSITY PROFESSORS AND SCHOOL OFFICIALS

The important problem of determining the degree to which university professors and school officials were Fascists was solved by utilizing the services of the Political Intelligence Section of AMG, that section having been created precisely for the purpose of providing specific criteria and sources of information concerning the Fascist background of individuals holding responsible positions in the occupied territory. The section, headed by Major A.L. Raffa (U.S.), co-operated closely with the Education Division from the first day of its establishment in all matters involving the elimination of Fascism from universities and schools. Since the review of a faculty member's ideological background was in most instances far more complicated - because it involved consideration of writings, lectures, and other matters of record - than is the case with ordinary public officials. The Political Intelligence Section also assisted the Educational Adviser in reading and evaluating many published works of such university professors.

STEPS IN DETERMINING FASCIST ACTIVITIES

The initial step in obtaining information concerning the degree to which a professor or official was a "leading and active" Fascist was the requirement that all such persons fill out the "Schede Personale" (Questionnaire) utilized by the P.I. Section and used throughout AMG as a standard form for office holders.

The completed Schedes were analyzed by the P. I. Section. In many instances the information on the Schede itself was sufficient to lead to recommendation for removal or suspension from the faculty or office. In several other cases, however, additional information had to be obtained before a fair judgment could be made. In such instances the second step was to obtain copies of the writings, lectures or speeches of the individual as evidence of Fascist leanings or activities. It was on this basis, for instance, that the notorious Giuseppe Maggiore, author of "La Politica", a polemic with a "Mein Kampf" quality, was dismissed from the faculty of the University of Palermo. It is worth noting, incidentally, that some of the most vital intelligence and often most difficult to obtain concerning the Fascist character of an individual came from old newspapers which reported addresses or lectures made during the regime. Still other sources of information, and not so difficult to obtain, were the "curriculum vitae" of professors, which in Italy are published by the individual himself in booklet or pamphlet form.

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A third step, taken jointly with the other steps in doubtful instances, was the obtaining of information through the P.I. Section of data from other intelligence sources such as British F.S.S. or U.S. C.I.C., from known anti-Fascists and finally by direct interrogation of the individual himself. In some of the more important instances the Chief of Political Intelligence, assisted by other officers as occasion demanded, held hearings involving examinations, charges and testimony by the individual himself.

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RESULTS OBTAINED

The following tangible results were obtained from the Fascist-analysis process described above:

1. All notorious Fascists were removed from university faculties. (At this writing the same process is continuing with respect to school superintendents and principals).

2. "Borderline" cases in which the individual had a considerable Fascist background but in which the individual had a considerable Fascist background but in which it was felt that the individual had not in fact been a Fascist leader, oppressor or propagandist, were decided by decreeing a suspension rather than a discharge from office.

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

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

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

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HEADQUARTERS
ALLIED MILITARY GOVERNMENT
ACTION SHEET

12 FEB 1944
Date

Suspense _____

FROM		TO
	C.G., A.M.G.	
	C. of Staff	
	D.C. of Staff for (G&S)	✓
	D.C. of Staff Admin.	
	Industrial Plan	
	Mil. Sec.	
	Pol. Sec.	
	Econ & Admin Sec.	
	Communications Sec.	
✓	Economic Director	
	Administrative Dir.	
	Executive Off. Admin.	
	G-1	
	G-4	
	Adjutant General	
	Personnel	
	Publications	
	Miscellaneous	
	Supply Officer	
	Billeting Officer	
	Transportation Off.	
	Hq Commandant	
	Camp Commandant	
	Message Center	
	Sub-Commission on:	

For: Signature
Recommendation
Information
Approval or Disapp.
Appropriate Action ✓
Investig. & Report
File
Return to Cent. Files
Transmission

Remarks:
1 Copy for C.G.
1 Copy for E.W. Copy file.
1 Copy for C. of Staff
DAD

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ALLIED CONTROL COMMISSION
Education Subcommission

REPORT FOR JANUARY 1944

TEXT BOOKS

The first text book for elementary schools was published and the proofs of two others were passed.

UNIVERSITIES

The University of Messina opened with an inaugural ceremony on 3 January thus completing the opening of the last of Sicily's three Universities.

In recognition of their work for Italian education honorary degrees were conferred upon Lt. Col. Coyre (D. Phil) Major W.H. Sherwood (D. Litt.) and Major Carleton W. Washburne (D. Pedagogy).

A beginning was made in the examination of the position of Naples University preparatory to the elimination of fascist elements.

ACADEMIES

The Antropological Academy of Palermo was opened on 30 January. Lt. Col. C.H. Coyre accepted the Honorary Presidency.

Investigation of the Members of the Royal Accademy of Naples was begun.

ENTE AUTONOMO TEATRALE OF PALERMO

An investigation was made and plans are being prepared for its reorganization.

SCHOOLS

Eliminations of fascist elements from the schools continued and 30 dismissals were ordered.

ITALIAN GOVERNMENT

The several reproofs which have been transmitted through the HQ. of A.C.C. to Signore Cuomo, under-secretary for Education, do not seem to have been effective. He has again taken unwarrantable action, without consulting this organization, in the ordering of the abolition of the Royal Academy of Naples. Representations in this regard have already been made to the Vice President. The replacement of Signore Cuomo might well be considered.

POLICY

Experiences at Naples, where unadvised action taken by local officials have had to be remedied, with consequent loss of time and some confusion, show that it is essential for the Education Subcommission to operate as far forward and as early as possible. This will be especially apposite with regard to early entrance in Rome.

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REPORT

ON THE EDUCATIONAL DIVISION

OF THE

ALLIED MILITARY GOVERNMENT
September-December 1943

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SICILY/ITALY
January 1944

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REPORT
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SECTION I

INTRODUCTION

Position in Early Stages

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

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

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

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In addition to texts a set of documents containing instruction on what and how to teach had to be drawn up so that the schools could re-open without text books as soon as the buildings were ready. For the writing of these instructions a commission was established and it was soon apparent that influences representing every shade of opinion and every point of view were to be brought to bear by those who realised that the control of schools and universities - of education -

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many the control of the destiny of the new Italy. Work of the utmost delicacy and diplomacy was necessary to maintain a balance acceptable to all parties, in keeping with Italian character and consistent with the elimination of fascism.

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

Territory under A.M.G. Administration

At first this was Sicily alone. At a latter stage Calabria, Lucania, and southern Campania were included. Sicily is, however, the most important territory possessing three universities with a student population of about 11,000 as against the one university of Naples on the Mainland. (The University of Bari is under the control of the Badoglio Government)

Development of Staff

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

5th September Lt. Colonel C. R. GAYRE (B)

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

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

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

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

In addition the services of Major Carleton W. WASHBURNE (A) who is assigned [illegible] operating Region IV, have been used since the first week in [illegible] as Regional

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Territory under A.M.G. Administration

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

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

Opening of Regional Organisations

Region I Education Office opened on 2hth October with Major C. W. WASHBURNE (A) as temporary director. He was relieved by Major G. H. KOOPMAN (A) on 5th Dec[illegible].

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

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

SECTION II

WORK ACCOMPLISHED

BUILDINGS:

Schools

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

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

On the occupied portion of the mainland it is hoped to be able to accommodate 90% of students (except in the province of Naples) by the middle of January.

Universities

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

The Faculty of Engineering of Palermo University has suggested that the

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

The position of Naples University is not clear at the time of writing this

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report and a separate statement will be made upon it.

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

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

Extent of Damage

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

Text Books

In recent years there has been a single series of text-books for the five elementary grades throughout Italy. This series was written and printed under the auspices of the Ministry of Education; there was a great variety of these books and teachers had freedom tochoose for their classes the ones which they preferred. 643

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

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

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Other elementary books were so full of propaganda as to make their use impossible. These were ordered to be confiscated.

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

Prefects were instructed to order all book sellers to deposit confiscated books with the nearest Sindaco, subject to the orders of the Provveditori agli Studi, the plan being to gather these and ship them to a paper mill for pulping when a mill should be available. (For details of disposal of books see Appendix B)

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

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

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

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There is a lack of paper in Sicily, but a source of supply has been found in Naples. Enough paper has been borrowed, pending the arrival of the complete supply from Naples, to begin work immediately on two books, and their publication is now under way. These should be on sale about 20 January. Preliminary steps have been taken toward getting paper for Regions III and IV, using the product of the paper millin Foggia or imported newsprint. or a combination of both.

Instructions to Teachers

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

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

The most eminent educationist available, the president of the faculty of of pedagogy and letters of the University of Palermo, was retained by the Chairman of the Palermo Committee as a counsellor, and a sub-committee was appointed by the Provveditore agli Studi (Chairman of the Palermo Committee) to reconcile the report of the Committee with the legal Italian educational system of school organization.

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At the time of this report copies of both elementary programmes and programmes for the lower secondary schools have been distributed through the Provveditori agli Studi to all teachers in Sicily, and samples for reprinting have been sent to Regions II and III and to A.M.G., 15th Army Group. Copies have also been sent for information to the Italian Government. The upper Secondary

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Provveditori agli Studi: Dismissals and Appointments

As a group the Provveditori agli Studi were rather deeply involved in Fascist activities. The Under-Secretary for Education in the Badoglio Government estimates that about 50% of the Provveditori will have to be dismissed. Ten Provveditori have, so far, been dismissed and replaced in the three regions.

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School Personnel: Changes made

Schedas (Personal Questionnaires) have been required of all school officials of the nine provinces of the Sicily Region but not all have been received at this date. Of the 284 which have come in, all have been examined and 35 officials have been found unemployable on facts revealed by the Scheda. Others have been found unsuitable after investigation has disclosed facts which did not appear on the scheda.

Region I: It appears probable that about 2% of teachers and about 20% of school officials below the rank of Provveditore will be dismissed.

Region II: Two new school directors have been appointed at Matera. The survey of the region is not yet complete owing to lack of staff, but the position appears to be much as in Region I.

Region III: Checks of officials are now in progress, but a report of dismissals and appointments is not yet available. New school appointments are to be based on the recommendations of the new Provveditore agli Studi.

University Chairs

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

Abolitions

1. Diritti Corporative.
2. Storia e dottrina del Fascismo.
3. Cultura Militare.

Substitutions

1. Economia politica corporativa to Diritto del Lavoro.
2. Demografia generale e demografia comparata dello Razze to Etnologia.
3. Legislazione del Lavoro to Diritto del Lavoro.
4. Diritto Corporative e diritto del lavoro to Diritto del Lavoro.
5. Diritto Coloniale to Diritto Coloniale Comparato

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4. Diritto Corporativo e diritto del lavoro to Diritto del Lavoro.
5. Diritto Coloniale to Diritto Coloniale Comparato
6. Principi di economia generale corporativa e statistica to Principe di economia politica e statistica.
7. Biologia delle razze umana to Biologia umana.
8. Diritto constituzionale italiano comparato to Diritto pubblico comparato.

New Foundations

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

An Institute of Social Anthropology, attached to the Faculty of Letters

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has been created at Palermo University.

Universities: Dismissals and Appointments

The schedas of 340 individuals were examined in connection with the three universities of the Sicily Region. This represented all schedas which had come in from employees or prospective employees. Of these, 21 were found unsuitable for employment on the basis of their own statements alone. Of those already employed or applying for employment others were found unsuitable or were dismissed on the basis of their records as brought out by investigation other than that disclosed by the schedas.

The record to date on titular professors is as follows:

Palermo University:

Titular professors appointed	17
Titular professors transfered from Catania	2
Titular professors dismissed	4
Titular professors suspended for 1 year	4
Titular professors suspended for 6 months	1

Catania University:

Titular professors appointed	5
Titular professors dismissed	2
Titular professors transfered from Messina	2

Reale Accademia of Palermo

Members dismissed	14
Members suspended	12

In addition there are many professors whose position is subject to further investigation.

At Palermo	19
At Catania	22
At Messina	34 including 25 who are absent on the mainland.

Naples University

The principal buildings and library of Naples University were destroyed by the Germans, but some buildings remain and some faculties can function. Before [redacted] visited Naples, as Acting Director of Education for the Region.

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Naples University

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Bari University

This university is in territory under the control of the Badoglio Government. In an interview with the Educational Advisor and his Deputy, Signore Cuomo,

Under-secretary for Education in the Badoglio Government expressed his intention of making Bari University an example of energy and wisdom in the reorganization of Education. No reports have been received that any such activities have been initiated. Signore Cuomo is reported to give "the impression that his mind is not clear, and he has no sense of urgency". Signore Cuomo undoubtedly needs some strong support upon which to lean. He has now no Allied Officer attached since the withdrawal of Lt. Colonel SMITH. Later reports make the intentions of Signore Cuomo seem even more dubious.

Principles and Methods employed in dismissing professors

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

It is assumed that there are two premises upon which an official or professor can be barred: first, upon his past Fascist records and second, upon his present activities in aid of Fascism or against the Allies. 638

SECTION III

WORK UNFINISHED

Schools

...ation of schools.

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

It is assumed that there are two premises upon which an official or professor can be barred: first, upon his past Fascist records and second, upon his present activities in aid of Fascism or against the Allies.

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SECTION III

WORK UNFINISHED

Schools

Much work remains to be done in establishing the normal operation of schools. The Messina schools must be repaired, rebuilt and re-equipped. To a lesser degree many buildings must be basically improved. Programmes of trade training, manual training, home making and physical education, poor as they were, have largely been suspended. Part time sessions abound and should be eliminated.

Texts and Materials

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

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Universities

The worst fascist elements have been removed from the universities, but there still remains some work to do here. There also exist, in the Sicilian Universities at least, jealousies and personal feuds which may cause minor difficulties to the new staffs. The newly appointed professors however, may be expected to develop a solidarity which will make for successful progress.

SECTION IV

Delays, Defects and Failures

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

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

Delays have occurred in carrying out dismissals and suspensions of university staffs. These are not yet complete. A defect in the university sphere was the lack of a ready-made plan for converting fascist chairs and subjects to other and desirable subjects.

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

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

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Fascist books on sale

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Fascist books on sale

In the City of Palermo no action has yet been taken by the Prefect for the removal of Fascist literature from bookshops in spite of the orders which have been given to all Prefects.

The principal bookshops have been visited to examine the situation with regard to the sale of offensive school books. So far only one book seller has been found who has made any attempt to purge his shelves of offensive literature. Action to enforce compliance with orders is being taken by the RCAO, Region I.

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A.

SECTION V

Reasons for Delays, Defects and Failures

Staff

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

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

In the early part of the occupation the civilian educational authorities were completely stunned and they expected drastic measures to be taken. These would have been accepted readily. But even mild measures carried out at a later period are much more difficult. By that time a spirit of resistance has grown up, a knowledge of the A.M.G. machinery has been gained and the possibilities of intrigue developed. Furthermore, leading people left in office have by that time become personally known to many allied officers and have even frequently entertained them. As a result, by the time adequate staff has been obtained to carry out the investigations it is extremely difficult to make the dismissals, and when they are made needless work is involved, as this Division is not only subjected to every sort of direct appeal but also direct and indirect pressure from allied officers on behalf of the notorious fascist who have been dismissed.

The flooding of institutions from fascist influence should have been done

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

Planning

To this should be added the lack of pre-invasion planning. An adequate

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Educational staff ought to have been working for several months before the assault on its problems. For instance, when it arrived in Italy it should have had a card index on every possible professor and intellectual and a standard established for dismissals and suspensions.

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

Preparation of Texts

The text book programme was delayed first by the fact that the Education Adviser was not called to Sicily until two months after the invasion, and no preliminary work whatever had been done in this field - there was not even a set of text books in any branch of the Allied Military Government. The lack of personnel and the fact that the Education Adviser had to work single handed for a month, working out all policies and directing education in all occupied territory, further delayed work on the text books. It was not until October that a second officer (Major C. N. WASHBURNE) was available. He was immediately put on the text book problem. But to gather the text books, examine them, and get the fascist part re-written was a time-consuming job, especially since he also had to supervise the preparation of instructions to teachers, conduct innumerable interviews, find secretarial help, aid the Education Adviser with his many 635 responsibilities, and, early in November, became Acting Director of Education for Region I. He was also sent by General McSHERRY to Brindisi to make contact with the Italian Government, and to Regions II and III and the 15th Army Group to take preliminary steps toward opening the schools in those regions.

Finally, the absence of paper, ink and binding cord for publishing the

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Finally, the absence of paper, ink and binding cord for publishing the re-written text books constituted a serious problem and necessitated another trip to Naples to secure paper. This trip was fortunately successful, and work has begun on the printed texts.

Division of Responsibility

A further defect in our work was due to the failure to arrive at an early distinction between the competence of A.M.G. and Regional and Provincial Headquarters. The Educational Division was perhaps the earliest to arrive at such a division of duties, nevertheless there was a period of confusion of over

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two months before a division of authority was made. This resulted in many delays and unnecessary work. Planning in detail and at an early stage would have avoided this.

Welfare in Schools

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

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

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

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

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SECTION VI

Liaison and Coordination

In the course of actual field work contact and co-operative effort has had to be maintained with many other organisations such as PWB, Intelligence and Security.

In all these cases there should have been a planned relationship from the start. For example, much of the work of PWB is "educative" in the broad sense,

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

Fine Arts and Monuments Division is another case in point. In the original AMG it was separate from Education. In the organization as projected at Tizi Ouzou it was a part of Education. On the suggestion of the Education

Adviser to Major General JOYCE and Brigadier Generals HOLMES AND McSHERRY, the AMG organisation was maintained. This suggestion is now thought to be a mistake. The two subjects are too close together to be so distinctly separated and Fine Arts and Monuments come under the Italian Ministry of Education in any case. It is believed that Fine Arts should have been a separate sub-division under Education.

SECTION VII

Conclusion

As a result of experience in Italy it is most strongly stressed that there must be adequate planning and preparation before the invasion. This includes making lists of names of active enemies and friends, and the writing of new texts and directives. There must also be an adequate staff in the early days, even if it must be reduced at a later stage. Such failures as there have been, in spite of the utilization of every available means, can be traced directly to the two defects: lack of planning and shortage of staff in the beginning. What the result has been it is not easy to judge at this short range, but though much more could have been done in the days immediately after the occupation had the importance of Education been recognized, there have been some achievements also which may be developed to greater effectiveness with the cooperation of the new Italian Government.

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APPENDIX A

Financial arrangements

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

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

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

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APPENDIX B

Text Books

Title	Pages to be removed
Scuole Elementari	
Il libro delle prime classe	19, 57, 63, 67, 71, 95, 103, 113, 131, 143.
Libro di letture per la II classe delle scuole dei Centri Urbani	5, 15, 17, 19, 31, 35, 37, 49, 51, 55, 71, 77, 79, 81, 105, 131, 133, 137, 139, 141, 167, 171, 183, 187, 195, 197, 203, 211.
Il libro per la II classe delle scuole dei Centri Rurali.	7, 19, 21, 29, 47, 49, 55, 57, 81, 83, 85, 87, 93, 97, 101, 103, 105, 107, 133, 141, 145, 217, 219.
Classe quarta- Religione, grammatica, storia.	73, 79, 85, 107, 233.
Religione, grammatica, storia Classe V.	85, 87, 93, 101, 105, 109, 111, da 117, a 211 inclusa; 97, carta geografica dell'Italia d'Europa.
Letture per la Quinta Classe dei Centri Urbani.	Da 29 a 39 inclusa; 201, 203, 235, 237, 239, 251 fino a 267 inclusa.

Scuole Secondarie

Books approved

Cipolla-Amato.-Elementi di grammatica (S.E.I.)

Books from which pages are to be removed

Paganuzzi-Galizzi - L'aurora, antologia italiana per la scuola media.	309; da 667 a 674; da 693 a 696.
G. Lipparini.- Aprile, antologia.	Da 7 a 10; da 109 a 112; da 635 a 656
E. Maglini.- Grammatica italiana.	9, 29, 37, 113, 251, 281.

Scuole Secondarie d'avviamento

Books approved

Cipolla & Amato : Aritmetica pratica (S.E.I.)
Lipparini : L'idioma d'Italia (Signor Illi)
Vivian : Lezioni di storia [illegible]

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	133, 141.
Libri di lettura per la II classe delle scuole dei Centri Urbani	5, 15, 17, 19, 31, 35, 37, 49, 51, 55, 71, 77, 79, 81, 105, 131, 133, 137, 139, 141, 167, 171, 183, 187, 195, 197, 203, 211.
Il libro per la II classe delle scuole dei Centri Rurali.	7, 19, 21, 29, 47, 49, 55, 57, 81, 83, 85, 87, 93, 97, 101, 103, 105, 107, 139, 141, 145, 217, 219.
Classe quarta- Religione, grammatica, storia.	73, 79, 85, 107, 233.
Religione, grammatica, storia Classe 7.	85, 87, 93, 101, 105, 109, 111, da 117, a 211 inclusa; 97; carta geografica dell'Italia a colori.
Letture per la Quinta Classe dei Centri Urbani.	Da 29 a 39 inclusa; 201, 203, 235, 237, 239, 251 fino a 267 inclusa.

Scuole Secondarie

Books Approved

Cipolla-Amato.-Elementi di geometria (S.E.I.)

Books from which pages are to be removed

Capuana-Collesi - L'autore, antologia italiana per la scuola media.	309; da 667 a 674; da 693 a 696.
G. Lisorini.- Aprile, antologia.	Da 7 a 10; da 109 a 112; da 632 a 658
I. Ugolini.- Grammatica italiana.	9, 29, 37, 113, 281, 283.

Scuole Secondarie d'Avviamento

Books Approved

Cipolla & Amato	: Aritmetica pratica (S.E.I.)
Lisorini	: L'idioma d'Italia (Signorelli)
Lizier	: Lezioni di storia, Vol I
P. Zanone	: Elementi di scienze fisiche e naturali (Parravia)
Brancaleoni	: Corso di disegno professionale

Books from which pages are to be removed

P. Lizier	: Lezioni di storia Vol II.	Da 107 a 132.

Istituti Tecnici

Books Approved

G. Della Beffa	: Nozioni di chimica e mineralogia (Soc Ed Int)
Cipolla & Amato	: Algebra elementare (Soc Ed Int)
	: Elementi di matematica (Soc Ed Int) .
	: Aritmetica pratica

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[illegible]	: Nozioni [illegible] fisica e chimica (2ª Lib It)
Botel [illegible]	: [illegible] [illegible] [illegible] [illegible] [illegible] (3ª Fr Viaggi)
De Luca	: Elementi [illegible] tecnologia meccanica, 2 volumi (Soc 3ª Dept Libri)
Lacchelli	: Corso [illegible] meccanica [illegible] macchine (2ª Lib It)
Peyri	: Principi [illegible] [illegible] strategia (Soc 3. Scuole)
De Prandis & Bertolossi	: Elementi [illegible] [illegible] (3ª Lib It)
Petrelli	: Civiltà [illegible] lavoro nell'età moderna, Vol I (2ª Lib It)
Staffetta-Ceravolo	: Elementi [illegible] matematica (Privati)
Severi	: Nozioni [illegible] [illegible]

Books from which passages to be removed

Iemmola	: Civiltà [illegible] lavoro nell'età moderna, Vol II. 151, 194; [illegible] 211 - 231.

Confidential Books

Scuola Elementare

Il Libro della II Classe (Sussidiario)
Il Libro di Letture per la III Classe [illegible] Centri Urbani.
Letture per la terza Classe [illegible] Centri Rurali (L'altro [illegible] Sussi.)
Il Libro della IV Classe Elementare, Letture.

Scuola Professionale

E. Ilacqua	: Uomini e [illegible]coli, Letture storiche per la scuola [illegible] Vol III.
Finocchiaro	: [illegible]ntologia.
F. Gribaudi	: L'uomo e il suo regno, Vol III (Soc 3ª Int)
C. Sgroi	: L'arte e la vita (Privati, Licoli)
Vitelli	: Nuove lezioni [illegible]ntologia, Vol I, II.

Ginnasio

Libertini [illegible]	: Il libro [illegible] geografia, Vol II (Privati)
Tinaprano	: Corso [illegible] geografia, Vol III (Centrale)

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Scuole Secondarie di avviamento Professionale

Berio, Filogelo, Rossi ; L'artigianato ntologia (Privati)Nomi).

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DATA _____ PROVINCIA _____

GOVERNO MILITARE ALLEATO

N. 2225

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

SCHEDA PERSONALE

Si DEVE rispondere a ogni domanda secondo le indicazioni
Every Question Must be Answered

1. Cognome _____ Nome _____ fu / di

* di / fu _____

a) Luogo di nascita _____ b) Data di nascita _____
Place of Birth *Date of Birth*

2. Indirizzo _____ a) Residenza permanente _____
Address *Permanent Residence*

3. a) Professione _____ b) Posizione attuale _____
Profession *Present Position*

c) Carica desiderata _____
Position Desired

4. Eravate inscritto al P. N. F.? a) Da quando?
Were you a member of P. N. F.? *Since when?*

5. Appartenevate ad uno dei seguenti gruppi **(SI o NO)**:
Did you at any time belong to any of the following groups (Answer YES or NO).

a) Sansepolcristi _____ b) Squadristi _____ c) M. V. S. N.? _____

d) Se eravate nella Milizia, in quale delle seguenti unità avete prestato servizio? (Indicate con un **SI** od un **NO** l'unità e la data negli spazi rispettivi):
If you belonged to the Militia, in which of the following units did you serve? (Answer YES or NO opposite unit giving the date).

	PERIODO DI SERVIZIO (Length of Service) (Specificate se servizio effettivo o nei quadri) (Specify whether permanent or temporary Service)
Milizia ordinaria? *Ordinary Militia?*	
Milizia Ferroviaria? *Railroad Militia?*	
Milizia Postale? *Postal Militia?*	
Milizia Portuale? *Port Militia?*	
Milizia Forestale? *Forest Militia?*	
Milizia Stradale? *Road Militia?*	
Milizia Confinaria? *Border Militia?*	
Milizia Universitaria? *University Militia?*	
Milizia Artiglieria?	

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di

fu

a) Luogo di nascita
Place of Birth

b) Data di nascita
Date of Birth

2. Indirizzo
Address

c) Residenza permanente
Permanent Residence

3. a) Professione
Profession

b) Posizione attuale
Present Position

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Milizia Ferroviaria? *Railroad Militia?*	
Milizia Postale? *Postal Militia?*	
Milizia Portuale? *Port Militia?*	
Milizia Forestale? *Forest Militia?*	
Milizia Stradale? *Road Militia?*	
Milizia Confinaria? *Border Militia?*	
Milizia Universitaria? *University Militia?*	
Milizia Antiaerea? *Antiaircraft Militia?*	
Milizia Artiglieria Marittima? *Naval Artillery Militia?*	
"Moschettieri del Duce"? *The Duce's Musketeers?*	
Battaglioni "M"? *"M" Battalions?*	

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e) Se avete militato solo in tempo di guerra, siete entrato nella milizia da volontario o in seguito a regolare chiamata?
If you served during the war only, did you volunteer or were you drafted?

6. Avete ricoperto una delle seguenti cariche nel Partito Fascista (rispondete **SI** o **NO** e indicate i periodi di servizio in ciascuna carica negli spazi rispondenti):
Did you at any time hold any of the following positions in the Fascist Party? (Answer YES or NO giving the length of time of each).

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PERIODO DI SERVIZIO
LENGTH OF SERVICE

a) Segretario nel P. N. F.?
Secretary of the P. N. F.?

b) Membro del Direttorio Nazionale?
Member of the National Council?

c) Segretario Federale?
Federal Secretary?

d) Membro del Direttorio Federale?
Member of Federal Council?

e) Ispettore del Partito?
Inspector of the Party?

f) Ispettore Federale?
Federal Inspector?

g) Segretario Politico di un Fascio?
Political Secretary of a Fascio?

h) Fiduciario di un Gruppo Rionale?
Fiduciary of a Regional Group?

i) Membro di un Gruppo Rionale?
Member of the Regional Group?

j) Capo-settore?
Chief of a Sector?

k) Capo-nucleo?
Chief of a Group?

l) Una posizione autorevole nella G.I.L.?
An authoritative position in the G.I.L.?

m) Una posizione autorevole nel G.U.F.?
An authoritative position in the G.U.F.?

n) Una posizione autorevole nei Fasci Femminili?
An authoritative position in the women Fasci?

o) Qualche altra carica nel Partito?
Some other position in the Party?

Quale?
What?

7. Siete stato in qualche periodo membro dell'OVRA? Quando?
Were you at any time member of the OVRA? *When?*

8. Avete fatto parte dell'ufficio politico dei CC. RR.? Quando?
Were you a member of the Political Office of the CC. RR.? *When?*

9. Avete fatto parte di un ufficio politico di P. S. Quando?
Were you a member of the Political Office of the P. S.? *When?*

10. Siete stato in qualche periodo funzionario in una delle seguenti organizzazioni?
Were you at any time a functionary in any of the following organizations?

PERIODO DI SERVIZIO
LENGTH OF SERVICE

a) in una Corporazione?
In a Corporation?

Quale?
Which One?

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Funzionario di un Gruppo Rionale?
Functionary of a Regional Group?

i) Membro di un Gruppo Rionale?
Member of the Regional Group?

j) Capo-settore?
Chief of a Sector?

k) Capo-nucleo?
Chief of a Group?

l) Una posizione autorevole nella G.I.L.?
An authoritative position in the G.I.L.?

m) Una posizione autorevole nel G.U.F.?
An authoritative position in the G.U.F.?

n) Una posizione autorevole nei Fasci Femminili?
An authoritative position in the women Fasci?

o) Qualche altra carica nel Partito?
Some other position in the Party?

Quale?
What?

7. Siete stato in qualche periodo membro dell'OVRA?
Were you at any time member of the OVRA?
Quando?
When?

8. Avete fatto parte dell'ufficio politico dei CC. RR.?
Were you a member of the Political Office of the CC. RR.?
Quando?
When?

9. Avete fatto parte di un ufficio politico di P. S.
Were you a member of the Political Office of the P. S.?
Quando?
When?

3.0

10. Siete stato in qualche periodo funzionario in una delle seguenti organizzazioni?
Were you at any time a functionary in any of the following organizations?

PERIODO DI SERVIZIO
LENGTH OF SERVICE

a) In una Corporazione?
In a Corporation?

Quale?
Which One?

Denominazione della carica
Title of Position

b) In una unione sindacale?
In a syndical Union?

Quale?
Which One?

Denominazione della carica
Title of Position

c) In un Consorzio Agrario?
In a "Consorzio Agrario"?

Quale?
Which One?

Denominazione della carica
Title of Position

PERIODO DI SERVIZIO
LENGTH OF SERVICE

d) In qualche altra organizzazione corporativa o sindacale?
In some other Corporative or Syndical organization?

Quale?
Which One?

Denominazione della carica
Nature of Work Done

11. Indicate le cariche nazionali, provinciali o comunali - governative o parastatali - occupate da voi dal 1921, come segue:
Give the National, Provincial or Communal, governmental or parastatal positions held by you since 1921

NOME DELL'ISTITUTO *Name of the Institute*	PERIODO DI SERVIZIO *Length of Service*	MODO DI ASSUNZIONE *How Acquired*

12. Indicate le principali fonti dei vostri introiti durante il regime Fascista:
Show the principal sources of income during the Fascist Regime:

FONTI *Source of Income*	MEDIA ANNUALE *Yearly Average*	INTROITO DEL 1942 *Income in 1942*

13. Avete prestato servizio militare? a) In quale arma?
Have you rendered military service? *What branch?*

b) Quando?
When?

c) Quale grado rivestivate ultimamente?
Last rank?

d) Dove avete prestato servizio?
Where did you serve?

e) Siete stato "volontario" nella guerra civile Spagnola?
Were you a "volunteer" in the Spanish Civil war?

f) Siete stato "volontario" nella campagna dell'Africa Orientale? Del Nord Africa?
Were you a "volunteer" in the Ethiopian Campaign? *North African campaign?*

Della campagna in Russia?
Russian campaign?

g) Avete goduto di qualche esonero dal servizio militare?
Were you deferred from Military Service?

Per qual motivo?

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NOME DELL'ISTITUTO *Name of the Institute*	PERIODO DI SERVIZIO *Length of Service*	MODO DI ASSUNZIONE *How Acquired*

12. Indicate le principali fonti dei vostri introiti durante il regime Fascista:
Show the principal sources of income during the Fascist Regime

FONTI *Source of Income*	MEDIA ANNUALE *Yearly Average*	INTROITO DEL 1942 *Income in 1942*

13. Avete prestato servizio militare? *Have you rendered military service?* a) In quale arma? *What branch?*

b) Quando? *When?* c) Quale grado rivestivate ultimamente? *Last rank?*

d) Dove avete prestato servizio? *Where did you serve?*

e) Siete stato "volontario" nella guerra civile Spagnola? *Were you a "volunteer" in the Spanish Civil war?*

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f) Siete stato "volontario" nella campagna dell'Africa Orientale? *Were you a "volunteer" in the Ethiopian Campaign?* Del Nord Africa? *North African campaign?*

Della campagna in Russia? *Russian campaign?*

g) Avete goduto di qualche esonero dal servizio militare? *Were you deferred from Military Service?*

Per qual motivo? *Why?*

14. Avete fatto parte dal 1922 in poi di qualche organizzazione politica diversa del Partito Fascista? *Have you belonged to any political party other than the Fascist Party since 1922?*

Nome dell'organizzazione? *Name of the Party or Organization?*

Periodo di appartenenza? *How long were you a member?*

10 Dichiaro sinceramente e solennemente che tutto quanto ho affermato è vero.
I solemnly swear that all I have said is true.

Firma _____
Signed

Testimone _____
Witness

Data _____
Date

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Pagina riservata all' annotazioni dell' Ufficiale competente Alleato

This page reserved for notations by an authorized Allied Officer

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[redacted]

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PUBLIKO

4

Persone Barred from Holding Public Office:

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

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~~Secret~~

[illegible] officer on failures of information:

The Memorandum deals with personal reactions to the failure of information and reconnaissance services insofar as they affect the field of Education.

Prior to entering the theater the only information available was in text-books on comparative education and in the civil affairs handbook which later was given to me at the port of embarkation. All such information was general and to some extent out of date. Probably little else could have been done concerning Italian Education since no recent surveys had been made.

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

1. No data on teacher certification and teacher's salaries were available.

2. No one in finance or education knew how a local school was financed i.e. what were the taxing and appropriating powers of a commune or province.

3. No school text-books were available at the school until November and then only two of the many being used in the schools.

4. Powers of Provveditori, Presidi, directors and inspectors were not known.

5. Nothing was known of the presence of kindergartens at the podesth of a Commune.

6. Provveditori were supposed to be regional, not provincial officers, as they turned out to be.

After Major C.W. [illegible] SHEURNE at the request of officers at the [illegible] Educational Adviser of [illegible]

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

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the podesth of a Commune.

6. Provveditori were supposed to be regional, not provincial officers, as they turned out to be.

After Major C.W. SHEURER at the request of officers at the school and with the authority of the Educational Adviser of AFHQ sent a reconnaissance report to the school it was found that copies of necessary materials such as the School Personnel could not be obtained in AFHQ for inclusion in regional supplies.

Recommendations:

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

1. Several sets of all text-books used should be obtained and sent to rear echelons designated as holding, planning and training centers.

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2. The need for curriculum revision.

3. The continuing survey of education should be started and should follow in general standardized survey procedures in use in the U.S.A.

4. Copies of all orders and reconnaissance reports issued in the field should be sent to rear echelons.

5. An officer should go to rear echelons to make reconnaissance reports.

6. Civilian personnel from the field of education should be sent to rear echelons as instructors and to serve in planning groups i.e. on Curriculum commissions, text book commissions, etc.

7. A cooperative plan for the "screening" of educational personnel concurred in by public security and intelligence sections should be developed and sent to rear echelons for their guidance.

8. Copies of laws affecting education should be collected and sent to rear echelons.

9. Officers from holding centers should be sent to the field for training at the earliest moment possible.

In this Memorandum there is no intent to imply that a complete plan for handling education in a country can be developed outside that country but it does mean to imply that front and rear echelons can cooperate to the end of improving training and planning on the one hand and lightening the load on the forward echelons to some extent.

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APPENDIX I

Suggested Table of Staff required in Headquarters and Regions on the Italian Pattern (Country wholly occupied)

HEADQUARTERS	Brig	Col	Lt-Col	Maj	Capt	Lt	Total
Director	1						1
Deputy		1					1
I/C Universities		1		1			2
Intelligence			1		1		2
Adult Education and							
Youth Organizations			1				1
Schools, Texts and							
Child Welfare			1		1(a)		2
Administration				1		1(a)	2
HQ Total Officers	1	2	3	2	2	1	11

HEADQUARTERS	WO I	WO II	Sgt	Cpl	L/Cpl	Pte	Total
Chief Clerk	1						1
Shorthand-Typist			1	1(a)			2
Filing Clerk					1		1
Clerk/Typist						2(a)	2
HQ Total OR/EM	1		1	1	1	2	6

EACH REGION	Lt-Col	Maj	Capt	WO II	Cpl	Pte	Total
Director	1						1
Assistants		1	1				2
Each Region Total Officers (b)	1	1	1				3
Chief Clerk				1			1
Shorthand-Typist					1		1
Clerk						1	1
Total OR/EM per Region				1	1	1	3

Notes: (a) May be WTS or WRCS. (b) In addition each Province should have one Officer on wholetime Education work.

In addition civilian staff would be required as under:

HEADQUARTERS

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

EACH REGION

Total Officers of Professorial Standard

[illegible]		1		1			2
Adult Education [illegible]							
Youth Organizations		1					1
Schools, Texts [illegible]							
Child Welfare		1		1(a)			2
Administration			1			1(a)	2
HQ Total Officers	1	2	3	2	2	1	11

HEADQUARTERS	WO I	WO II	Sgt	Cpl	T/Cpl	Pte	Total
Chief Clerk	1						1
Shorthand-Typist			1	1(a)			2
Filing Clerk					1		1
Clerk/Typist						2(a)	2
HQ Total OR/FM	1		1	1	1	2	6

BRANCH REGION	Lt-Col	Maj	Capt	WO II	Cpl	Pte	Total
Director	1						1
Assistants		1	1				2
Each Region Total Officers (b)	1	1	1				3
Chief Clerk				1			1
Shorthand-Typist					1		1
Clerk						1	1
Total FS/CR per Region				1	1	1	3

Notes: (a) May be TS or WACS. (b) In addition each Province of Qué-
bec and Officer on wholetime Evacuation 1 work.

In addition civilian staff would be required as under:

HEADQUARTERS

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

EACH REGION

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

TRANSPORT

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

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REPORT ON THE WORK OF THE

EDUCATIONAL DIVISION AND WELFARE SECTION

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

September 1943 - February 1944.

REVISED FEBRUARY 1944

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

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

REPORT ON THE WORK OF THE

EDUCATION DIVISION AND SUB-COMMISSION

A.M.G. — A.C.C.

September 1943 — February 1944

REVISED EDITION 1944

INTRODUCTION.

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

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

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

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

EDUCATION SUB-COMMISSION, ALLIED CONTROL COMMISSION

S T A F F.

HEADQUARTERS

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

REGION I

Major G.R. ROOFNAM	(A)
2nd Lieut. R.W. CROCHTON AUS	(A)

REGION II

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

REGION III

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

REGION IV

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Captain NORMAN CRIVON	(H) Not yet joined
Lieut. F.R.BIARD G.L.	(D) Detached to Region I for completion of text book programme.
Lieut. J.V. VELLA G.L.	(B) Political Investigation
Lieut. H.F. CONEY AUS	(A) Temporarily detached to "Displaced Persons"
Mr. G. Houser CIC	(A) Attached from CIC for Political Investigation

REGION I

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

REGION II

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

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REGION III

Captain GEORGE CRTER, AUS	(A)
Captain Sam V. BOE, AUS	(A)

REGION IV

Major CARLETON W. WASHBURNE, AUS	(A) And Acting Asst's Director for Schools
Captain PAUL L. HEILMAN, AUS	(A)

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[illegible]

DETACHMENT

POSITION IN EARLY OCT 1943

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

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

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

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

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

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[illegible] translations, were provided for reprints to fabrics. Although to inspect all was impossible, due to the complete lack of staff and transport, as many as possible were visited. The visit in mind was to work out a system whereby repairs could be speedily done. A plan (Appendix A) was suggested to the Chief Financial Officer, and adopted, and this made for a quick means of providing money for repairs and ensured the proper expenditure of funds. Furthermore, it had the advantage of transferring some of the clerical work and interviewing from the shoulders of Allied Military Government to those of the appropriate civilian authorities.

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

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TERRITORY UNDER A.M.G. ADMINISTRATION

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

DEVELOPMENT OF STAFF

No staff was provided in the planning stage, nor until the arrival of Lt. Colonel G.R. [illegible], as Educational Adviser on 1 September 43(3), two months after the assault. Additions to Headquarters staff were few and slow in arrival. The following is a brief outline of the growth of the Division:

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

10th October Major W.H. [illegible] (S)

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

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

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

In addition the services of Major C[illegible] (A) who is assigned to the, as yet, non-operative Region IV, have been used since the first week in October in their revision and school organisation. He also acted as Regional Director, Region I, up to 5th December.

The present staff is shown on page 2.

OFFICES OF REGIONAL DIRECTORS

Region I Education Office opened on 26th October with Major C.J. [illegible] (A) as temporary director. He was relieved by Major G.R. [illegible] (A) on 5th December.

Region II Education Office opened, at Messina, by Captain A.A. [illegible] (S)

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No staff was provided in the planning stage, nor until the arrival of Lt. Colonel C.R. [redacted], as Educational Adviser on 1 September 1943, two months after the assault. Additions to Headquarters staff were few and slow in arrival. The following is a brief outline of the growth of the Division:

5th September — Lt. Col. C.R. [redacted] (B)

10th October — Major W.R. [redacted] (B)

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

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This officer left immediately to act as Regional Director, Region II, and has never been effective on HQ staff.

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

In addition the services of Major [redacted] (A) who is seconded to the, as yet, non-operative Region IV, have been used since the first week in October in port revision and school organisation. He also acted as Regional Director, Region I, up to 5th December.

The present staff is shown on page 2.

OPENING OF REGIONAL HEADQUARTERS

Region I Education Office opened on 24th October with Major C.V. [redacted] (A) as temporary director. He was relieved by Major G.R. [redacted] (A) on 5th December.

Region II Education Office opened, at Nocera, by Captain A.A. [redacted] (B) of HQ staff on 14 November. Captain [redacted] running there and is doing good work.

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

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SECTION II

THE ACCOMPLISHED

BUILDINGS: Schools

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

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

On the mainland the public schools throughout Campania, and 45 private schools, have now been opened. About 30% of elementary school classrooms in Naples are still requisitioned for military purposes.

UNIVERSITIES

The rebuilding and repairing of the damage to universities in Sicily is now in progress. Sums of 6,000,000 lire to Messina University and 2,000,000 lire to Catania University have been granted for urgent repairs. Repairs to Palermo University have been carried out without a special grant by the Civil Engineer of the City and considerable progress has been made.

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

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

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

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

On the mainland the public schools throughout Campania, and 45 private schools, have now been opened. About 90% of elementary school classrooms in Naples are still requisitioned for military purposes.

UNIVERSITIES

The rebuilding and repairing of the damage to universities in Sicily is now in progress. Sums of 3,000,000 lire to Messina University and 2,000,000 lire to Catania University have been granted for urgent repairs. Repairs to Palermo University have been carried out without a special grant by the Civil Engineer of the City and considerable progress has been made.

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

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

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

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

EXTENT OF DAMAGE

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

TEXT BOOKS

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

One of the first undertakings of the Education Division was to get as complete a set of these text-books as possible and to examine them. A full set of the elementary text-books was soon obtained, as well as a collection of 52 secondary school text books, probably a small fraction of the total in existence.

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

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

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

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

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The use of cert[illegible] books [illegible] as a temporary expedient, and only [illegible] books [illegible] confiscation of books [illegible] and necessary for the elementary schools, a [illegible] of re-writing the offensive [illegible] was undertaken by a group of [illegible] teachers selected by the Chief Inspector of Elementary Schools in [illegible] Province. An editor, Professor Orsano, was appointed for the collection of the material. Professor Orsano died before the completion of the work and the [illegible] by Professor Bonsi. The material is now complete, and is ready for printing.

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

There was a lack of paper in Sicily, but a source of supply was found in Naples. Enough paper was procured, pending the arrival of the complete supply from Naples, to begin work immediately on two books. The first of these was published on 25 January.

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

The present position of book production is as follows:

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

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INSTRUCTIONS TO TEACHERS

Because many teachers would have to begin teaching without text books, or with a wholly inadequate number of text books, and because teachers in Italy are accustomed to having a general course of study laid down for them, it was [illegible] instructions to teachers prepared and distributed. To

to various publishers . Due to lack of time and money, it was decided to print one book in Bari, Milan, Turin, Florence and Rome. It was the custom for each such publisher to print and sell the books for certain sections of Italy. Therefore it was decided to print in Palermo the books for Sicily and Calabria, as in the past, and to arrange similar printing and distribution by other printers and publishers in other parts of Italy.

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

The text book programme moved forward though hampered by difficulties in obtaining materials. The publishing house of "Casa Editori" of Naples has been entrusted with the production of books for the schools.

The present position of book production is as follows:

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

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INSTRUCTIONS TO TEACHERS

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

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

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The next current educational article, the president of the faculty of pedagogy and letters of the University of Palermo, was replaced by the Chairman of the Palermo Committee as a precaution, and a new committee was appointed by the Provveditore agli Studi (Inspector of the Palermo Committee) to reconcile the report of the Committee with the legal Italian educational system of school organization.

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

PROVINCIAL OFFICIALS DISMISSED OR REINSTATED

As a group the Provveditori agli Studi ran rather evenly involved in fascist activities. The Provveditori have, so far, been displaced and replaced in the three regions.

SCHOOL PERSONNEL: [illegible]

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

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

UNIVERSITY CHAIRS

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

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

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

been sent for information to the London Government.

PROVINCIAL FASCIST SECRETARIES

As a group the Provincial Fascist Secretaries were not deeply involved in Fascist activities. The Provincial Secretaries, as far, were dismissed and replaced in the three regions.

SCHOOL PERSONNEL - PURGE DATA

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4. Diritto Corporativo e Diritto del Lavoro to Diritto del Lavoro
5. Diritto Coloniale to Diritto Coloniale Comparato
6. Principi di economia generale corporativa e statistica to Principi di economia politica e statistica
7. Biologia delle razze umane to Biologia umana
8. Diritto costituzionale italiano comparato e Diritto pubblico comparato

NEW FACULTIES, ETC.

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

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

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

UNIVERSITIES AND HIGHER SCHOOLS:
Dismissals and Appointments

The schedule of 340 individuals were examined in connection with the three universities of the Sicily Region. This represented all schools which had come in from employees or prospective employees. Of these, 21 were found unsuitable for employment on the basis of their anti-Fascist views. Of those already employed or applying for employment others were found unsuitable or very dismissed on the basis of their records as they [illegible] investigation other than that disclosed by the schedule.

The record to date on tabular professors is as follows:

PALERMO UNIVERSITY

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

ROYAL ACADEMY OF MEDICAL SCIENCE, PALERMO

Members dismissed	1
Members suspended	1

ROYAL ACADEMY OF SCIENCES, LETTERS AND ARTS, PALERMO

Members dismissed	14
Members suspended	12

MESSINA UNIVERSITY

Professors appointed	16
Professors dismissed	1
Administrative Director dismissed	1

PELORITANA ACADEMY OF MESSINA

Members dismissed	36

CATANIA UNIVERSITY

Professors appointed [illegible]

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The record to date on titular professors is as follows:

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Professors dismissed	1
Administrative Director dismissed	1

PEDAGOGICAL INSTITUTE OF MESSINA

Members dismissed	36

CATANIA UNIVERSITY

Professors appointed	5
Professors dismissed	1
Professors transferred from Messina	2

NAPLES UNIVERSITY

Professors dismissed	12

ROYAL SOCIETY OF NAPLES

Members dismissed	14

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Members suspended..... 1

BARI UNIVERSITY

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

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

ROYAL SOCIETY OF NAPLES

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

Dismissals of fascist members are shown above.

BARI UNIVERSITY

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

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

PRINCIPLES AND METHODS EMPLOYED IN DISMISSING
PERSONNEL AND OFFICIALS

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

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PRINCIPLES AND METHODS EMPLOYED IN DISMISSING
UNDESIRABLE OFFICIALS

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

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

SECTION III

EDUCATIONAL

SCHOOLS

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

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

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

TEXTS AND MATERIALS

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

UNIVERSITIES

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

SECTION IV

PRESS, RADIO AND PUBLICITY

SCHOOLS

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

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SECTION IV

DELAYS, DEFECTS AND FAILURES

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

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

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

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

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

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

PROJECT BOOKS ON SALE

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

LIBRARY EXCHANGE

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

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

SECTION V

REASONS FOR DELAYS, DEFECTS AND FAILURES

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STAFF

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

It is essential that constant visits be paid to Educational establishments

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SECTION I

REASONS FOR DELAYS, DEFECTS AND FAILURES

STAFF

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

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

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

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

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

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

PLANNING

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

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

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

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PREPARATION OF TEXTS

The text book programme was delayed first by the fact that the Education Adviser was not called to Sicily until two months after the invasion, and no preliminary work whatever had been done in this field - there was not even a set of text books in any branch of the Allied Military Government. The lack of personnel and the fact that the Education Adviser had to work single handed for a month, working out all policies and directing education in all occupied territ[illegible]. Further delay in the text books. It was not until October that a

[illegible] fascist who have been dismissed.

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

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

PLANNING

To this should be added the lack of pre-invasion planning. An adequate Educational staff ought to have been working for never 1 months before the assault on its problems. For instance, when it arrived in Italy it should have had a card index on every possible professor and intellectual and a standard established for dismissals and suspensions.

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

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

PREPARATION OF TEXTS

The text book programme was delayed first by the fact that the Education Adviser was not called to Sicily until two months after the invasion, and no preliminary work whatever had been done in this field-there was not even a set of text books in any branch of the Allied Military Government. The lack of personnel and the fact that the Education Adviser had to work single handed for a month, working out all policies and directing education in all occupied territory, further delayed work on the text books. It was not until October that a second officer (Major C. W. [illegible]) was available. He was immediately put on the text book problem. But to gather the text books, examine them, and get the fascist part re-written was a time-consuming job, especially since he also had to supervise the preparation of instructions to teachers, conduct innumerable interviews, find secretarial help, aid the Education adviser with his many responsibilities, and, early in November, become Acting Director of Education for Region I. He was also sent by General [illegible] to Brindisi to make contact with the Italian Government, and to Regions II and III and the 15th Army Group to the preliminary steps toward opening the schools in those regions.

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Finally, the absence of paper, ink for binding work for publishing two re-written text books established a working position and necessitated another trip to Naples to secure paper. This trip was successfully accomplished, and work has begun on the printed texts.

DIVISION OF RESPONSIBILITY

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

WELFARE IN SCHOOLS

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

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

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

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

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

YOUTH ACTIVITIES

A curriculum on Youth Activities has now been organised in Naples, composed of representatives of the schools, the university, the Church, citizens, and youth itself. The advisory and steering committee is composed of the Chief, Education Division, Region 1, the corresponding Welfare officer, your -

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[illegible] between the operations of A,M.G. and Regional and Provincial Headquarters. The Educational Division was perhaps the earliest to arrive at such a division of duties, nevertheless there was a period of confusion of over two months before a division of authority was made. This resulted in many delays and unnecessary work. Planning in detail and at an early stage would have avoided this.

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YOUTH ACTIVITIES

A commission on Youth Activities has now been organised in Naples, composed of representatives of the schools, the university, the Church, citizens, and youth itself. The advisory and steering committee is composed of the Chief, Education Division, Region I, the corresponding Welfare Officer, representatives of the Education Subcommission, ACC, and (unofficially) a recreation specialist from the American Red Cross. The Education Subcommission has employed a full-time executive secretary for this commission, and plans for work are getting under way.

SECTION VI

LIAISON AND CONTROL, ETC

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

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

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

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

SECTION VII

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

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

PALERMO UNIVERSITY

Honorary Doctorate of Political Science, Faculty of Laws

The Lord Rennell of Rodd, CCMG, AMG.
Brigadier General Frank J. McSherry, DCCAO, AMG
Lieut. Col. G.R. Gayre, Educational Adviser, AMG
Major A.L. Raffa, AUS

MESSINA UNIVERSITY

HONORARY DOCTOR OF PHILOSOPHY

Lt. Col. G.R. Gayre, Educational [illegible]

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

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Lieut. Col. G.R. Gayre, Educational Adviser, AMG
Major A.L. Kerr, AMG

MESSINA UNIVERSITY

HONORARY DOCTOR OF PHILOSOPHY

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

HONORARY DOCTOR OF LETTERS

Major W.W. Sherwood

HONORARY DOCTOR OF PEDAGOGY

Major O. W. Washburne

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HARVARD UNIVERSITY

HONORARY DOCTOR OF SCIENCE

Lt. Col. C.R. GAINER

COLUMBIA UNIVERSITY

HONORARY DOCTOR OF LETTERS

Lt. Col. G.T. [illegible]

HONORARY DOCTOR OF POLITICAL SCIENCE

Major C.R. KOEHLER

ROYAL SOCIETY OF [illegible]

HONORARY MEMBER

Colonel Charles M. Bedford, D.C.M.A.O.
Lt. Col. C.R. Ogyre
Major C.W. Washburne

ANTHROPOLOGICAL ACADEMY OF PALERMO

HONORARY PRESIDENT

Lt. Col. C.R. Ogyre

SECTION XIII

SURVEY OF ITALIAN SCHOOLS

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

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SECTION XI

CONCLUSION

As a result of experience in Italy it is most strongly stressed that there must be adequate planning and preparation before the invasion. This includes making lists of names of native enemies and friends, and the writing of new texts and directives. There must also be an efficient system [illegible]

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[illegible] SCHOOL OF POLITICAL SCIENCE

Major G.R. KITSON

ROYAL SOCIETY OF [illegible]

EXCHANGE SPEAKERS

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

METEOROLOGICAL AGENCY OF BRAZIL

EXCHANGE PROFESSOR

Lt. Col. G.R. Goyre

SECTION VIII

REPORT OF ITALIAN SCHOOLS

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

SECTION IX

CONCLUSION

As a result of experience in Italy it is most strongly stressed that there must be adequate planning and preparation before the invasion. This includes making lists of names of active enemies and friends, and the writing of new texts and directives. There must also be an adequate staff in the early days, even if it must be reduced at a later stage. Such failures as there have been, in spite of the utilization of every means, can be traced directly to the two defects: lack of planning and shortage of staff in the beginning. What the result has been it is not easy to judge at this short range, but though much more could have been done in the days immediately after the occupation had the importance of Education been recognized, there have been some achievements also which may be developed to greater effectiveness with the cooperation of the new Italian Government.

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Educational organization in the Italian field has now been made in such a way as to insure smooth running, and the study of the Administration have been much by practical experience in the field that could not have been enjoyed in [illegible] peacetime. A nucleus from which officers might, with advantage, be used as the basis of a staff for operations in northern Europe.

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[illegible]

[illegible]

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

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

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

APPENDIX B

GOVERNO MILITARE ALLEATO

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

SCHEDA PERSONALE

1. Nome e cognome ..... di o fu .....

a) Luogo di nascita ..... b) Data di nascita .....

2. Indirizzo attuale ..... c) Residenza permanente .....

3. Professione .....

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

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

a) Sansepolcristi ..... b) Squadristi ..... c) M. V. S. N.? .....

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

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

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1. Nome e cognome di o fu

a) Luogo di nascita b) Data di nascita

2. Indirizzo attuale a) Residenza permanente

3. Professione

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

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Milizia Ferroviaria?	
Milizia Postale?	
Milizia Portuale?	
Milizia Forestale?	
Milizia Stradale?	
Milizia Confinaria?	
Milizia Universitaria?	
Milizia Antiaerea?	
Milizia Artiglieria Marittima?	
« Moschettieri del Duce »?	
Battaglioni « M »?	

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

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

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PERIODO DI SERVIZIO

a) Segretario nel P. N. F.?

b) Membro del Direttorio Nazionale?

c) Segretario Federale?

d) Membro del Direttorio Federale?

e) Ispettore del Partito?

f) Ispettore Federale?

g) Segretario politico di un Fascio?

h) Fiduciario di un Gruppo Rionale?

i) Membro di un Gruppo Rionale?

j) Capo-settore?

k) Capo-nucleo?

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

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

n) Una posizione autorevole nei Fasci Femminili?

o) Qualche altra carica nel Partito

Quale?

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

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

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

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

a) in una Corporazione?

PERIODO DI SERVIZIO

Quale?

Denominazione della carica

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f) Ispettore Federale?

g) Segretario politico di un Fascio?

h) Fiduciario di un Gruppo Rionale?

i) Membro di un Gruppo Rionale?

j) Capo-settore?

k) Capo-nucleo?

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

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

n) Una posizione autorevole nei Fasci Femminili?

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

a) in una Corporazione? PERIODO DI SERVIZIO

Quale?

Denominazione della carica

b) in una unione sindacale?

Quale?

Denominazione della carica

c) In un Consorzio Agrario?

Quale?

Denominazione della carica

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PERIODO DI SERVIZIO

d) In qualche altra organizzazione corporativa o sindacale?

Quale?

Denominazione della carica

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

NOME DELL' ISTITUTO	PERIODO DI SERVIZIO	MODO DI ASSUNZIONE

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

FONTI	MEDIA ANNUALE	INTROITO DEL 1942

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

b) Quando? c) Quale grado rivestivate ultimamente?

d) Dove avete prestato servizio?

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

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

g) Avete goduto di qualche esonero dal servizio militare? —

Per quale motivo?

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

Periodo di appartenenza?

GIURO CHE LE PRECEDENTI DICHIARAZIONI SONO VERE.

Firma

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(03

NOME DELL' ISTITUTO PERIODO DI SERVIZIO MODO DI ASSUNZIONE

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

FONTI MEDIA ANNUALE INTROITO DEL 1942

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

b) Quando? c) Quale grado rivestivate ultimamente?

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Periodo di appartenenza?

GIURO CHE LE PRECEDENTI DICHIARAZIONI SONO VERE.

Firma

Data

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

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Pagina riservata alle annotazioni dell'Ufficiale degli Affari Civili

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ANNEXURE I

[illegible]

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

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S.E.D.

Revised Table of Staff required in Headquarters and Stations on the Italian Pattern

HQ	Col.	It.Col.	Maj.	Capt.	It.	Total
Director	1					1
Deputy		1				1
I/c Universities		1	1			2
Intelligence			1	1		2
Adult Education and Youth Organisation				1		1
Schools, Texts and Child Welfare			1	1(a)		2
Administration			1		1(a)	2
H.Q. Total Officers	1	2	4	3	1	11

HEADQUARTERS	SC 1	SC II	Sgt	Cpl	L/Cpl	PVT.	Total
Chief Clerk	1						1
Shorthand-Typist			1	1(a)			2
Filing Clerk				1			1
Clerk-Typist					2(a)		2
H.Q. Total C/Cl	1	1	1	1	2		6

REGION	Lt-Col.	Maj.	Capt.	NO II	Cpl.	PVT.	Total
Director	1						1
Assistants		1	1				2

(b)

Each Region							
Total Officers		1	1				1
Chief Clerk				1			1
Shorthand-Typist					1		1
Clerk						1	1
Total C/Cl per Region			1	1	1	1	3

Notes: (a) May be ATS or WAAC. (b) In addition each province should have one Officer on whole time (Optional or).

In addition civilian staff could be required as under:

HEAD QUARTERS

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

EACH REGION

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

Welfare, Texts and Child Welfare	1	1(a)				2
Administration	1	1(a)				2
Sub. Total Officers	1	2	4	3	1	11
HEADQUARTERS.	SC	C	Lt-Col.	Maj.	Capt.	TO	1st Cpl.	2nd Cpl.	Pte	TOTAL
Chief Clerk	1									1
Short-and-Typist			1	1(a)						2
Filing Clerk					1					1
Clerk-Typist						2(a)				2
SUB. Total C/SM	1	1	1	1	2	2				8
EACH REGION			Lt-Col.	Maj.	Capt.	TO	1st Cpl.	2nd Cpl.	Pte	TOTAL
Director	1									1
Assistants		1	1							2
(b)										
Each Region Total Officers	1	1	1							3
Chief Clerk				1						1
Short-and-Typist					1					1
Clerk						1				1
Total S./SM per Region	1	1								3

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Notes: (a) May be WTS or WOSB. (b) In addition each province should have one Officer on whole time Professional work. In addition civilian staff could be required as under:

SUB-UNITS

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

EACH REGION

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

TRANSPORT

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

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EFFECT AND [illegible] OF FAILURES OF INFORMATION

The memorandum deals with personal reactions to the failures of information and reconnaissance services insofar as they affect the field of Education.

Prior to entering the theater the only information available was in text-books on comparative education and in the civil affairs handbook which later was given to me at the port of embarkation. All such information was general and to some extent out of date. Probably little else could have been done concerning Italian Education since no recent surveys had been made.

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

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

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

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RECOMMENDATIONS

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

1. Several sets of all text-books used should be obtained and sent to rear echelons designated as holding, planning and training centers.
2. The case for curriculum documents.
3. The most using survey of education should be started and should follow in general standardized survey procedures in use in the U.S.A..
4. Copies of all orders and reconnaissance reports issued in the field should be sent to rear echelons.
5. An officer should go to rear echelons to make reconnaissance reports.
6. Civilian personnel from the field of education should be sent to rear echelons as instructors and to serve in planning groups i.e. on

...Probably little else could have been done concerning Civilian Education since no recent surveys had been made.

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

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

After Major C.W. [redacted] at the request of officers at the school with the authority of the Educational Adviser of AFHQ made reconnaissance report to the school it was found that copies of necessary materials such as the School Reference file would not be obtained in time for inclusion in regional supplies.

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RECOMMENDATIONS

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

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

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In this Memorandum there is not intent to imply that a complete plan for handling operations in a country can be developed outside that country but it does mean to imply that front and rear echelons can cooperate to the end of improving training and planning on the one hand and lightening the load on the forward echelons to some extent.

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ATTACHMENT 2

METHODS USED IN MAKING A JOINT ELIMINATION OF UNIVERSITY PROFESSORS AND SCHOOL OFFICIALS

The important problem of determining the degree to which university professors and school officials were Fascists was solved by utilizing the services of the Political Intelligence Section of AMG, that section having been created precisely for the purpose of providing specific criteria and sources of information concerning the Fascist background of individuals holding responsible positions in the occupied territory. The section, headed by Major A.L. Raffo (U.S.), co-operated closely with the Education Division from the first day of its establishment in all matters involving the elimination of Fascism from universities and schools. Since the review of a faculty member's ideological background was in most instances far more complicated - because it involved consideration of writings, lectures, and other matters of record - than is the case with ordinary public officials. The Political Intelligence Section also assisted the Educational Adviser in reading and evaluating many published works of such university professors.

STEPS IN DETERMINING FASCIST ACTIVITIES

The initial step in obtaining information concerning the degree to which a professor or official was a "leading and active" Fascist was the requirement that all such persons fill out the "Scheda Personale" (Questionnaire) utilized by the P.I. Section and used throughout AMG as a standard form for office holders.

The completed Schedas were analyzed by the P. I. Section. In many instances the information on the Scheda itself was sufficient to lead to recommendation for removal or suspension from the faculty or office. In several other cases, however, additional information had to be obtained before a fair judgment could be made. In such instances the second step was to obtain copies of the writings, lectures or speeches of the individual as evidence of Fascist leanings or activities. It was on this basis, for instance, that the notorious Giuseppe Maggiore, author of "La Politica", a polemic with a "Mein Kampf" quality, was displaced from the faculty of the University of Palermo. It is worth noting, incidentally, that some of the most vital intelligence and often most difficult to obtain concerning the Fascist character of an individual came from old newspapers which reported addresses or lectures made during the regime. Still other sources of information, and not so difficult to obtain, were the "curriculum vitae" of professors, which in Italy are published by the individual himself in booklet or pamphlet form.

A third step, taken jointly with the other steps in doubtful instances, was the obtaining of information through the P.I. Section of data from other

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A third step, taken jointly with the other steps in doubtful instances, was the obtaining of information through the P.I. Section of data from other intelligence sources such as British P.W.B. or U.S. C.I.C., from known anti-Fascists and finally by direct interrogation of the individual himself. In some of the more important instances the Chief of Political Intelligence, assisted by other officers as occasion demanded, held hearings involving cross-questions, charges and testimony by the individual himself.

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RESULTS OBTAINED

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

1. All notorious Fascists were removed from university faculties. (At this writing the same process is continuing with respect to school super intendents and principals).

2. "Borderline" cases in which the individual had a considerable Fascist background but in which the individual had a considerable Fascist background but in which it was felt that the individual had not in fact been a Fascist leader, oppressor or proper outlet, were decided by decreeing a suspension rather than a dismissal from office.

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

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

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

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APPENDIX G.

THE SPIRITUAL COWARDICE OF THE NAZIS

BY

ADOLFO OMODEO

RECTOR OF THE UNIVERSITY OF NAPLES

NAPOLI
GAETANO MACCHIAROLI EDITORE

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This address was given at the Università di Napoli on the 14th of October 1911
and was thereafter printed by the publisher under the title

I DOVERI VERSO DELLA GIOVENTÙ

Gentlemen,

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

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

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

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mortal life of the spirit and of science before the busts of Cavour and Mazzini which, spared by fire, recall to us the lofty ideals of the Risorgimento.

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

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

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

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

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protest not only on behalf of my own University, but — since it is the first to be freed among the martyred schools — on behalf also of all the institutions of higher learning the Germans have wrecked; on behalf of the Polish and Bohemian Universities that have been ruined together with the cultured classes of those countries; on behalf of the Louvain University which has been burned for the second time; on behalf of all the homes of learning which may have suffered, from Norway to Greece, from Holland to Russia. The German objective is obvious. They mean to extinguish every spark of thought, to maim the minds of man as they appear to have maimed the bodies, so as to provide new herds of serfs for a new German feudalism. They mean to prevent anything from living in the world except their own «kultur», which is merely a barren technique, devoid of the light of a lofty thought and of the inspiration of poetry. It is a monstrous form of jealousy that attests the spiritual cowardice of the Nazis who dread free intellectual competition owing to their awareness of their own sterility, an awareness that is evidenced by racial persecutions.

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

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

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

No, we are up against a fact which is sim

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

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

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

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

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

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civilized peoples even during wars, to reconstruct unmixed, to attain oneness.

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

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

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

Yet, if such thoughts must assist us in ridding

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

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

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

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

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

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

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

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

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

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

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

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

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

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PROGRAMMI DI STUDIO
ED INDICAZIONI DIDATTICHE PER LE
SCUOLE ELEMENTARI
1943 - 44

PARTE II

Consigli per la modernizzazione della scuola elementare

(Edizione rivedute)

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AVVERTENZA

I seguenti consigli (formulati da una Commissione presieduta dal Titolare della cattedra di Pedagogia di una delle maggiori Università d'Italia, da due esperti Direttori didattici e da un Sacerdote appositamente delegato da un Cardinale Arcivescovo) si ispirano, per l'insegnamento religioso ai tradizionali principi della Chiesa Cattolica e per le altre materie d'insegnamento a quella speciale corrente pedagogica moderna, che è caratteristica delle Nazioni liberali e democratiche d'Europa e d'America.

Gli insegnanti non hanno l'obbligo di adottare questi consigli, anzi è lasciata ad essi piena libertà di seguire le proprie convinzioni didattiche; tuttavia si desidera che essi sperimentino le seguenti direttive, dove esse non coincidono completamente con le «prescrizioni», con i «chiarimenti relativi all'orario» e con le «avvertenze generali» inserite nel «Programma Base» già distribuito.

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RELIGIONE.

In conformità ai Patti Lateranensi, stipulati fra la Santa Sede e l'Italia, restano pienamente in vigore tutte le disposizioni della legislazione scolastica italiana circa l'insegnamento della Religione nelle classi primarie. A fondamento e coronamento dell'istruzione elementare in ogni suo grado è posto l'insegnamento della Dottrina Cristiana, secondo la forma ricevuta nella tradizione cattolica. Si fa viva premura agli insegnanti di curare in modo particolare la parte centrale del programma, che è quella dogmatico-catechistica, base di tutto l'insegnamento religioso, cercando di ottenere che tutti gli alunni imparino bene le formule catechistiche e ne comprendano il significato in maniera adeguata alla loro capacità. Ove non sia possibile svolgere tutte le parti del programma, come verrà indicato classe per classe, si trascurino le altre ma si curi sempre la parte dogmatico-catechistica. Circa la didattica dell'insegnamento religioso moderno si consiglia che le verità religiose indicate nei programmi ministeriali siano sviluppate nelle varie classi in forma ciclica, e avvalendosi dei risultati della migliore pedagogia catechistica moderna, l'insegnante curi di renderle accessibili all'intelligenza degli alunni per ottenere il loro interessamento usando, con la competenza che deriva dalla personale esperienza, il metodo intuitivo attivo, il più consigliato oggi dai più esperti pedagogisti della cultura religiosa dei piccoli.

Tale metodo consiste nel far pervenire l'alunno alla conoscenza della verità attraverso il colloquio fatto tra maestro e alunno, che partendo dai vari fatti o effetti risalga ai principi con la partecipazione attiva di tutte le facoltà dell'alunno nella elaborazione della conoscenza delle verità proposte dall'insegnamento stesso.

Tale interessamento attivo facilmente si ottiene: 1) con la esposizione dell'argomento o della verità rivelate dal maestro, fatta dall'alunno secondo la propria mentalità; 2) con le attive figurazioni riflettenti l'argomento stesso eseguite spontaneamente dallo alunno; 3) con l'emulazione derivante dalla divisione della classe in gruppi e relative gare.

Per la prima classe le conversazioni di Religione, in armonia con gli altri insegnamenti, dovranno riferirsi al Dogma, alla Morale Cattolica, al Culto, alla Agiografia. Per apprendere le preghiere fondamentali bisognerà cominciare da quelle più semplici: Segno della Croce, Padre Nostro, Gloria al Padre, Ave Maria, all'Angelo Custode, per i fedeli Defunti) e poi passare al Credo.

Per la seconda classe elementare si continueranno le conver-

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sazioni religiose fatte in prima classe, completandole con altre nozioni elementari sul dogma e sulla morale cattolica. Alle brevi lezioni sulle preghiere apprese in prima classe si aggiungeranno gli Atti Cristiani di Fede, Speranza, Carità e Dolore, con accenni alla preghiera in genere ed alla sua necessità. Si aggiungeranno brevi e chiare sentenze ricavate dalla Santa Scrittura e dal Vangelo. Gli episodi da insegnare non verranno tratti soltanto dal Vecchio Testamento ma anche dal Vangelo.

Nella terza elementare si richiameranno i punti più importanti delle conversazioni delle classi precedenti, completandole con altre nozioni sul dogma, la morale, la liturgia, i Comandamenti di Dio, i Precetti della Chiesa. Nel ciclo di brevi lezioni sul Pater, si daranno nozioni catechistiche e si commenteranno le singole parti del Pater. Spiegando la vita di Gesù si dovrà insistere sulla preparazione, sulla vita privata a Nazareth, sulla vita pubblica, sulle parabole sulla Passione.

Nella quarta classe elementare, oltre alla preghiera quotidiana, si richiamerà il programma svolto nelle conversazioni di religione dalle classi precedenti, completandole con altre nozioni su Dio, sugli Angeli, su Gesù Cristo, sulla Chiesa, sui mezzi della Grazia, sui Sacramenti.

Le letture storiche di Religione Cattolica saranno tratte dai Vangeli, dagli Atti degli Apostoli, dalla Storia della Chiesa e dalla Agiografia locale. Nelle lezioni sui Sacramenti saranno date nozioni catechistiche e spiegazioni circa quanto comandano e proibiscono i singoli Comandamenti e i Precetti della Chiesa. Si aggiungeranno poesie religiose che valgano ad illustrare lo studio della Religione fatto durante l'anno. Dove è possibile si farà eseguire qualche facile canto gregoriano, scelto tra i più tradizionali.

Nella quinta classe elementare si richiamerà il programma svolto nelle classe precedente, completandolo con episodi tratti dal Vecchio Testamento, dal Vangelo, dalla Storia della Chiesa. Si traccerà la biografia dei grandi Santi Italiani, nella loro luce storica e locale, dimostrando come la loro Storia è intimamente legata alla Storia della nostra Patria, e spiegando quale sia stata la loro influenza nella creazione di opere di bene e di elevazione sociale. Si completerà il programma con poesie religiose e qualche canto gregoriano.

Per quanto non è detto esplicitamente qui, restano in vigore tutte le indicazioni del programma vigente per le varie classi.

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INSEGNAMENTI ARTISTICI

L'insegnamento delle arti grafiche (disegno e pittura) ha tre scopi: l'espressione emotiva, la soddisfazione estetica e la comunicatività. Ai primi due di questi scopi è necessaria molta libertà, molta creatività. L'insegnamento solito della scuola sopprime tutti e due, impone ai fanciulli la idee dell'insegnante, i suoi metodi, e la sua tecnica; sopprime l'espressione naturale e la creatività.

La Pedagogia moderna, al contrario, dà molta importanza all'espressione spontanea (" self expression ") e subordina la tecnica, considerata solo come uno dei mezzi per soddisfare un bisogno sentito dal fanciullo.

Perciò l'insegnamento dell'arte comincia con libertà assoluta. Ai bambini sono dati pennelli e colori, o pastelli e carta — grandi fogli di carta — o forse gesso colorato per disegnare sulla lavagna. L'insegnante non critica mai, non consiglia quasi mai. I primi disegni sono molto primitivi, ma danno soddisfazione al fanciullo, in quanto sono una espressione emotiva.

Più tardi, all'età di sette o di forse otto anni, il fanciullo stesso si rende conto del fatto che ciò che ha disegnato non corrisponde alla verità che vede d'intorno. Allora, quando non ha aiuto, si scoraggia, cessa di creare. L'insegnante, quindi, deve avere il potere intuitivo per capire i suoi bisogni e dargli l'aiuto necessario: un po' di tecnica ma non troppa.

Via via l'insegnante lo guida nel fargli osservare la natura e gli oggetti con più cura, nel fargli criticare se stesso, nel perfezionare la sua tecnica. Però l'insegnante mette sempre al primo luogo la soddisfazione emotiva e la creatività; evita sempre un eccesso di critica e dà sempre incoraggiamento.

Sa, nonostante, che se al fanciullo manca la tecnica per fare ciò che vuole, cioè per ottenere soddisfazione nel suo lavoro e nei suoi risultati, si scoraggia. Trova, allora, un mezzo fra i due estremi: fra la troppa libertà e la troppa tecnica. Questo mezzo si ottiene dando istruzione quando il fanciullo ne sente il bisogno e limitando questa istruzione strettamente a ciò che è necessario per soddisfarlo.

Con questo mezzo è possibile dare libertà all'espressione spontanea; incoraggiare la creatività e, di conseguenza, l'arte estetica; e guida, nello stesso tempo, verso una tecnica che renda possibile l'uso del disegno come mezzo di comunicatività.

La **Musica** giova moltissimo all'educazione del sentimento artistico, morale, nazionale, religioso. Dove è possibile, il bravo maestro cercherà di avvalersi di un pianoforte o almeno di un

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grammofono o della radio. Ancora più efficace mezzo educativo, in tutti i quattro citati aspetti spirituali, è il canto, il quale, per giunta, giova alla salute fisica dei fanciulli sviluppando gli organi vocali, i muscoli esterni ed interni della cassa toracica, nonchè rendendo più ampia e profonda la respirazione polmonare. Occorre, però molta cura nella scelta delle poesie da cantare. Bisogna evitare le canzoni volgari, viceversa, si preferiranno i motivetti folkloristici, brevi e facili versi ispirati a nobili sensi morali, patriottici religiosi. Si comincerà con semplici esercizi di ritmica, con battuta delle mani; seguirà l'emissione dei suoni, in crescendo e diminuendo, in maniera da dare la conoscenza almeno approssimativa, della scala fisiologica ascendente e discendente. Si ricordi sempre però, che la scuola elementare non avrà a formare virtuosi, di canto isolati, bensì a sviluppare il canto associato. Tali canti corali siano eseguiti possibilmente all'aria aperta in ambiente sano, dapprima all'unisono, dipoi a due voci. Si eliminino dal coro gli alunni assolutamente sprovvisti di orecchio musicale e di attitudini canore. Per il gruppo meglio dotato si possono aggiungere esercizi di interpretazione artistica e sommarie nozioni di notazione musicale.

LINGUA ITALIANA

L'insegnamento della lingua nazionale deve essere considerato come il centro intorno a cui gravita, aggiungendo o mutando forza di gravitazione, tutte le altre materie di insegnamento. Per apprenderla bene occorre molto uso della parola parlata e scritta, considerata come vivo strumento di espressione e di trasmissione del pensiero.

Colla progressiva decadenza, anche nei villaggi più poveri, meschini e remoti dei vari dialetti, ormai la lingua italiana è conosciuta praticamente più o meno bene da tutti i ragazzi che frequentano la scuola elementare. Manca, però, invece, la conoscenza teorica, cioè la grammatica. A tale conoscenza si deve arrivare in maniera attiva, pratica, o, per così dire, induttiva. Ricavare la grammatica della lingua materna vuol dire ridurre a principi generali quelle norme morfologiche e sintattiche che il ragazzo già conosceva nei singoli casi concreti, cioè sviluppare in regole universali astratte quei modi di declinare, coniugare e ordinare le parole, che già sapeva per pratica giornaliera. Guidato dal maestro, il fanciullo si accorgerà quali sono gli articoli da usare per i nomi maschili e femminili, singolari e plurali, si convincerà che l'aggettivo deve accordarsi in genere e numero col

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rispettive none, che il verbo si deve concordare in numero e persona col soggetto, etc. L'insegnamento della grammatica deve seguire il processo psicologico naturale con cui la mente del fanciullo forma i concetti generali e passa dal concreto al relativamente astratto e poi da questo a concetti gradatamente sempre più astratti, scevrando le note comuni costanti da quelle variabili ed empiriche. Così, p. es. il fanciullo noterà che vi sono alcune parole che indicano oggetti sostantivi, e altre parole che indicano qualità aggettivi, altre che indicano azioni verbi, e così via. Più tardi si accorgerà che fra i sostantivi alcuni indicano persone ed altri cose, etc., che alcuni indicano un solo oggetto singolare, altri, invece, vari oggetti plurale) etc. Questo primo stadio dello insegnamento grammaticale è puramente classificativo e si limita a far comprendere mediante casi concreti l'uso e l'ufficio della parola; esso sarà orale e dovrà ricavarsi dalle lezioni di cose e di aspetto.

Più tardi sarà applicato al libro di lettura, obbligando gli allievi a classificare le parole secondo i generi grammaticali, trovare il genere e il numero dei sostantivi i tempi ed i modi dei verbi. Questa prima fase dello studio grammaticale prepara e facilita l'apprendimento del secondo periodo, a cui è riserbata più propriamente la ricerca delle ragioni dell'uso delle parole e delle forme, la coniugazione dei verbi, le norme sintattiche, generalizzando induttivamente ed esplicitamente sotto forma di regole astratte molte nozioni implicite che i ragazzi avevano già appreso spontaneamente per pratica, assimilando in maniera concreta ed empirica la lingua materna. Nelle prime classi sono opportune riescono le lezioni di cose e per aspetto, sia per esercitare a parlare correntemente in buona lingua italiana, sia per ricavarne componimenti assai migliori dei soliti diari scolastici.

GEOGRAFIA

L'insegnamento della geografia deve attenersi al metodo centrifugo-induttivo partire cioè dalla conoscenza orientamento, misura, descrizione grafica dell'aula, della scuola, del paesetto natio, della provincia, della regione, per giungere poi successivamente alla conoscenza dell'Italia, dell'Europa, degli altri continenti, del globo terrestre, del sistema solare.

Appena è possibile, speciale cura dovrà essere posta alla interpretazione della carta topografica e geografica. Anziché esporre monotoni elenchi di fiumi, monti, golfi, comuni, provincie, regioni, l'insegnante aiuti i fanciulli a comprendere le

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principali risorse agrarie, zootecniche, minerarie, le industrie, i commerci marittimi, le ferrovie delle proprie regioni e dell'Italia, astenendosi dalle cieche, retoriche esagerazioni che tendevano a sopravalutarle, spingendo ad una assurda autarchia. Oltre a parlare dell'Italia, è necessario che l'insegnante illustri le risorse e le analoghe organizzazioni degli altri grandi Stati d'Europa e d'America, mostrando come dovunque vi siano fonti produttive indispensabili per lo scambio internazionale, nel comune interesse. E' bene mettere in chiara luce che la divisione del lavoro costituisce una legge fondamentale ed utile non solo per l'interno di uno Stato, ma anche entro la grande famiglia dei vari Stati. Così p. es. la Campania potrà intensificare la coltivazione della canapa, della frutta e delle conserve alimentari, ricevendo in cambio cotone, caffè, prodotti industriali, ecc.

STORIA

Nel programma ufficiale non si parla affatto di Storia nelle prime due classi elementari, ma il bravo maestro, ispirandosi alle direttive del metodo ciclico, potrà anticipare in forma occasionale, semplice e analitica certi fatti storici che nelle classi successive saranno esposti in forma sistematica, sviluppati, integrati, concordati, collegati cronologicamente ed illuminati da una saggia valutazione. Episodi e figure della Storia antica come Clarindo, Camillo, Clelia, Orazio Coclite, Menenio Agrippa, Fabrizio, Tiberio e Caio Gracco, Scipione, Cesare o della Storia più recente come Balilla, Garibaldi, Mazzini, Vittorio Emanuele II possono benissimo formare oggetto di conversazioni istruttive ed attraenti, anche nelle prime due classi. Nella classe terza si tracceranno in rapidi cenni la Storia del Risorgimento italiano dal 1848 alla guerra mondiale. Si farà notare quanti sacrifizi, quanto lotte quanto sangue, abbia costato l'unità, l'indipendenza, la libertà d'Italia e come sia stato prezioso l'appoggio della Francia e della Gran Bretagna per emanciparci dalla dominazione austriaca e dagli incetti governi dei vari staterelli in cui allora era frazionato il nostro Paese. Le grandi figure degli eroi del pensiero (Mazzini, Gioberti, Cavour) e dell'azione (Garibaldi, Vittorio Emanuele II e forse anche lo sfortunato Carlo Alberto) debbono essere illustrate in forma semplice ma vivace e colorita. Nella classe quarta si parlerà di Roma antica e della potente, benefica funzione che essa esercitò nei primi dodici secoli della sua vita nel bacino del Mediterraneo con un metodo sistematico in cui la mente dei fanciulli di 10-11 anni non sarebbe proiettata, ma attraverso le figure più

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rappresentative nei vari periodi della sua storia, dalla fondazione dell'Urbe alla caduta dell'Impero Romano d'Occidente. Oltre ai personaggi già indicati per le prime due classi che saranno meglio delineati e inquadrati cronologicamente, secondo le direttive del metodo ciclico) si traccerà un breve profilo di Silla, Pompeo, Antonio e degli Imperatori più celebri (p. es Augusto, Tiberio, Nerone, Vespasiano, Tito, Traiano, Adriano, Marco Aurelio, Diocleziano, Costantino e Teodosio).

Si passerà, poi, a trattare dell'Italia nel Medio Evo, facendo notare come le invasioni barbariche, lo spezzettamento territoriale, il disavvezzamento al servizio militare, la lotta fra le varie fazioni politiche, la decadenza delle varie fonti di reddito abbiano fatto rovinare molto in basso la nostra Patria, in uno stato da cui si andò sollevando appena nei secoli XIII e XIV coi Comuni. Brevemente sarà detta qualche cosa dei secoli successivi, mettendo in evidenza soprattutto le grandi figure di Italiani nel periodo delle dominazioni straniere, e, nuovamente, nel Risorgimento ed aggiungendo qualche capitolo circa la guerra 1915-1918, combattuta a fianco dell'esercito francese, inglese statunitense per completare l'unità italiana col Trentino e la Venezia Giulia, combattendo contro i Tedeschi e gli Austriaci. Giusto risalto dovrà essere dato alla figura di Armando Diaz, che dal grave collasso di Caporetto seppe portare le Armate italiane alla fulgida riscossa del Piave ed alla definitiva vittoria di Vittorio Veneto, di Salandra, Boselli, Orlando, animatori della resistenza.

Nella quinta classe saranno dati brevi cenni sui principali avvenimenti storici delle grandi Nazioni di Europa e dei grandi Paesi extra-europei. In particolar modo si parlerà dello sviluppo metropolitano e coloniale della Francia, della Spagna, della Gran Bretagna, della Russia, della Germania, dell'Austria Ungheria, degli Stati Uniti d'America.

Dovranno essere lumeggiati gli episodi più significativi di azione collettiva di carattere internazionale (p. es. la Croce Rossa) nonchè le figure dei geni benefattori dell'umanità, nella medicina (p. es. Pasteur, Jenner, Koch, Curie) nei mezzi di comunicazione e di trasporto (principali inventori e successivi perfezionatori della corrente elettrica, della luce elettrica, degli elettromotori, del telegrafo, del telefono, della radio, della macchina a vapore, della fotografia, dei raggi X, etc.).

In generale deve cessare il brutto andazzo di attribuire quasi esclusiva importanza alle guerre, alle battaglie alle dinastie. Maggiore risalto deve essere dato allo sviluppo della civiltà, della cultura, delle scienze, delle belle arti, delle industrie, dell'agricoltura, del commercio.

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Si deve far netta distinzione fra il genuino sentimento nazionale inteso come nobile amore alla propria stirpe ed il brutale, egoista, rapace guerraiolo nazionalismo che sospinge ai aggressioni ingiustamente altri popoli ed a violentare altre sane civiltà. Si farà comprendere che la terra umana è loro tenere verso una sempre maggiore unificazione colla abolizione di artificiali e dannose barriere, collo stabilimento di liberi mezzi internazionali e superstatali e che l'avvenire dell'Italia consiste nel riprendere la sua antica missione di maestra di civile progresso nella grande famiglia delle Nazioni.

Per tale motivo, i vigenti programmi per la quarta classe elementare giustamente insistono sulla spiegazione delle grandi scoperte scientifiche. Uomini come Colombo, scopritore dell'America, Galileo, geniale assertore e additatore del metodo sperimentale, Volta, Galvani, Pacinotti, Ferraris precursori della elettrotecnica moderna, Guglielmo Marconi, inventore della radio sono stati più benemeriti del civile progresso che non tanti guerrieri, che hanno allagato di sangue l'Europa, spesso senza lasciare alcuna traccia duratura.

Egualmente assecondata è l'esigenza dei vigenti programmi che il fanciullo impari a conoscere le più celebri opere d'arte. Mediante proiezioni luminose, buone riproduzioni fotografiche o magari anche semplici cartoline illustrate, il bravo maestro farà ammirare i principali capolavori di arte antica e moderna, p. es. il Pantheon, il Colosseo, le Terme e gli Acquedotti di Roma, le statue di Cesare, Augusto, Marco Aurelio, le pitture di Raffaello, Michelangelo, Tiziano ed anche di artisti più moderni. L'insegnamento della storia, per riuscire più efficace, dovrà essere associato e reciprocamente avvalorato con quello di altre discipline, p. es. della geografia e della letteratura italiana. Qualche bella poesia di Dante p. es. l'episodio di Sordello, Petrarca (Spirto Gentil - All'Italia), Leopardi (All'Italia, Ad Angelo Mai, Berchet (Il remito del Cenisio, Il giuramento di Pontida), Manzoni (Marzo 1921, cori dei drammi Adelchi e Carmagnola, 5 maggio), Carducci (Nel l'annuale della fondazione di Roma, La Chiesa di Polenta, La bicocca di S. Giacomo, Per la morte di Eugenio Napoleone, A Garibaldi, Miramare, Piemonte, Passo di D'Annunzio ed anche di autori contemporanei p. es. La Sagra di Gorizia di V. Locchi) potranno essere imparate a memoria, almeno nelle strofe più facili e più belle.

ARITMETICA

Il metodo didattico per l'insegnamento dell'aritmetica dovrà

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essere eguale al processo che segue spontaneamente, nel suo progressivo sviluppo, nella formazione di concetti astratti, lo spirito del fanciullo. La prima fase sarà sensibile, oggettiva. La numerazione concreta deve precedere la numerazione astratta, questa verrà annunciata dapprima in maniera orale, poi trascritta graficamente. Alcuni consigli speciali sono inclusi, classe per classe, nei relativi programmi; qui insistiamo sul carattere eminentemente pratico che l'aritmetica deve conservare per tutte le cinque classi elementari.

Così, p. es. grave errore sarebbe cominciare questo studio del sistema metrico decimale mediante la fondamentale definizione astratta che il metro è la quarantamilionesima parte del meridiano terrestre. Viceversa bisogna presentare agli alunni un metro concreto sotto forma di un regolo di legno graduato e far misurare ad essi oggetti concreti (p. es. banchi, cattedra, muri) poco più lunghi o poco più corti di un metro. Con quattro di questi regoli di legno, lunghi ciascuno un metro, disposti ad angolo retto, si costruirà un quadrato materiale che darà l'idea del metro lineare e del decimetro quadrato. Egualmente si darà l'idea del decimetro lineare e del decimetro quadrato. Poi si taglieranno i pezzi di cartone ciascuno della superficie di un decimetro quadrato di cui due orizzontali e quattro verticali e così si costruirà il decimetro cubo. Per passare dall'unità di volume all'unità di capacità, un identico decimetro cubo, di vetro, sarà riempito di acqua, che poi verrà travasata in una qualsiasi bottiglia, dando l'idea del litro.

Facendo uso della bilancia e pesando dapprima il recipiente vuoto, per tener conto della tara, si mostrerà che un decimetro cubo, cioè un litro di acqua pesa un chilogramma, e così si passerà dalla misura di volume alle misure di peso. In maniera ognitiva e pratica si darà anche il concetto di frazione. Gli esercizi di aritmetica dovranno concernere la vita pratica del fanciullo attuale, o dell'uomo che, presumibilmente, diventerà in seguito. E' inutile insistere su calcoli puramente astratti, che non ci sarà mai occasione di applicare (p. es. la misura della circonferenza e della superficie del cerchio e dei poligoni); viceversa bisogna insistere sui problemi che essi dovranno effettivamente affrontare, con cifre rispondenti alla realtà, p. es. indicando come prezzi quelli praticati davvero nei negozi del proprio comune. I ragazzi debbono formarsi un chiaro concetto dei costi di produzione delle merci, delle spese, dei profitti, delle perdite, delle percentuali di maggiorazione, e del relativo guadagno, del peso lordo e del peso netto. Sfrondando il programma della quinta classe di ciò che vi è di eccessivamente astratto, vi si può introdurre un po' più di computisteria [illegible] da spiegare: i rapporti fra il capitale e l'interesse semplice e

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composto, fra spesa, ore di lavoro e numero di operai, la ripartizione del guadagno fra i soci di un'azienda, le fatture, le quietanze, le lettere commerciali di uso più frequente, le monete italiane e straniere, alcune semplici scritture contabili. Tenendo conto dello speciale ambiente in cui vivono e vivranno i suoi alunni, il maestro non esiti ad eliminare dal programma, genericamente tracciato per tutti e dovunque, ciò che gli sembri poco utile dal punto di vista pratico e sostituirà, di propria iniziativa, ciò che gli sembri più vantaggioso.

NOZIONI VARIE, DI SCIENZE E DI IGIENE

La nuova scuola italiana deve aver carattere prevalentemente realistico. Perciò le nozioni varie, di scienze e di igiene, assurgono ad una importanza maggiore che non nella scuola antica. Nelle prime due classi elementari esse avranno carattere prevalentemente sporadico, ma in quelle successive tenderanno ad abituare la scolaresca ad osservare con attenzione, precisione e metodo il mondo esterno, a rendersi ragione delle cose che ci circondano ed a trarne utile ammaestramento per la vita pratica. Affinchè tale insegnamento raggiunga pienamente tali importanti scopi, dovrà essere dato non in maniera astratta, bensì sperimentale. Nella storia naturale non si dovrà cominciare da definizioni, sistemi, classificazioni, tipi, classi, ordini e specie, bensì dalla precisa descrizione degli individui; nella fisica e nella chimica non si dovranno prendere le mosse dai concetti astratti di tempo, spazio, materia, forza, dalle proprietà generali dei corpi, dalle leggi governanti il movimento, la luce, il suono, il magnetismo, l'elettricità, le caratteristiche dei metalli, metalloidi, acidi, alcali, etc., bensì dai fenomeni più noti e interessanti. Procedendo con metodo induttivo dal fatto concreto ai rapporti astratti, si dovranno raccogliere i caratteri generali e le leggi costanti da replicate osservazioni sulle cose e sui fatti. Soltanto così le leggi e le teorie guideranno alla spiegazione di altre cose ed altri fenomeni.

Entro i limiti della possibilità, il fanciullo deve essere condotto ad avvalersi del metodo sperimentale, la cui concezione teorica è merito dell'inglese Francesco Bacone di Verulamio e la cui formulazione scientifica precisa è gloria dell'italiano Galileo Galilei: osservare i fenomeni che la natura spontaneamente ci presenta, ricavarne induttivamente le leggi costanti, conoscere le cause dei fenomeni e coordinarle, dedurre dalle leggi accertate nuove conseguenze, verificare con l'esperimento la verità di tali deduzioni, impiegare utilmente le forze naturali per produrre un determinato

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effetto, rendersi conto, per analogia, di altri oggetti o di altri fatti non direttamente osservati, né sperimentati.

Per esporre anche le più semplici nozioni intorno ai tre cosidetti regni della Natura, il metodo migliore sarà presentare alcuni tipi importanti e più comuni di minerali, vegetali, animali, e da questi estendersi, di mano in mano agli altri, osservandone e confrontandone i caratteri comuni e differenziali. Usando questo metodo, le classificazioni (p. es. mammiferi, uccelli, rettili, rabbi, pesci, batraceglie, ellitogame) non formeranno più un insegnamento astratto puramente mnemonico verbale e quasi sempre inutile, ma costituiranno un vero processo inventivo, attivo, dovuto alle forze spirituali del discente, durante il quale la mente dello alunno si arricchirà stabilmente di cognizioni concrete ed ordinate. A tale scopo gioverà anche formare, con pochissima spesa, un piccolo museo scolastico.

Sotto la denominazione di « NOZIONI VARIE », il programma comprende, un po' impropriamente, alcune norme di educazione morale, di galateo, di igiene, di cui è superfluo sottolineare la grande importanza. La divisione del tempo sia insegnata praticamente per mezzo dell'orologio e dei calendari.

Si dia una chiara idea dei mezzi di trasporto (ferrovie, tramvie, automezzi, aviazione, navigazione) spiegando anche la straordinaria influenza che lo sviluppo di questi mezzi di trasporto esercita sull'approvvigionamento di cibi ed altre merci a prezzi relativamente bassi. Maggiore sviluppo deve essere dato alle nozioni di agraria. Purtroppo, in varie località, l'agricoltura italiana è ancora molto arretrata. Il buon maestro potrà dare utili consigli circa la coltivazione, la irrigazione delle piante per ottenere fiori e frutti più pregiati, circa le moderne macchine di aratura, mietitura, falciatura e trebbiatura. Utili sono i cenni sulle leggi circa la invalidità e vecchiaia degli operai, gli infortuni sul lavoro, gli assegni familiari ed altre forme di legislazione sociale, con cui lo Stato italiano è venuto incontro alle legittime esigenze delle classi lavoratrici.

OCCUPAZIONI INTELLETTUALI RICREATIVE

Non come disciplina specifica, da insegnare in apposite ore, bensì a tempo e luogo e con prevalenza nelle classi inferiori, nei l'intervallo fra lezioni difficili e faticose, il maestro racconti qualche novelletta di Esopo, Fedro, la Fontaine, qualche novellina popolare, scelta fra le più serene, gioconde educative, qualche racconto di carattere morale, storico, scientifico, ed anche sem-

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nemente umoristico, ma non si esageri nei così detti giochi di intelligenza e si escludano gli scioglilingua e le futili filastrocche. Utili saranno le gare fra gli alunni a chi racconta una novella più bella e con maggiore garbo. Nelle classi superiori si potrà raccontare qualche mito greco e romano, anche per far meglio comprendere i capolavori dell'arte antica, e si potranno proporre quesiti interessanti e suggestivi di geografia e di aritmetica.

LAVORO MANUALE

Il lavoro manuale è un aspetto necessario della vita umana e costituisce un ottimo mezzo di educazione anche dal punto di vista politico e sociale. Si ama soltanto ciò che si conosce. Perciò è necessario che anche coloro che lavoreranno con l'intelligenza (professionisti, impiegati, insegnanti etc.) apprendano un po' di lavoro manuale, così come è necessario che coloro i quali lavoreranno prevalentemente colle mani (operai, contadini) apprendano un po' di lavoro mentale studiando discipline letterarie e scientifiche. In tale modo apprezzandosi a vicenda le diverse classi sociali saranno meno propense a pretendere, ciascuna per sè, una ingiusta esclusiva egemonia. Affinchè possa riuscire educativo, però, occorre che il lavoro manuale scolastico si avvicini quanto meglio e quanto più presto può al lavoro manuale praticamente utile. La principale ricchezza dell'Italia nuova sarà il lavoro. Verso il lavoro praticamente utile siano convogliate di buon mattino, tutte le energie della fanciullezza che adesso sta per entrare nella vita. Dunque, niente esercizi con fili di ferro, col cartone, col legno di "ripetrasmontana", memoria, ma costruzione e riparazione di oggetti e arnesi utili (nelle scuole di città) e coltivazione del terreno (nelle scuole di campagna) integrate con visite a poderi ben coltivati ed a stabilimenti tecnicamente attrezzati.

Vivamente desiderabile sarebbe che ogni scuola rurale fosse corredata da un campicello, che gli stessi alunni dovrebbero abituarsi a coltivare sotto la guida del loro insegnante. Sperabile è che vi sia almeno qualche aiuola con alberi fruttiferi, a cui accudire, innaffiandoli concimando, zappando, vangando, potando, etc. Dove è possibile, si aggiunga l'allevamento di animali domestici, delle api, del baco da seta.

Per il sesso femminile è necessario ritornare a quelle occupazioni di valore formativo oltrechè pratico, le quali giovano a far sentire alla futura donna l'orgoglio per la amministrazione della propria casa e della propria famiglia. Dunque, utili lavori con [illegible] e col filo, rammendo, cucito, taglio di indumenti personali e [illegible]

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plici vestiti per bambini, ricami, uso della macchina da cucire, saggie norme di governo domestico (igiene e pulizia della propria abitazione, acquisto, apprestamento e cottura di cibi, nonchè pue ricoltura e quella speciale, moderna forma di essa, limitata al bambino lattante che è la nipiologia. Coordinando, in tale maniera, il lavoro manuale al lavoro mentale, la scuola elementare italiana sarà sempre meglio apprezzata dal popolo.

EDUCAZIONE FISICA

Nella nuova Italia liberale e democratica l'educazione fisica deve riprendere quella sua fondamentale importanza che era stata pensatamente intesa perfino dal più fine critico della letteratura italiana Francesco De Sanctis, quando nominato Ministro della Pubblica Istruzione dopo il 1860 iniziò la sua carriera politica appunto presentando un progetto di legge sull'obbligatorietà della ginnastica. Nelle prime classi elementari, l'educazione fisica deve avere carattere prevalentemente ricreativo, cioè a base di giochi. Nelle classi superiori occorrerà dare importanza non tanto alle evoluzioni in ordine chiuso di tipo pre-militare, quanto alle passeggiate, alle escursioni sulle limitrofe colline. Nei luoghi e nei mesi in cui riesce possibile, sarà bene abituarli al nuoto al canottaggio, al ciclismo, al tennis. Si intende che per queste ultime esercitazioni dovranno riservarsi i giorni, anche troppo numerosi, di vacanza. Le esercitazioni, per quanto è possibile, siano fatte all'aria libera e in modo da riuscire piacevoli.

I giochi siano vari e ben regolati per durata ed intensità di lavoro. L'insegnante intervenga personalmente qualora si accorga che gli alunni non riescono a superare certe difficoltà. Le passeggiate scolastiche diano occasione a spiegazioni di varia cultura.

UNITA' DIDATTICA

I precedenti consigli didattici sono stati specificati per materia soltanto per maggiore chiarezza espositiva, ma resta inteso che tutte le discipline debbono essere considerate come facienti parte di un unico complesso giacchè unitario deve essere l'insegnamento così come unitario è lo spirito umano.

EDUCAZIONE MORALE

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L'educazione morale non è stata considerata come una disciplina a sè, ma deve permeare profondamente tutte le discipline.

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Non astratte e pompose declamazioni retoriche, brevi conversazioni brevi, piane, semplici, ripetute ogni volta che tornino a proposito. I doveri verso la famiglia, la Patria, l'Umanità, Dio, i concetti di libertà civile e politica e di giustizia debbono essere sviluppati dai fanciulli stessi sotto la guida del maestro in maniera concreta e pratica. Per essere veramente e sostanzialmente educativa, la scuola moderna deve fondarsi sul libero svolgimento delle disposizioni congenite dei fanciulli, sviluppare le iniziative intellettuali personali, ispirare il sentimento della dignità umana, infondere la convinzione della responsabilità di ciascuno verso la propria Nazione e della doverosa solidarietà di questa verso tutte le altre Nazioni del mondo civile.

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PIANO DI STUDÎ

PER LE

SCUOLE MEDIE SUPERIORI

1943-44

GINNASI SUPERIORI
LICEI CLASSICI
LICEI SCIENTIFICI

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Ginnasio Superiore • Liceo Classico

AVVERTENZE E SUGGERIMENTI GENERALI

I presenti programmi, negli intenti e nel metodo, seguono e completano quelli della rinnovata scuola elementare popolare e media inferiore. Ai programmi tradizionali della scuola classica suggerimenti nuovi sono aggiunti che valgano a introdurre il giovane nel mondo di una cultura più veramente umanistica, dove tutte le discipline nel loro armonico compiutarsi e fondersi divengano formatrici dell'intelletto e diano movimento e vita al pensiero. Affinchè per più ampie strade possa spaziare l'iniziativa dei giovani, si sono arricchiti i programmi di letteratura e di storia all'indagine di più vaste relazioni mondiali, di più profonde compenetrazioni sociali.

Ma la ricchezza dei campi d'indagine non deve indurre l'insegnante ad affastellare nella mente del giovane informazioni non assimilabili, ad appesantirlo con un materiale bruto che non diventi cultura, ma provochi ripulsione agli studi o, nel migliore dei casi, supino adattamento alle altrui imposizioni. Va esercitata invece l'indagine collettiva che renderà vivo nel giovane il bisogno di seguire ma via sempre sviluppi e di risolvere problemi scaturiti da formazioni precedenti. La lettura e la discussione dei presenti programmi sarà il primo incentivo al sorgere dei problemi.

Durante l'anno scolastico '42-'43 in ogni classe sarà necessario rallacciarsi, o svolgere sin dall'inizio, programmi interrotti durante gli anni precedenti; e i libri di testo saranno insufficienti per quantità e spesso per qualità: a tali ed altre difficoltà l'iniziativa degli insegnanti dovrà rimediare. L'insegnamento della lingua straniera dovrà iniziarsi contemporaneamente nei corsi inferiori e nei superiori; si curerà in questi ultimi di avanzare più rapidamente, prendendo le mosse dai programmi della II e III media inferiore.

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ORARIO D'INSEGNAMENTO	Ginnasio superiore		Liceo		
	IV	V	I	II	III
Lingua e lettere italiane	5	5	4	4	4
Lingua e lettere latine	4	4	3	4	4
Lingua e lettere greche	4	4	3	3	3
Lingua e lettere straniere	4	4	—	—	—
Storia	2	2	3	3	3
Filosofia	—	—	3	3	3
Geografia e scienze naturali	2	2	4	3	2
Matematica	2	2	3	2	2
Fisica	—	—	—	2	3
Storia dell'arte	—	—	1	1	2
Religione	1	1	1	1	1
Educazione fisica	2	2	2	2	2
	26	26	27	28	29

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Ginnasio Superiore

ITALIANO E LATINO

I due anni di Ginnasio Superiore offrono al giovane la possibilità d'impadronirsi, attraverso la conoscenza dei migliori Autori, di un patrimonio che sarà ulteriormente approfondito nel Liceo, e che intanto svilupperà in lui il gusto e la capacità dell'espressione aderente e sentita, e renderà consapevole il suo giudizio estetico.

L'insegnante curerà per l'Italiano e per il Latino indagini comparative sulla sintassi in proseguimento delle riflessioni sintattiche fatte nelle classi precedenti.

Passi di diversi autori italiani e latini saranno, in vista di tali fini, appresi e recitati, secondo la scelta dell'alunno.

Le opere che si leggeranno sono le seguenti:

Per l'Italiano:

Nella IV Classe: Prose e poesie di autori dal sec. XIV al XX, anche stranieri. Episodi dell'*Eneide* volta in italiano, organicamente collegati.

Nella V Classe: Prose e poesie come sopra. *I Promessi Sposi*.

Della padronanza della nostra lingua, della capacità di valutazione delle opere, della sensibilità nell'esame di processi naturali, moti dell'animo, concetti, daranno prova d'ora innanzi agli alunni in gare collettive per l'espressione precisa e bella; e nella redazione scritta individuale.

Per il Latino:

Nella IV Classe: Passi di Sallustio (*Catilinaria* e *Giugurtina*) e di Cesare (*De Bello Civile*), e di Ovidio (*Metamorfosi*).

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Nella V Classe: Un'Orazione e qualche *lettera* di Cicerone. Buona parte di un libro dell'Eneide.

Gli alunni in tutte le classi si eserciteranno, a preferenza che in esercitazioni di retroversione, in brevi composizioni latine.

LINGUA GRECA

Nella IV Classe: Studio della morfologia e dei lessico e relativi esercizi, compresa la versione in greco di facili proposizioni italiane. Traduzione di qualche favola di Esopo.

Nella V Classe: Continuazione dello studio della morfologia e del lessico e relativi esercizi, compresa la versione in greco di facili proposizioni italiane. Traduzione di passi scelti di Senofonte e di qualche dialogo di Luciano. In entrambe le classi, versioni scritte dal greco.

LINGUA STRANIERA

Esercizi di conversazione e di composizione orale collettive, di cui poi i ragazzi rendano conto per iscritto. Esercizi di dettato, esercizi di traduzione orale e scritta, inverse letterale e libera perchè l'alunno rifletta sullo spirito diverso della lingua straniera e della nostra. Le letture saranno di passi tra i più belli e interessanti per i giovani di autori, qualcuno primitivo, altri dal sec. XVII ai nostri giorni. Qualche brano, a gusto degli alunni, sarà appreso a memoria. Gli autori letti saranno sistematicamente ripassati. Nell'ultima classe, letture di passi scelti da un'intera opera. L'insegnante dovrà costantemente servirsi della lingua straniera nelle sue lezioni, e pretendere lo stesso dagli alunni, almeno nell'ultimo anno.

GEOGRAFIA

Proseguendo e completando le indagini già fatte sui mesi inferiori, l'insegnante condurrà i giovani a nuovi viaggi e scoperte nei continenti extra-europei (Asia e Africa in *IV Classe*, America, Oceania, Terre polari in *V Classe*), mostrando, mediante letture e reso-

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conti di viaggi, la configurazione fisica, le condizioni originarie di vita e di civiltà, il progressivo adattamento e la trasformazione e l'espandersi della civiltà europea nei nuovi paesi, le relazioni economiche, politiche, culturali, le somiglianze e i contrasti.

STORIA

Valgano gli stessi suggerimenti dati per tale disciplina nel « Piano di studi per le scuole medie inferiori ». Si ripete che l'insegnamento della Storia sarà impartito in base a documenti, letture, figurazioni, e facendo rilevare dagli alunni stessi i grandi problemi delle singole epoche e il loro significato e valore quali sviluppi e metodi di effettiva educazione umana; e rilevando anche, in rapporto alle varie epoche, le fondamentali invenzioni tecnico-economiche, scientifiche, artistiche.

Nella IV Classe: Cenni sugli antichi popoli mediterranei. L'invasione dorica e la nuova Grecia. Popolazioni, città e loro ordinamenti sociali e politici. L'espansione greca nel Mediterraneo e nell'Oriente. L'età di Pericle. Le guerre peloponnesiache. Egemonia spartana, tebana, macedone. L'Impero di Alessandro.

Nella V Classe: Gli antichi abitatori dell'Italia e le origini di Roma. Il periodo regio. La repubblica. L'espansione romana nella penisola e nel Mediterraneo. Rapporti col mondo ellenistico e influenza della cultura greca sulla vita di Roma. Le guerre civili e la crisi della repubblica. Cesare. Augusto. l'Impero. Costituzione, politica estera, vita economica e sociale, cultura e arte, vicende dell'Impero sino al III sec. Il Cristianesimo nei suoi rapporti con la società romana e con l'impero. I barbari e la crisi dell'Impero romano.

MATEMATICA

L'insegnamento della matematica ha speciale valore nella formazione e nel disciplinamento dell'intelletto. Ma occorre conciliare lo spirito d'indeterminatezza dei giovani con la proprietà, la sobrietà, la chiarezza e la precisione che tale disciplina impone, senza però scoraggiarli, comprimendo la loro iniziativa. Anche qui dunque si condurranno ricerche collettive seguendosi il metodo delle approssimazioni successive, perchè la consapevolezza delle parole, dei con-

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esteriori proprietà, dei rapporti si compone a poco a poco per gradi impercettibili. È convinto, per tenere sempre vivo l'interesse ai successivi sviluppi, dare larga parte all'indagine, al senso comune, all'origine psicologica e storica delle teorie, alla realtà fisica, agli sviluppi che conducono ad affermazioni pratiche immediate mettendo in parte le nozioni astratte e rigide, e quelle puramente logiche, ma che astraggono da ogni impiego intuitivo.

Le suddette esigenze non possono essere conciliate certamente dalle definizioni statiche, ma dall'uso spontaneo di quelle dinamiche più aderenti all'intuizione. Meglio dunque intuitivo-sperimentale, in istretto contatto con il processo storico, senza eccessivo timore di vedute, perché solo così il patrimonio spirituale acquisito nella scuola media inferiore può essere veramente ripreso, evoluto e potenziato nella scuola dell'ordine superiore.

IV Classe: Algebra: I numeri razionali relativi e le quattro operazioni fondamentali su di essi. Potenze con esponenti interi relativi. Polinomi razionali interi; operazioni su di essi. Prodotti notevoli.

Geometria: Rette, semirette, segmenti. Piani semipiani; angoli. Triangoli e poligoni piani. Congruenza dei triangoli. Rette perpendicolari. Rette parallele. Somma degli angoli interni ed esterni di un poligono. Disuguaglianze fra elementi di un triangolo. Parallelogrammi: loro proprietà e casi particolari.

V Classe: Algebra: Casi semplici di scomposizione di polinomi in fattori. Frazioni algebriche; calcolo con esse. Equazioni e problemi di primo grado a un'incognita.

Geometria: Circonferenza e cerchio. Mutua appartenenza di rette e circonferenze; corde sul modo comportamento di circonferenze complanari. Angoli nel cerchio (al centro e alla circonferenza). Poligoni regolari. Qualche problema grafico fondamentale. Poligoni equivalenti. Teorema di Pitagora.

RELIGIONE

Valgano i programmi fissati dall'Autorità ecclesiastica.

EDUCAZIONE FISICA

Secondo i programmi particolareggiati della separatamente.

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L i c e o C l a s s i c o

LETTERE ITALIANE, LATINE E GRECHE

Nel liceo il metodo più propriamente storico che si seguirà nello studio delle tre letterature permetterà una più critica penetrazione della civiltà antica e della moderna e dei loro rapporti. Lo studio della letteratura sarà accompagnato da letture di documenti e di passi caratteristici per lo stile dei singoli autori sia di intere epoche (per le letterature antiche la documentazione diretta sarà completata dalla lettura di buone traduzioni italiane); sulla base di tali letture, volta a volta si verrà a dare rilievi agli autori, ed a raccogliere caratteri salienti e distintivi degli autori e delle epoche, ed a provocare da parte degli alunni precise formulazioni orali e scritte del loro sentimento e giudizio estetico. Non si trascureranno, d'altra parte, opportuni rilievi grammaticali, sintattici e lessicali.

Per l'Italiano:

Nella I Classe: Qualche prosa e poesia medievale che prepari a intendere l'origine della lingua italiana e il passaggio alla primitiva poesia in volgare, anche in rapporto alle espressioni musicali (ninna, ballata, stornello etc...). Dalla poesia provenzale al «Dolce Stil Nuovo». La prosa italiana del Duecento. Dante e la *Divina Commedia*. Francesco Petrarca. Giovanni Boccaccio. Altri principali prosatori del Trecento. I primi umanisti. I principali autori della seconda metà del Quattrocento. Il Poliziano, il Pulci, il Magnifico, Leonardo; il Pontano, il Sannazzaro, il Boiardo.

Oltre i più significativi passi d'ogni Autore di cui s'intenda trattare, si curerà più particolarmente la lettura e il commento estetico da parte degli alunni di 10 canti della prima Cantica della *Divina Commedia*, delle più belle liriche del Petrarca, di una scelta di novelle del *Decamerone*.

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Nella II Classe: Gli Autori del primo Cinquecento: Ariosto, Machiavelli, Guicciardini; altri storici e prosatori. La poesia satirica e burlesca. Torquato Tasso. Giordano Bruno.

Il seicento e i suoi Cavalieri. Il marinismo. I primi del seicento. Storici e critici: Galileo Galilei. G. B. Vico.

Il settecento. L'Arcadia e Metastasio. Storici e critici. Il rinnovamento civile ed artistico. Goldoni, Parini, Alfieri.

Saranno studiati almeno 10 canti del Purgatorio, passi delle opere del Machiavelli, specialmente dai *Discorsi sulla 1ª deca di Tito Livio*, canti dell'*Orlando Furioso* e della *Gerusalemme Liberata*, una tragedia dell'Alfieri, liriche e brani del *Giorno* del Parini.

Nella III Classe: L'Ottocento. Vincenzo Monti. Ugo Foscolo. Il romanticismo. Leopardi. Manzoni. Scrittori e poeti del Risorgimento. I politici. G. Mazzini. La seconda metà dell'ottocento. Positivismo e Verismo. G. Carducci. G. Pascoli. G. D'Annunzio. Poeti e romanzieri. Fogazzaro. Verga. Il novecento. L. Pirandello.

Nella terza classe del Liceo lo studio della letteratura dovrà essere compiuto sopratutto attraverso la lettura diretta dei testi. Sarà obbligatoria, oltre alla lettura in classe di almeno 10 canti del *Paradiso*, la conoscenza delle *Odi*, dei *Sepolcri*, delle *Grazie*, dei Frammenti del Leopardi attraverso la lettura di almeno 10 canti, dei Manzoni *dell'Adelchi*, del 5 Maggio 1821, della Pentecoste dei Promessi Sposi. La conoscenza diretta del Carducci dovrà essere la più ampia possibile per il carattere educativo della sua patriottica ed umana poesia. Si dovrà richiedere la conoscenza del De Sanctis e delle linee direttive del Settecentismi, e dei due romanzi del Verga, *I Malavoglia* e *Mastro Don Gesualdo*.

Nelle due ultime classi del Liceo una grave lacuna deve essere colmata: quella dell'ignoranza delle letterature straniere. Almeno all'ora la settimana dovrebbe essere dedicata allo studio delle LETTERATURE STRANIERE, e particolarmente della francese, tedesca, russa, inglese, americana: dalle «*Chansons des gestes*» alle commedie di Marivaux, a Balzac, a Victor Hugo, a Stendhal, a Flaubert, a Maupassant; dal *Nibelungo* all'*Armonia* e *Dorotea*, al *Faust* di Goethe, a qualche tragedia dello Schiller, alle liriche di Heine; da Gogol a Tolstoi, a Dostoiewski, a Gorki; da Shakespeare a Byron ai grandi lirici dell'ottocento; da Emerson a Poe a Longfellow.

Gioverà a tale studio l'uso della biblioteca scolastica, attraverso la quale gli alunni acquisteranno la conoscenza delle letterature straniere ed il loro capolavori.

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Per il Latino:

I Classe. Storia letteraria: dalle origini sino all'ultimo periodo repubblicano. Lo studio sistematico della storia della letteratura sarà accompagnato dalla lettura diretta (o anche in buona traduzione italiana) dei brani più significativi o dei frammenti più importanti degli autori studiati (specialmente di Plauto, Terenzio Afro, Ennio, Lucilio, Catone, Terenzio Varrone);

Classici: Virgilio (Un libro intero o sparsi dai dodici libri dell'Eneide; brani dalle Georgiche e qualche egloga);

Livio (Un libro; o scelta di brani da tutta l'opera).

II Classe. Storia letteraria: il periodo imperiale da Augusto a Traiano. Lo studio della storia della letteratura sarà accompagnato dalla lettura diretta (o anche in buona traduzione italiana) dei brani più caratteristici degli autori studiati (specialmente di Seneca, Petronio, Lucano, Marziale, Giovenale, Plinio il Giovane);

Classici: *La lirica Romana* (Scelta di liriche di Catullo e di Orazio e di elegie di Tibullo, Properzio, Ovidio);

Tacito (Un libro, o antologia tacitiana).

III Classe. Storia letteraria: il periodo imperiale da Adriano a Giustiniano. Lo studio della storia della letteratura, come per gli anni precedenti, sarà accompagnato dalla lettura diretta (o anche in buona traduzione italiana) dei brani più significativi degli autori studiati (specialmente di Svetonio, Apuleio, Claudiano, e degli scrittori cristiani);

Classici: Orazio (Satire ed Epistole: non meno di 8 componimenti);

Lucrezio (Sparsi dai 6 libri *rerum natura*);

Cicerone (Un libro d'un'opera filosofica o retorica; oppure antologia ciceroniana).

In tutte le classi esercitazioni di traduzione dal latino e in latino.

Per il Greco:

I Classe. Storia letteraria: da Omero alla lirica Corale. Come per il latino, così per il greco, lo studio della storia della letteratura sarà accompagnato dalla lettura diretta (o in buone traduzioni italiane) dei brani più caratteristici degli autori studiati (specialmente lettura degli Inni Omerici e delle Opere di Esiodo);

Classici: Omero (Un libro dell'Iliade o dell'Odissea, oppure antologia Omerica);

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Erodoto (Brani da tutta l'opera); oppure *Plutarco* (circa antologia).

II Classe. Storia letteraria: La poesia drammatica, la storia, la oratoria, la filosofia durante il periodo Attico. Allo studio della letteratura si accompagnerà la lettura diretta (o in buone traduzioni italiane) dei brani più significativi degli autori studiati (specialmente di Aristofane, Tucidide, Senofonte, Aristotele);

Classici: La lirica greca (Antologia dei poeti elegiaci, giambici, monodici e corali);

Platone (Un breve dialogo; o parti dei dialoghi maggiori).

III Classe. Storia letteraria: Il periodo Alessandrino e greco-romano. Allo studio della letteratura sarà accompagnata la lettura diretta (o in buone traduzioni italiane) dei brani più significativi degli autori studiati (specialmente di Callimaco, Teocrito, Menandro, Polibio, Teofrasto, Arriano, e degli Epigrammisti);

Classici: Una tragedia;

Una Orazione.

In tutte le classi esercitazioni di traduzione dal greco.

Storia:

Valgano le avvertenze e i suggerimenti dati nei programmi delle scuole medie inferiori e del ginnasio superiore.

I Classe. Il Medioevo. Le dominazioni barbariche e il progressivo nuovo assestamento dei popoli. Origine e sviluppi della organizzazione feudale. Le Crociate e i movenli economici dell'espansione in Oriente. Sorgere e sviluppo del Comune. Il dominio svevo e le vicende dell'Italia Meridionale. Dal Comune alla Signoria al Principato. Le guerre di equilibrio. Viaggi e scoperte.

II Classe. La crisi della libertà in Italia al sorgere dell'età moderna. L'Italia durante le invasioni straniere. Riforma e Controriforma. Le guerre di successione. Aspetti della vita economica e sociale europea e mondiale sino alla vigilia della rivoluzione americana e della francese.

III Classe. Età contemporanea. I suoi grandi problemi economici e sociali. La rivoluzione americana, la rivoluzione francese. L'Italia durante il periodo napoleonico. Il nostro Risorgimento, le guerre d'Indipendenza. Emigrazioni e colonie. La guerra mondiale e sue conseguenze.

Ripresa di coscienza generale dei fondamentali progressi umani nel corso storico, e presa di coscienza dei più gravi problemi attuali

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risolti e delle nuove aspirazioni di collaborazione sociale e inter-
nazionale.

In tutte le classi delle indagini così suddette risalteranno le fon-
damentali linee di sviluppo storico dell'*Economia* e del *Diritto*, dalle
prime forme di associazione e di produzione alle più recenti conce-
zioni di società e di economia.

FILOSOFIA

Il corso di filosofia deve essere preceduto da un'introduzione la
quale miri a porre in luce che la filosofia non è qualcosa di avulso
dalla vita, ma è anzi la vita stessa che vuol farsi consapevole di sè,
onde realizzare gradualmente il processo verso la liberazione. Tutti
gli uomini si pongono il problema filosofico, ma solo nella coscienza
filosofica questo assume quella piena consapevolezza che non ha nel-
la coscienza comune. Occorre accennare ai caratteri peculiari della
filosofia, per cui essa si distingue dalle scienze speciali e dalle altre
forme di attività spirituali, nonchè ai legami imprescindibili che a
queste la uniscono. A tale introduzione deve seguire nel triennio una
trattazione storica, non limitata al solo inquadramento degli autori
e gli, ma diretta ad approfondire la genesi delle singole dottrine e i
loro rapporti reciproci, mettendo così in rilievo che la successione
storica è lo stesso sviluppo del pensiero.

Inoltre lo svolgimento del pensiero filosofico dev'essere consi-
derato in continuo rapporto con l'evoluzione politica, sociale ed eco-
nomica, vale a dire con la storia tutta che rimane essenzialmente una
anche attraverso la varietà dei cosidetti «fattori» che la compon-
gono.

A precisazione di questo indirizzo generale si rimanda ai sug-
gerimenti dati nei programmi delle scuole magistrali.

I Classe: La ricerca di un elemento unitario universale come
causa prima nel pensiero greco, presofistico. Impossibilità di trova-
re tale causa prima fra gli elementi della natura. Il delinearsi del-
la dialettica dell'essere e del divenire. La convinzione naturalistica
della necessità di un approfondimento della conoscenza della na-
tura perchè tale sintesi possa effettuarsi: l'atomismo.

L'insufficienza del naturalismo. Il merito dei sofisti: il proble-
ma dell'uomo. Il loro demerito: la perduta coscienza dell'esigenza
unitaria universale. La ripresa di tale coscienza con la socratica teo-
rica del concetto, eglesi dell'importanza dell'universalità afferma-
ta dal naturalismo presofistico e dell'importanza della soggettività
affermata dai sofisti.

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Insufficienza del concetto aristotelico. L'idea platonica. La reminiscenza. Critica aristotelica del dualismo platonico. La necessità immanentista della forma sostanziale unita con l'universale. Il concetto di potenza e di atto. Il primo motore.

Decadenza della potenza speculativa: analisi dei sistemi dei maestri (accademici e peripatetici). Il prevalere dell'interesse etico (stoici ed epicurei). L'assurdo del pensiero che vuole stabilire limiti a sè stesso (scetticismo).

Approfondimento dell'interesse etico e aspirazioni al trascendente. L'importanza di Alessandria. La «metafisica religiosa» e la formazione del neoplatonismo di Plotino. La rivelazione Cristiana e i fondamenti dottrinali del Cristianesimo. La Patristica. S. Agostino.

Misticismo e razionalismo nel pensiero del Medioevo. La questione degli universali. L'aristotelismo e S. Tommaso. La reazione volontaristica da Duns Scoto a Ockam.

Lettura e commento di un'opera o di estratti di un'opera organicamente collegati in modo da dare un'idea dell'opera stessa, scelta tra le seguenti:

Platone: Un dialogo scelto fra i seguenti: Protagora, Gorgia, Repubblica (estratti), Fedro, Fedone, Teeteto, Parmenide, Sofista, Filebo, Timeo.

Aristotele: — Dell'anima (estratti).
» — Metafisica (estratti).
» — Poetica (estratti).
Seneca: — Lettere scelte a Lucilio ed estratti dei trattati morali.
Agostino: — De Vera Religione.
» — De Civitate Dei (estratti).
» — Confessioni (estratti).
Anselmo D'Aosta: — Monologio.
Tommaso D'Aquino: — De unitate intellectus.
» » — Summa theologica (estratti).

II Classe: L'Umanesimo e il Rinascimento. La filosofia del Rinascimento e il prevalere della concezione platonica. Giordano Bruno. L'affermarsi del metodo sperimentale: Bacone e Galileo. L'influenza del Rinascimento Italiano nel processo formativo del pensiero moderno.

Posizioni e problemi della filosofia moderna. La concezione filosofica di Descartes e il dualismo fra realtà intelligibile e realtà fisica. Il problema del loro rapporto nell'idealismo empirico inglese e nel panlogismo dello Spinoza e del Leibniz.

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Il criticismo kantiano: limiti gnoseologici dell'esperienza e ragione della ragione a trascenderli. La ragion pratica.

Lettura e commento di un'opera o di estratti di un'opera scelta tra le seguenti.

Bruno: — De causa principio et uno (estratti)
Galilei: — Antologia.
Bacone: — Novum Organum (estratti).
Descartes: — Discorso sul Metodo.
» — Primo libro dei principi di filosofia.
» — Meditazione.
» — Obiezioni e risposte (estratti).
Spinoza: — Etica (estratti).
Locke: — Saggio sull'intelletto umano (estratti).
Leibniz: — Prefazione e primo libro dei Nuovi Saggi.
» — Prefazione e quarto libro dei Nuovi Saggi.
» — Monadologia.
» — Discorso sulla metafisica.
Berkeley: — Trattato sui principi della conoscenza (estratti).
» — Dialoghi tra Hylas e Philonous (estratti).
Hume: — Trattato sulla natura umana (estratti).
» — Ricerca sull'intelletto umano (estratti).
Kant: — Prolegomeni (estratti).
» — Critica della ragion pratica (estratti).
» — La fondazione della metafisica dei costumi.
» — Critica del giudizio (estratti).

III Classe. — Lo sviluppo del criticismo kantiano in senso idealistico. L'eliminazione della cosa in sé e la concezione dialettica nei grandi filosofi dell'idealismo postkantiano.

Rapporti tra la filosofia italiana e la filosofia europea. Lo storicismo del Vico. Gentili sui politici e giuristi italiani del seicento. Caratteri della filosofia del Rinascimento. Romagnosi e Gioberti.

La sinistra hegeliana: Feuerbach, Marx, Engels: il materialismo dialettico. Il positivismo. L'evoluzionismo. L'idealismo storicistico, il neocriticismo relativistico, il pragmatismo, e i loro principali sviluppi nel pensiero contemporaneo.

Letture e commenti di un'opera o di estratti di un'opera scelta tra le seguenti:

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Schopenauer:	— Il mondo come volontà e rappresentazione (un libro).
Herbart:	— Introduzione alla filosofia (preliminari e logica).
Vico:	— Scienza nuova (estratti)
Fichte:	— Su la missione del dotto
Hegel:	— Enciclopedia (introduzione, preliminari, parte 19.78, estratti dalla parte III)
Galluppi:	— Saggio (estratti)
»	— Lezioni di logica e metafisica (estratti)
»	— Lettere filosofiche (estratti)
Rosmini:	— Nuovo saggio (estratti)
»	— Breve schizzo del sistemi di filosofia moderna e del proprio sistema
»	— Principi di scienza morale e di storia comparativa e critica intorno al principio della morale
»	— Introduzione alla filosofia (estratti)
Gioberti:	— Introduzione allo studio della filosofia (estratti)
»	— Protologia (estratti)
Spaventa:	— Logica e metafisica
»	— La filosofia italiana nelle sue relazioni con la filosofia europea
Boutroux:	— Della contingenza delle leggi della natura (estratti)
»	— Dell'idea di legge naturale nella scienza e nella filosofia (estratti)
»	— Natura e spirito (estratti)
Bergson:	— L'evoluzione creatrice (estratti)
»	— Introduzione alla Metafisica (estratti)
Blondel:	— L'azione (estratti)
James:	— Saggi pragmatisti
Royer:	— Il mondo e l'individuo: estratti dalla parte I: volumi I e II
Fiorentino:	— Studi e ritratti della Rinascenza (estratti)
Autono	
Franchi:	— L'ultima critica
Varisco:	— Conosci te stesso (estratti)
»	— I massimi problemi (estratti)
Croce:	— Breviario di estetica (estratti)

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STORIA DELL'ARTE

L'insegnamento della storia dell'arte nel Liceo deve educare nei la gioventù il senso della bellezza attraverso la penetrazione delle produzioni più notevoli delle arti figurative del mondo greco, di Roma, e dell'Italia. In un insegnamento organico come è quello del Liceo non deve essere trascurato il collegamento delle arti figurative con i vari aspetti del processo storico. Al termine di tale insegnamento l'alunno deve essere in grado di sapere individuare gli sviluppi fondamentali, e di riconoscere i più notevoli prodotti artistici della Grecia, di Roma e delle città italiane.

D'epoca in epoca l'insegnante non mancherà d'illustrare le più importanti costruzioni e figurazioni di artisti stranieri che siano in più stretta relazione con l'arte italiana.

I Classe: — L'arte preistorica a Micene e a Creta. L'arte greca. Il tempio greco. L'architettura dorica. I templi dorici in Grecia e in Sicilia. Il Partenone. Lo stile ionico.

La scultura Greca: La scultura arcaica, Mirone, Fidia, Policleto, Scopa, Prassitele.

La pittura Greca: I vasi.

L'arte ellenistica: La scuola di Pergamo e di Rodi.

L'arte etrusca. L'arco.

L'arte Romana: L'architettura, gli edifici civili, la scultura realistica e storica.

La pittura Pompeiana.

II Classe: — L'arte cristiana. Le catacombe; la Basilica Romana. Scultura e pittura.

L'arte bizantina. S. Sofia. L'arte ravennate.

Periodo preromanico e romanico. L'arte romanica. I Comuni e la monarchia normanna. L'architettura Romanica. Chiese lombarde, emiliane, venete.

S. Marco. Chiese romaniche toscane. Firenze e Pisa. L'arte romanica in Sicilia. Scultura romanica. Wiligelmo e Benedetto Antelami. La pittura romanica. Mosaici veneziani e siciliani. Cavallini e Torriti. Cimabue. Lucca.

L'arte gotica. La cattedrale Gotica. Il gotico italiano: Firenze, Siena, Assisi, Orvieto, Milano, Palermo. La scultura gotica. I Pisano. La pittura Gotica. Giotto, Simone Martini, Lorenzetti.

III Classe: — Il Rinascimento. L'architettura. Filippo Brunelleschi. Leon Battista Alberti. Il tempio Malatestiano e il Palazzo

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Rutelli, Francesco Laurana. La scultura nel Rinascimento: Iacopo della Quercia, Donatello, i Della Robbia, il Verrocchio. La pittura: Masaccio, Beato Angelico, Botticelli, Verrocchio.

L'arte nel Cinquecento: L'architettura: Bramante, Michelangelo, Vignola, i Sanmicheli, Palladio. La pittura: Leonardo, Raffaello, Michelangelo, il Correggio. La pittura veneziana: Giorgione, Tiziano, Veronese, Tintoretto.

Il Barocco. La scultura barocca: Bernini, Maderna, Borromini, i Caracci, Michelangelo da Caravaggio.

Il Settecento: Filippo Juvara e Vanvitelli. La scultura: Giacomo Serpotta. La pittura: Tiepolo, Guardi, Canaletto.

L'arte neoclassica: L'architettura: Piermarini, Cagnola. La scultura: Antonio Canova. L'arte romantica. Il realismo: Impressionismo e divisionismo.

Il Novecento.

GEOGRAFIA, SCIENZE NATURALI, CHIMICA

L'introduzione nel campo delle varie scienze sia condotta tenendo sempre presente che le osservazioni e gli esperimenti non potranno presentarsi come fatti a sè stanti isolati ma come condizionati alla loro possibilità dalla evoluzione storica della tecnica e del pensiero scientifico cui gli alunni via via dovranno farsi accedere.

I Classe: — Si inizieranno per le *Scienze naturali* gli studi di *botanica e di zoologia* attraverso analisi descrittive comparative sia di piante e sia di animali dalle quali gli alunni siano tratti a stabilire delle grandi differenze (monocotiledoni e dicotiledoni, invertebrati e vertebrati etc.) classificatorie, e a seriare delle classi di esseri secondo la loro apparente progressiva complessità. Prime elementari indagini di meccanica biologica si da intendere la concezione evolutiva della vita e prime osservazioni al microscopio.

Per la *chimica* s'inizieranno gli alunni ai problemi della costituzione atomistica della materia, delle forme e delle leggi delle combinazioni, e dei simboli e delle equazioni adeguate a significare tali leggi e combinazioni, e della classificabilità degli elementi in serie analoghe, e della loro evoluzione (serie elettrolitici: acidi, basi e sali. Metalloidi e metalli). Si daranno nozioni di *Mineralogia* (elementi minerali, costituzione interna, principali forme cristalline).

Nella II Classe per la *botanica* e per la *zoologia*, dopo le precedenti indagini descrittive e classificatorie si inizieranno più profondamente gli alunni ai problemi dell'evoluzione biologica e alla

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analisi delle forme viventi nel loro processo e progresso dalla cel-
lula con la sua riproduzione e con le sue progressive differenziazioni
nelle varie specie di tessuti e di organi e di forme complessive.
Con la considerazione evolutiva l'insegnante connetterà non solo la
anatomia, ma la fisiologia vegetale animale e umana; e insisterà
specialmente sulla vita fisiologica endocrina nervosa muscolare e
sull'azione riflessa in rapporto al problema della coscienza e dell'
attività umana, e darà quindi chiare nozioni di *igiene* (alimenta-
zione, educazione fisica, malattie, difesa dell'organismo).

Per la *chimica*: si vedrà, in continuazione delle indagini dell'
anno precedente, alla chimica organica, a generalità sui composti
del carbonio, con particolare riguardo a quelli di uso più comune
e alle industrie che li utilizzano.

Nella *III Classe*: completando e riepilogando e connettendo con
vaste sintesi tutti gli studi scientifici si riprenderanno le indagini di
Geografia Generale: dalla geografia astronomica si passerà alla fi-
sica terrestre con i fenomeni di dinamica esogena ed endogena, di
geologia, e più attentamente di distribuzione di flora e fauna e di
geografia antropica ed economica. Si concluderà con riflessioni sul-
le leggi evolutive della vita nel mondo minerale, vegetale, animale.

FISICA

Nella *II Classe*: si introdurranno gli alunni alle esperienze, agli
esperimenti e alle riflessioni fondamentali della *meccanica* (Movi-
mento, velocità, accelerazione. Forza, massa e peso; azione e rea-
zione, caduta dei gravi; pendolo. Lavoro e potenza. Macchine sem-
plici. Fluidi e loro leggi e, comparativamente, dell'aeriforme e del-
l'*aliforme*.

Nella *III Classe*: Si verrà a riflessioni sulla *Termologia* e sui
principi della termodinamica e si illustreranno i funzionamenti dei
motori a vapore e a scoppio. Si passerà allo studio dei fenomeni
elettrici e magnetici e ai esperimenti e a funzionamenti di strumen-
ti e macchine moderne, segnalandone volta a volta il progressivo per-
fezionamento. (Calamite, pile, bussola, accumulatori, telefono, mo-
tori dinamo, trasformatori, raggi, radio).

A riepilogo e coronamento degli studi scientifici si tratterà delle
leggi della conservazione dell'energia, e della trasformazione delle
energie le une nelle altre, e della legge di gravitazione universale, e
delle teorie più moderne della costituzione della materia.

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MATEMATICA

Si tenga conto dei suggerimenti generali premessi al programma di matematica del ginnasio superiore.

I Classe: — *Algebra:* — Sistemi di equazioni di 1° grado. Concetto di numero reale come numero decimale. Calcolo dei radicali; passo sulle potenze con esponente frazionario. Equazioni di 2° grado e facilmente riducibili al 2° grado. Semplici esempi di sistemi di equazioni di grado superiore al 1°. Possibilmente: progressioni aritmetiche e geometriche.

Geometria: — Misura di una grandezza rispetto ad un'altra. Proporzioni tra grandezze come proporzioni tra le loro misure.

Triangoli e poligoni simili.

II Classe: — *Algebra:* — Equazioni esponenziali e logaritmiche. Uso delle tavole logaritmiche ed applicazione al calcolo di espressioni numeriche.

Geometria: — Area dei poligoni. Rettificazione della circonferenza e quadratura del cerchio. Rette e piani nello spazio: ortogonalità e parallelismo. Diedri, triedri, angoloidi.

Poliedri (in particolare prismi e piramidi). Cilindro, cono, sfera.

(N. B. — All'argomento della rettificazione della circonferenza e quadratura del cerchio ed a quello dei solidi sarà dato lo sviluppo che il tempo e la scolaresca a disposizione saranno per consentire).

III Classe: — *Trigonometria:* — Le funzioni goniometriche: seno, coseno e tangente. Formule per l'addizione, la sottrazione, la duplicazione e la bisezione degli argomenti. Uso delle tavole goniometriche ed applicazione alla risoluzione dei triangoli rettilinei.

Geometria: — Cenni sui poliedri equivalenti, sulla base, fondamentale, del principio di Cavalieri. Regole pratiche per la determinazione di aree e volumi dei solidi studiati.

Nelle tre classi: Esercizi semplici di applicazione dell'algebra alla geometria.

RELIGIONE

Valgano i programmi fissati dall'Autorità ecclesiastica.

EDUCAZIONE FISICA

Secondo i programmi particolareggiati edita separatamente.

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Liceo Scientifico

Al quinto anno del Liceo scientifico è stata aggiunta una I classe, o di collegamento, con funzione e programmi simili a quelli del Ginnasio superiore. Nel Liceo Scientifico si condurranno, in genere, ricerche analoghe a quelle del Liceo Classico, ma si ridurrà il tempo da dedicare alle indagini letterarie, procedendosi per sintesi per gli autori e per i periodi di minore importanza, approfondendosi in compenso le indagini più strettamente scientifiche.

ORARIO D'INSEGNAMENTO	Liceo scientifico				
	I	II	III	IV	V
Lingua e lettere italiane	4	4	3	3	4
Lingua e lettere latine	4	5	4	4	3
Lingua e letteratura straniera	3	3	3	3	3
Storia	3	2	2	2	3
Filosofia	—	—	3	3	3
Geografia e scienze naturali	2	2	2	3	3
Fisica	—	—	2	3	3
Matematica	3	4	3	3	3
Disegno	1	3	2	2	2
Religione	1	1	1	1	1
Educazione fisica	2	2	2	2	2
	30	27	27	29	30

ITALIANO

Valgono in tutte le classi i suggerimenti e i programmi esposti per le scuole dell'ordine ginnasiale.

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Lo studio della storia letteraria si completerà negli ultimi tre anni. Parallelamente si daranno ragguagli sulla storia della musica.

Ci si soffermerà su quegli autori la cui attività sia stata particolarmente dedicata alle scienze ed ai loro problemi.

LATINO

Valgono i suggerimenti e i programmi dell'altre classi.

LINGUA E LETTERATURA STRANIERA

Nella *I Classe*: si riprenderanno e continueranno sistematicamente le riflessioni sintattiche iniziate nella scuola media inferiore, attraverso letture, esercitazioni, dettati, composizioni, conversazioni. Si userà nel I anno un'antologia di autori dalle origini ai nostri giorni.

Nella *II, III, IV classe*, riflessioni sintattiche, composizioni, conversazioni; si faranno a proposito delle indagini di *storia letteraria* che saranno condotte — come per la letteratura italiana e la latina — più analiticamente attraverso documenti e opere.

Ci si soffermerà più a lungo sopra un'opera di almeno due dei migliori autori.

L'insegnante parlerà costantemente nella lingua straniera e costringerà progressivamente gli alunni ad usarla anch'essi al completo padroneggiamento della lingua.

Nella *V Classe* l'insegnante oltre che a conversazioni di riepilogo, guiderà gli alunni nella conoscenza dei CAPOLAVORI DELLE LETTERATURE STRANIERE, secondo i suggerimenti già esposti a pag. 10; ma egli avrà inoltre modo negli anni precedenti questa opera, suggerendo le letture e chiarendo durante le indagini di storia letteraria i paralleli sviluppi della letteratura mondiale.

STORIA

Come sopra. In particolare rilievo verrà posto, d'epoca in epoca, l'evoluzione della tecnica e della scienza, e la storia dei viaggi, delle scoperte, delle invenzioni, e la loro importanza negli sviluppi della vita economica, etica, politica.

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FILOSOFIA

Come sopra negli ultimi tre anni. Anche qui si darà particolare rilievo all'evoluzione del pensiero scientifico. Sarà data preferibilmente lettura di quelle opere che rendano conto della particolare posizione dell'autore di fronte ai problemi scientifici.

GEOGRAFIA, SCIENZE NATURALI
CHIMICA, MINERALOGIA

Nella *I Classe*: per la *geografia* si compenderanno in un anno i programmi delle IV e V ginnasiale.

Nella *II Classe*: la *botanica* e la *zoologia* si studieranno prima descrittivamente come nel I liceo classico.

Nella *III Classe*: le suddette materie si riprenderanno analiticamente come nel II liceo classico, con particolare riguardo all'*anatomia* e *fisiologia umana* e ad elementi di *igiene* riguardanti le condizioni dell'alimentazione, dell'abitazione, del lavoro, i contagi, le malattie e la lotta contro di esse.

Nella *IV Classe*: si compiranno indagini ed esperimenti di *chimica* con lo stesso spirito e metodo suggerito nei programmi del I° liceo classico ed aggiungendo esperimenti di *mineralogia*. I particolari sono i seguenti:

Generalità di chimica e di mineralogia: materia e sostanze.

Sostanze semplici e composte. Struttura della materia: molecole ed atomi. Peso molecolare e peso atomico. Struttura degli atomi: atomino ed elettroni. I fenomeni chimici e vari tipi di reazioni chimiche. Leggi fondamentali della chimica. Simboli, formule, equazioni chimiche. Valenza. Nomenclatura chimica. Elettroni e ioni; teoria della dissociazione elettrolitica; acidi, basi e sali considerati come elettroliti.

Minerali e rocce: — Cristalli ed elementi reali di essi. Piani ed assi di simmetria; assi cristallografici e parametri. Cenni sui sistemi cristallini e sulle forme cristalline più importanti. Proprietà fisiche dei minerali. I principali saggi chimici per il riconoscimento dei minerali. Giacimenti dei minerali.

Chimica descrittiva: — Metalloidi e metalli di maggiore importanza, loro principali composti e minerali.

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Chimica organica — Generalità sui composti del C. Formule di struttura. Composti aciclici e ciclici. Isomeri e polimeri. Cenni sugli idrocarburi della serie grassa (saturi e non saturi) e sugli idrocarburi aromatici. Petrolio e derivati. Distillazione del carbon fossili: gas illuminante, catrame e principali prodotti che si hanno dalla distillazione del catrame. Alcool, aldeidi, acidi organici (alcool metilico ed etilico e fermentazione alcoolica; aldeidi, formica ed acido formico; acido acetico e fermentazione acetica; glicerina e nitroglicerina). Fenoli. Eteri. Saponi. Candele. Gli idrati di C. Industrie dello zucchero, della carta, del rayon. Derivati della cellulosa: Colone fulminante e collodio; celluloide. Cenni sulle ammine (anilina e brevi notizie sull'industria delle sostanze coloranti). Cenni sugli alcaloidi e sulle sostanze proteiche.

Nella *V Classe*: si riprenderà la *Geografia generale* e si concluderà con vasto sguardo ai continenti come nel III liceo classico.

FISICA

Nella *III Classe*: — *Meccanica*: Moto di un punto: velocità ed accelerazione come scalari e come vettori. Moto rettilineo uniforme e uniformemente vario. Moto circolare uniforme. Forza e sua misura statica. Equilibrio di due o più forze applicate ad un corpo. Centro di forze parallele. Equilibrio nei solidi con un punto od un asse fisso. Macchine semplici: bilancia.

Principio di inerzia. Proporzionalità fra forza ed accelerazione. Massa e peso, misura dinamica delle forze, dine. Eguaglianza fra azione e reazione: forza centripeta e reazione centrifuga.

Caduta dei gravi libera e su di un piano inclinato. Cenno sul moto dei proiettili. Pendolo.

Lavoro e potenza: unità relative. Energia, sue forme e sua conservazione, (non senza qualche discreta riserva in armonia con le moderne concezioni sulla equivalenza fra energia e perdita di massa). Cenni sulle resistenze di attrito e del mezzo.

Pressione nei fluidi. Principi di Pascal e di Archimede. Vasi comunicanti. Pressione atmosferica. Legge di Boyle.

Cenni del moto di un solido immerso in un fluido: navi, dirigibili e velivoli.

Nella *IV Classe*: — *Termologia*: Temperatura e termometri. Quantità di calore, caloria; calore specifica. Cenni sulla propagazione del calore.

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Dilatazione termica dei solidi e dei liquidi. Variazione termica del volume di un gas a pressione costante e della pressione a volume costante. Equazione caratteristica dei gas perfetti. Temperatura assoluta.

Cambiamenti di stato: fusione e solidificazione. Evaporazione; ebollizione; liquefazione degli aeriformi. Vapori saturi e non saturi. Cenni di igrometria.

1° principio della termodinamica; equivalente meccanico della caloria; cenno sul 2° principio. Cenni sui motori termici.

Acustica: — Vibrazioni sonore e loro propagazione; velocità del suono. Frequenza d'onda ed intensità di un suono semplice; timbro. Eco, riverberazione, interferenza. Fonografo.

Ottica: — Luce e sua propagazione. Brevi cenni di fotometria. Riflessione; specchi piani e specchi sferici. Rifrazione e riflessione totale. Lenti e prismi; lenti e costruzione delle immagini relative. Strumenti ottici più comuni. Colori; dispersione della luce; spettro; cenni sui raggi infrarossi e ultravioletti.

Cenni sulla velocità della luce e sulla sua natura ondulatoria; frequenza e lunghezza d'onda.

Cenni di spettroscopia e cenni sulla interferenza.

Nella *V Classe*: — *Elettricità e magnetismo*: Cariche elettriche e loro mutue azioni; legge di Coulomb. Conduttori ed isolanti. Principali fenomeni di elettrostatica e grandezze che vi intervengono. Condensatori. Cenni sulle macchine elettrostatiche. Poli magnetici e loro mutue azioni; legge di Coulomb per il magnetismo. Calamite; campo magnetico terrestre; bussola.

Corrente elettrica; elettrolisi; pile di Volta e cenni sulle pile a depolarizzante. Accumulatori. Legge di Ohm.

Calore prodotto dalla corrente e sue principali applicazioni.

Campo magnetico prodotto da una corrente; applicazione alla misura della corrente e alla trasmissione dei segnali.

Induzione elettromagnetica. Telefono. Cenni sulle correnti alternate e sugli alternatori, motori, dinamo, trasformatori statici.

Cenni sulla produzione, sul trasporto e sulla distribuzione dell'energia elettrica.

La corrente nei gas: ionizzazione, arco elettrico. Raggi catodici e raggi X. Cenni sui fenomeni di radioattività.

Cenni sulle onde elettromagnetiche, sulla radiotelegrafia e radiotelefonia. Brevi cenni sulla teoria elettromagnetica della luce.

Cenno sulla costituzione della materia: molecole, atomi, nuclei, elettroni.

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MATEMATICA

Si leggano gli avvertimenti e suggerimenti generali premessi al programma di matematica del ginnasio superiore. Si tenga conto del particolare valore che deve avere l'insegnamento della matematica nel liceo scientifico.

Nella *I Classe*: — Si svolgerà il programma di *algebra* e di *geometria* della IV e V ginnasiale.

Nella *II Classe*: — Concetto di numero reale come numero decimale. Calcolo dei radicali; cenno sulle potenze con esponenti frazionari.

Equazioni di 2° grado o ad esse riconducibili. Esempi di sistemi di equazioni di grado superiore al 1° risolubili con equazioni di 1° e 2° grado. Cenni sulle progressioni geometriche ed aritmetiche.

Coordinate cartesiane ortogonali nel piano. Funzioni di una variabile e loro rappresentazione grafica: in particolare le funzioni $x + b$; ax; a; x.

Misura di una grandezza rispetto a un'altra. Proporzioni fra grandezze come proporzioni fra le loro misure. Triangoli e poligoni simili. Costruzione del decagono, del pentagono e del pentadecagono regolari. Aree dei poligoni.

Nella *III Classe*: — Equazioni esponenziali e logaritmi. Uso delle tavole logaritmiche ed applicazione al calcolo del valore di espressioni numeriche. Cenni sull'uso del regolo calcolatore.

Rettificazione della circonferenza e misura del cerchio.

Rette e piani nello spazio: ortogonalità e parallelismo. Diedri, triedri, angoloidi. Poliedri, in particolare prismi e piramidi. Cilindro, cono, sfera.

IV Classe: — Funzioni goniometriche. Grafici dei seni e delle tangenti. Formule per l'addizione, la sottrazione, la duplicazione e la bisezione degli argomenti. Qualche semplice equazione goniometrica. Risoluzione dei triangoli rettilinei. La nozione di limite di una funzione. Derivata di una funzione di una variabile e suo significato geometrico e fisico.

Derivate di x^m, di $\sin x$, $\cos x$, $\operatorname{tg} x$. Esercizi di derivazione.

Nozioni di equivalenza delle figure solide. Equivalenza di prismi e piramidi. Regole pratiche per la determinazione delle aree di superficie e dei volumi dei solidi studiati.

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1ª Classe: — Massimi e minimi con il metodo delle derivate; applicazioni. Nozione di integrale con qualche applicazione. Disposizioni, permutazioni e combinazioni semplici. Binomio di Newton.

Nelle ultime quattro classi: applicazioni dell'algebra alla Geometria di 1° e 2° grado con relativa discussione.

DISEGNO

Circa la possibilità di incoraggiare e allenare tutti gli alunni al gioco del disegno si rimanda ai suggerimenti dati a proposito di tale materia nei programmi della scuola media inferiore.

Nel liceo scientifico dall'osservazione del vero si passerà, attraverso fotografie, proiezioni, plastici dell'insieme e delle parti, all'osservazione dei più famosi monumenti che dall'antichità ad oggi dimostrano più chiaramente lo svolgersi delle forme architettoniche nei vari stili. Destato così l'interesse dei giovani con la visione dell'insieme e dei particolari, essi si sentiranno naturalmente spinti a riprodurli per divenirne essi stessi i creatori con i mezzi tecnici di cui già sono e di cui man mano verranno in più pieno possesso. E l'interesse che tali momenti già suscitano da per sè verrà aumentato se ciascuno sarà inquadrato nella sua epoca e nella necessità che lo produsse e se verrà preso in esame non semplicemente come opera architettonica ma come complesso architettonico-plastico-pittorico, con le opere che racchiude o con quelle che può racchiudere. Così l'allenamento al disegno precederà quello alla visione della produzione figurativa in tutte le sue forme quale l'umanità progressivamente è venuta attuando nella sua storia. E così l'insegnamento della storia dell'arte e del disegno verranno fusi reciprocamente potenziandosi.

Nella *I Classe* operandosi il collegamento e il riepilogo dell'insegnamento inferiore, si daranno cenni riassuntivi delle teorie su cui si basano le rappresentazioni dei corpi in proiezione ortogonale e in proiezione assonometrica o in veduta prospettica, e della determinazione delle ombre proprie e portate. Ma volta a volta a tali teorie si perverrà attraverso il confronto tra semplici oggetti o plastici e la loro semplice e insufficiente rappresentazione grafica che i giovani faranno e via via impareranno a evolvere e perfezionare dietro suggerimento dell'insegnante. Una volta padroni, col variare dei punti di vista, delle leggi della prospettiva e delle teorie sopradette, attraverso l'imitazione di modelli e figurazioni architettoniche essi potranno passare, nelle successive classi, all'esame visivo e storico

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dei principali monumenti che sono come le pietre miliari del cammino dell'umanità nella sua volontà costruttiva. Si dà per ogni stile un elenco dei più importanti complessi che verranno collettivamente esaminati e riprodotti:

Nella *II Classe*: Il sistema architravato dal tempio al tempio Dorico.

I Templi di Agrigento e Paestum.

Il Partenone di Atene.

Le terrecotte italiche e le tombe etrusche.

Lo stile ionico in Grecia e nell'Asia Minore.

L'Eretteo in Atene.

L'ordine ionico a Roma. Il Tempio della Fortuna Virile.

Il capitello Corinzio del monumento coraggino ad Atene.

L'Ordine Corinzio nell'architettura Romana: l'Olimpieion ad Atene. Il Tempio di Marte Ultore a Roma. Il Tempio di Vesta a Tivoli. Il Pantheon. Il Tempio di Nimes.

La sovrapposizione degli ordini e il Teatro di Marcello.

Il sistema delle volte e degli archi.

La cloaca massima a Roma, le porte di Volterra e di Perugia.

Gli acquedotti Romani. La Porta Maggiore.

L'Arco Trionfale e le porte di Verona, Aosta, Treviri.

L'anfiteatro Flavio e quello di Pola.

La Basilica Ulpia e la colonna Traiana.

La Basilica di Leptis Magna. Il tempio rotondo di Baalbek.

Le terme di Caracalla. La Basilica di Massenzio.

La tomba romana del tumulo repubblicano all'Augusteo; la tomba di Teodorico.

Nella *III Classe*: Il palazzo di Diocleziano a Spalato. La basilica cristiana a Roma. Il ninfeo dei Licini (o tempio di Minerva (Medica) e San Vitale di Ravenna.

San Miniato al Monte. Il battistero di Firenze.

Il chiostro di San Paolo a Roma, e quello di Monreale.

Il portico di Civita Castellana.

Il battistero di Pisa. La cattedrale di Lucca.

Sant'Ambrogio di Milano. La cattedrale di Modena.

San Nicola di Bari. Castel del Monte.

Il gotico francese: la Cattedrale di Beauvais.

Il gotico italiano: il Duomo di Orvieto.

Il palazzo e la torre del Mangia a Siena.

La loggia dei Lanzi a Firenze.

Il palazzo Ducale di Venezia.

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Nella IV Classe: La cupola di S. Maria del Fiore. La cappella dei Pazzi, S. Spirito a Firenze.

Palazzo Strozzi, Palazzo Venezia, Palazzo della Cancelleria, Palazzo Rucellai, Palazzo Pitti.

Il tempio Malatestiano a Rimini.

Santa Maria delle Grazie a Milano e il tempietto di S. Pietro in Montorio a Roma.

Palazzo Massimo e la Farnesina.

Palazzo Valmarana, La Rotonda e la Basilica di Vicenza.

Gli ordini architettonici del trattato, Palazzo Farnese.

La Villa di Caprarola e la Chiesa del Gesù a Roma.

San Pietro in Vaticano, Il Campidoglio.

Nella V Classe: Palazzo Barberini, S. Andrea del Quirinale, Il portico di S. Pietro.

S. Agnese a Piazza Navona, I Filippini, S. Carlino a Roma.

S. Maria della Salute e Palazzo Pesaro a Venezia.

Superga e Palazzo Carignano a Torino.

La Reggia di Caserta.

La Fontana di Trevi a Roma.

Piazza del Popolo.

La Scala di Milano.

Il palazzo della Giustizia, l'Altare della Patria.

San Sulpizio a Parigi.

Il Duomo di Dresda.

Il castello reale di Praga.

Il castello di Cracovia.

Il palazzo d'Inverno di Leningrado.

Il palazzo di Detskoje Selo.

Le tendenze e gli aspetti dell'architettura moderna, in Italia, a New York, a Berlino, a Mosca.

RELIGIONE

Valgano i programmi fissati dall'Autorità ecclesiastica.

EDUCAZIONE FISICA

Secondo i programmi particolareggiati editi separatamente.

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PROGRAMMI DI STUDIO

ED INDICAZIONI DIDATTICHE PER LE SCUOLE ELEMENTARI

PER L'ANNO SCOLASTICO

1943-44

PROGRAMMA BASE

(Nelle scuole rurali saranno adottati questi stessi programmi, ai quali il maestro apporterà le riduzioni e gli adattamenti che riterrà più opportuni).

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1943
Tipografia Simeoni
Nicolardi, 24 - Napoli
(in proprio)

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AVVERTENZA

Ecco il programma, per l'anno scolastico 1943 - 44, per tutte le scuole dell'Italia liberata. E' preparato da commissioni di ufficiali, funzionari scolastici, professori ed insegnanti elementari.

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PREMESSA

I programmi di studio, che qui si descrivono, vogliono avere più che altro un carattere *indicativo*. Si addita al maestro il risultato che lo Stato si attende dal suo lavoro, in ciascun anno di scuola, per lasciandolo libero di usare, per ottenerlo, i mezzi opportuni. I quali, per molte ragioni sono sempre vari e mutevoli, in rapporto alla situazione concreta nella quale il maestro si trova, in un dato ambiente scolastico, ed in rapporto con la personale cultura del maestro e con la particolare tempra che egli sarà riuscito a dare, attraverso una vigile esperienza, al proprio spirito di educatore.

I programmi che seguono sono delineati in guisa da fare, per sè stessi, obbligo al maestro di rinnovare continuamente la propria cultura, attingendo non ai manualetti in cui si raccolgono le briciole del sapere, ma alla viva fonte della vera cultura del popolo.

Questo fonti sono: la tradizione popolare così come essa vive, presente educatrice del popolo, che sente ancora il dolce sapore della parola dei padri, e la grande letteratura che ha dato, in ogni tempo, mirabili opere di poesia, di fede, di scienza, accessibili agli umili appunto perchè grandi.

Vietano i nuovi programmi le trite nozioni che hanno per tanto tempo adeguato la scuola dei fanciulli, e richiedono la schietta parola, la ingenua ricerca del vero, l'agile indagare dello spirito popolare, irrequieto e mai sazio di " perchè ", il rapimento nella contemplazione dei grandi luminari dell'arte e della vita; la comunicazione con le grandi anime, fatte vive e quasi presenti attraverso la parola del maestro.

Ecco l'indole del lavoro che i programmi suggeriscono, non soltanto in quella parte che prescrive i limiti della trattazione e degli esercizi che costituiscono lo studio; ma anche nell'altra, in cui danno suggerimenti per le occupazioni ricreative, con le quali il maestro opportunamente intercalerà le vere e proprie lezioni.

Il maestro vedrà forse come sia difficile, con tali programmi, prepararsi al suo quotidiano lavoro, ma sperimenterà altresì come

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divinamente facile l'eseguirlo, quando [redacted] preparazione sia stata [illegible] con amore. Se egli si limiterà agli schematici interrogatori, alle scheletriche nozioncine, alla triturata lettura inespressiva, insomma le solite arti più o meno meccaniche, per le quali tanto spesso la scuola elementare è scherzata come " scuolatta ", e quello del maestro considerato quasi un ufficio sociale inferiore; se, in una parola, sarà pedante ripetitore, la vita spirituale rifuggirà da lui e si manifesterà in quelle forme inconsapevolmente difensive proprie del fanciullo, che sono l'irrequietezza e la turbolenza.

Non seguito a questi programmi lunghe istruzioni, le istruzioni metodiche cioè un maestro deve scoprirle come sua viva norma, in sè stesso, aiutato dallo studio degli autori che hanno meditato sull'educazione e narrato le loro esperienze spirituali, e creato per fanciulli opere suggestive, nelle quali le norme, non mai esplicitate, sono tuttavia implicite. Soprattutto il maestro perfezionerà il proprio lavoro didattico, vivendo con animo caldo la vita del suo popolo, risuscitando insaziato la voce dei grandi, già intesa negli anni dell'istituzione magistrale, e cercando nuova guida alla sua anima in buoni libri, prima non letti. Così rinascerà a sentirsi migliore, e porterà nella scuola la vibrante cura del suo studio.

Non abbia mai ritegno il maestro dei fanciulli di accostarsi all'opera dei grandi; non tema che il suo insegnamento ne possa essere appesantito, e diventare, come si dice, « difficile ». Nulla, come lo studio dei libri più ardui e meno mortali, dà al maestro la coscienza del suo limite, quando si trova dinanzi ai fanciulli. Solo la vasta cultura, le moltiplici letture, il frammentario e superficiale acquisto del sapere possono rendere il maestro un vanitoso sabbiatore di dottrina ed indurlo ad aggravare, con infarcimenti di pessimo gusto, le sue lezioni.

I più grandi sono sempre i più semplici. E quando essi ti affaticano in astrazioni sopra vette di pensieri che danno un senso di vertigine a chi li contempla da basso, ti fanno acquistare più chiara coscienza delle difficoltà che un fanciullo può incontrare nei primi suoi passi, e ti inducono perciò a più affettuosa pazienza.

I più grandi ti lasciano sempre nel cuore l'aspirazione all'alto, e potrà anche la semplice lezione di una scuola elementare è compiuto avviamento verso le altezze. Solo chi passa alla compagnia dei più umili e dei più piccoli avendo prima gioito nella compagnia spirituale delle migliori anime umane, sente di non essersi abbassato; ed è capace di parlare con religioso animo, qualunque sia l'oggetto del suo insegnamento e l'età dei suoi discenti.

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QUADRO DI ORIENTAMENTO

PER LA FORMAZIONE DELL'ORARIO DI CIASCUNA CLASSE (1)

	Classi preparatorie (2)	I.	II.	III.	IV.	V.
Religione	1	1,30	1,30	2	2	2
Canto, disegno spontaneo, calligrafia, recitazione	4	2,30	2,30	4	5	5
Lettura, scrittura ortografia ed esercizi di lingua italiana . .	—	7	6	5	5	4
Ortografia	—	—	2	2	—	—
Aritm., disegno, geom., contabil.	—	4	4	4	3	3
Nozioni varie ed occupazioni intellettuali ricreative . . .	6	4	4	4	1	1
Giardinaggio, lavori manuali, lavori donneschi, ed. fis. e giochi relazioni e cure igieniche.	24	6	5	4	4	4
Scienze fisiche e naturali, nozioni organiche di igiene . .	—	—	—	—	2	2
Storia e geografia	—	—	—	—	3	3
Nozioni di diritto e di economia	—	—	—	—	—	1
Orario settimanale per classe .	35 compreso il Giovedì	25	25	25	25	25

(1) Per lasciare la maggiore possibile iniziativa all'insegnante, si sono raggruppate le ore d'insegnamento di varie materie di cui si vuole una trattazione separata nei programmi.

(2) Sulla base di sei ore giornaliere ridotte a cinque il Giovedì. Ma sono consentiti orari più brevi, purchè non inferiori a quelli delle scuole elementari

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CHIARIMENTI RELATIVI ALL'ORARIO

1.) Alla Religione, che la legge considera fondamento e coronamento degli studi elementari, si fa un posto notevole in molti insegnamenti, in quanto essa li investe necessariamente col suo spirito. Il programma di canto preserive canti religiosi; quello di italiano offre frequenti occasioni per ricordare ed esaltare eroi della fede; quello di occupazioni intellettuali ricreative indica come elementi dei *racconti del maestro* anche motivi religiosi; ne occorre dire quanta parte degli insegnamenti di storia sia dedicata a figure ed avvenimenti importanti per la cultura religiosa.

Perciò le ore *speciali* dedicate alla religione non sono molte e devono essere destinate alla meditazione degli argomenti indicati nel programma speciale, i quali sono come il punto di concentrazione di tutti gli elementi di cultura religiosa sparsi nei vari insegnamenti.

2.) Agli insegnamenti artistici è fatto un posto assai grande, perchè si vuole che soprattutto il disegno ed il canto, siano considerati discipline fondamentali nelle scuole dei fanciulli.

3.) L'orario di lettura ed esercizi di lingua italiana, discende da sette ore via via a sei, a cinque, a quattro, a misura che cresce l'età dell'allievo, perchè l'italiano non è materia specifica di studio, ma comprende tutti gli insegnamenti tutti essendo occasione di arricchire il lessico e di correzione linguistica, e la più parte di essi anche di esercizi scritti.

Così ad esempio, se la 4ª classe ha cinque sole ore speciali per l'italiano, ne ha però due di scienze fisiche e naturali e tre di storia e di geografia che non v'erano nella classe precedente, ed a queste ore la quinta classe aggiunge un'ora di nozioni di diritto e di economia.

Nelle classi 2a e 3a, sono state aggiunte due ore settimanali speciali per esercizi di ortografia.

4.) Alle prime due classi elementari si è voluto mantenere un po' il carattere del giardino d'infanzia, assegnando loro un numero di ore, per occupazioni intellettuali ricreative e di giardinaggio, lavoro manuale, giochi, ecc., quasi uguale a quello delle ore di studio vero e proprio.

5.) Nelle prime tre classi le lezioni debbono avere la durata massima di mezz'ora, compresi gli opportuni intervalli per il riposo.

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AVVERTENZE GENERALI

RELIGIONE

L'insegnamento della religione si informi dalla prima all'ultima classe allo spirito che anima l'opera religiosa di Alessandro Manzoni.

Si assicurino le famiglie che l'insegnamento religioso non è fatto per coartare le coscienze, ma per liberarle ed innalzarle a ideali morali e ad unità di vita. La norma religiosa scaturisca dalla dalla freschezza del sentimento e dell'attento ripensamento.

INSEGNAMENTI ARTISTICI

Il maestro procuri di penetrare addentro nello spirito degl'insegnamenti artistici; non li scambi mai come riempitivo delle sue ore di noia o di cattiva volontà, ma ne senta il valore formativo, e se ne serva sempre perchè il mondo interiore del fanciullo trovi la sua naturale espressione, la consapevolezza di esso, la gioia della manifestazione.

Il maestro intelligente e vigile troverà certamente i rapporti esistenti tra gl'insegnamenti artistici e il linguaggio, attuchendo di scambi tutte le materie e lavorando così alla maturazione di una coscienza unitaria, che è grande conquista dell'educazione.

LINGUA ITALIANA

Cerchi, il maestro, di sentire l'insegnamento della lingua come centrale in tutto il sistema delle materie di studio: poca teoria coi fanciulli; ma molto senso vivo della parola, della sua funzione, della sua elasticità, della sua docilità di servizio; in modo che ciascuna materia riconduca all'insegnamento della lingua, e la lingua dia a ciascuna materia la sua peculiare nobiltà, il suo inconfondibile carattere.

GEOGRAFIA E STORIA

I due insegnamenti procedano, per quanto è possibile, parallelamente. È canone didattico non nuovo; ma l'efficacia sta non tanto nell'esteriore avvicinamento delle due materie, quanto — ed è abilità del maestro — nel far sentire la vitalità di un organismo che è territorio e vita e civiltà di uomini, in esso e per esso.

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ARITMETICA

La caratteristica di tale insegnamento sia la praticità, cioè il senso di adesione reale ai reali bisogni della vita e, specialmente, della vita in cui il fanciullo ha esperienza. Se l'aritmetica è strumento di disciplina mentale, lo è — nella scuola elementare specialmente — in funzione di una sicurezza di orientamento, d'intuizione, di calcolo, per alcuni alunni che, forse, non avranno più alcuna cultura specifica.

NOZIONI VARIE E NOZIONI DI SCIENZE

Siano tali nozioni il primo contatto col mondo esterno; non dissezione di cose e di fatti, ma scoperta di organismi e di leggi, che conduca il fanciullo a conoscere ed a comprendere meglio sé stesso.

Abbiano le nozioni varie — che costituiscono parte importante degli attuali programmi — il loro accurato e pieno svolgimento.

Si dia massimo sviluppo — ove sia possibile — alle proiezioni luminose, a soggetto scientifico.

Nelle belle giornate si faccia scuola all'aperto, com'è facilissimo nelle scuole rurali; e si facciano lezioni di scienze naturali, dinanzi ai viventi che sono oggetto di studio. Si organizzino gite scolastiche in collaborazione con gli alunni, preparate da lezioncine illustrative.

OCCUPAZIONI INTELLETTUALI RICREATIVE

Si vuole, per questa parte del programma, richiamare quanto si è detto per gl'insegnamenti artistici. Le occupazioni intellettuali ricreative sono ottimo campo per dare all'intelligenza del fanciullo acume ed elasticità; per evitare perciò che egli, piuttosto che cadere nella trappola del meccanicismo, sappia avere l'ambizione di tentare le sue vie, dopo essersi convinto che sono molte quelle che conducono alla meta.

LAVORO

Si consideri che il lavoro manuale è un aspetto necessario della vita infantile, e costituisce un ottimo mezzo di educazione morale e sociale.

I programmi mirino a dare al fanciullo attività manuali, sì, ma sempre in funzione di bisogni concreti, perchè egli possa, nella vita, sentirsi meno schiavo dell'opera altrui e più libero di trovare, attraverso il lavoro, il soddisfacimento di alcune sue necessità.

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Racquisti nella scuola, il lavoro muliebre il suo valore formativo oltre che pratico, faccia sentire l'orgoglio della donna per la casa e per il lavoro familiare, che non deve essere tenuto in dispregio, ma deve anzi servire a far meglio apprezzare la scuola alle figlie del popolo.

EDUCAZIONE FISICA

L'insegnamento dell'educazione fisica, che richiede accorta e continua vigilanza, deve avere sopratutto carattere ricreativo.

I giuochi siano base fondamentale di tale insegnamento.

Sono inoltre necessari, data l'età dei fanciulli, esercizi a corpo libero, di effetto generale, che abituano anche alla disciplina.

Le esercitazioni, per quanto è possibile, siano fatte all'aria libera e in modo da riuscire piacevoli.

I giuochi siano vari e ben regolati per durata ed intensità di lavoro.

L'insegnante non disdegni di avvivarli e di guidare gli alunni con la sua diretta partecipazione.

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PROGRAMMA PER LA I. CLASSE

RELIGIONE:

Breve canto religioso all'inizio della giornata scolastica, subito dopo la rivista della pulizia personale degli scolari e della pulizia dell'aula scolastica.

Conversazione di religione.

Apprendimento delle preghiere fondamentali.

Brevi e chiare sentenze ed episodi di immediata significazione, ricavati dalle Scritture e segnatamente dai Vangeli.

INSEGNAMENTI ARTISTICI - CANTO:

Brevi e facili canti religiosi, patriottici e popolari.

Esercizi di ritmica, con battuta delle mani. Emissione dei suoni, in crescendo e diminuendo. Esercizi di respirazione.

Canti eseguiti all'aperto, marciando.

DISEGNO:

Accertamenti del maestro per scoprire il grado di capacità di intuizione e di osservazione del bambino, lasciandolo libero nella sua attività rappresentativa, ma indocendolo a spiegarne il senso. Esercizi per la distinzione dei tre colori principali: giallo, rosso, turchino (scelta, ordinamento per gradazione secondo il metodo Montessori). Gli stessi esercizi con i colori verde, arancio, violetto, insistendo nella correzione dello scambio di colori comune tra i bambini. Formazione della scala colorata. Ritaglio su carta colorata di figure varie.

Esercizi vari per l'addestramento del disegno a memoria:

a) Disegno di oggetti noti ai bambini e descritti con parole;

b) Disegno di oggetti osservati soltanto per pochi minuti;

c) Disegno di oggetti attentamente osservati e riprodotti dopo un certo tempo dall'osservazione;

d) Nuova redazione di disegni dei quali il maestro abbia fatto osservare difetti e deficienze.

BELLA SCRITTURA:

Esercizi sistematici di « bella scrittura », eseguiti specialmente su modelli tracciati dal maestro alla lavagna, diretti a rendere sicuro il possesso della forma delle lettere sia isolate che unite in parola.

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LETTURA ESPRESSIVA E RECITAZIONE

Recitazione di fa[illegible] poesie, specialmente di quelle che vengono cantate nella scuola; recitazione di brevissimi dialoghi e di semplicissime scenette, con la precipua finalità di far acquistare ai bambini disinvoltura, naturalezza e gentilezza di maniere.

LETTURA ED ESERCIZI SCRITTI DI LINGUA ITALIANA

Se si segue il metodo tradizionale, almeno il primo mese di scuola sia dedicato all'avviamento alla lettura e alla scrittura; e perciò ad esercizi di pronunzia chiara e franca, ad esercizi di scomposizione fonetica di parole; a facili disegni, con la più grande varietà di espedienti perchè il bambino acquisti il sicuro e disinvolto maneggio del gessetto della matita, ed infine della penna. Il sillabario non sarà adoperato prima del secondo mese di scuola. Se si segue il suddetto metodo globale — che si consiglia come più rispondente ad un naturale processo di acquisizione — l'insegnante, procurandosi dei facili sussidi, e soprattutto mostrandosi molto con il disegno alla lavagna, impiegherà, durante i primi mesi, molto tempo negli esercizi preparatori (osservazione di figure e conversazioni relative, nessi; scomposizione di parole; distinzione di scopi; conoscenza dei segni corrispondenti; scoperta dei segni stessi nelle parole scritte; imitazione, come per disegno, dei segni; lettura; scrittura - sintesi - analisi - sintesi).

Durante i mesi successivi l'insegnante curi la metodica riorganizzazione di quello che ha insegnato occasionalmente e quindi l'acquisto, con opportuni e svariati esercizi, della speditezza nella lettura e della sicurezza nello scrivere. La scrittura diritta è sempre da preferirsi.

Nell'ultimo mese di scuola la lettura potrà essere seguita da piccoli esercizi di memoria.

ARITMETICA

Con lentissima gradualità si dovrà raggiungere sicurezza e speditezza nell'esecuzione delle quattro operazioni con numeri interi, dall'1 al 20.

L'insegnamento seguirà la seguente graduazione: dall'1 al 5 - dal 5 al 10 - dal 10 al 15 - dal 15 al 20; e il bambino imparerà a conoscere i numeri e a servirsene in esercizi orali e scritti, valendosi, in un primo tempo, del sussidio di oggetti, poi di piccoli sussidi geometrici, fino ad acquistare sufficiente pratica nella esecuzione delle quattro operazioni sui vari periodi numerici sui quali si esercita la sua esperienza per riuscire a liberarsi dalla necessità del sussidio.

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Le operazioni di moltiplicazione e di divisione debbono avere sempre il moltiplicatore e il divisore di una sola cifra. Se le condizioni della classe lo consentono, si potrà estendere la numerazione fino al 50, senza peraltro estendere a tale numero l'obbligo delle operazioni.

NOZIONI VARIE:

Indicazioni personali dello scolaro; cognome, nome, paternità, ecc. La casa - La scuola - l'aula scolastica; contegno del bambino in esse.

Rapporti del bambino con i familiari - col direttore - col maestro - coi condiscepoli.

La giornata igienica del bambino che vuole crescere sano e forte (pulizia del corpo, dei denti, i pasti, le vesti, i giuochi...).

Il mondo dei bambini e gli animali, le piante, le cose che più richiamano la di lui attenzione.

Prime nozioni sui mezzi di trasporto.

Divisione del tempo.

OCCUPAZIONI INTELLETTUALI RICREATIVE:

a) Racconti del maestro; favolette esopiche - novelline popolari, scelte fra le più serene e gioconde e fra le più educative.

b) Giuochi d'intelligenza: scioglilingua - filastrocche - indovinelli - giuochi popolari.

LAVORO:

Per le classi maschili: giardinaggio e piccoli lavori diretti ad ottenere l'acquisto di abilità utili alle necessità quotidiane. Per le classi femminili: nomenclatura degli oggetti da lavoro (ago, ditale, forbici, tessuti, fili). Primi punti su tessuti a fili molto radi. Filza con filo colorato - filze parallele a distanza di due, tre, quattro fili - filze parallele a punti scambiati: facilissime applicazioni su legatovaglioli, sottocoppe, tovaglioli.

EDUCAZIONE FISICA:

Elementi d'ordine: Assegnazione del posto su di una linea di base. Posizioni di attenti e di riposo. Riga. Fila. Adunata. Rompere la fila e la riga.

Esercizi di locomozione: Camminare e correre in forma libera. Inizio della marcia.

Esercizi a corpo libero: Facili esercizi del capo, del busto e degli arti.

Esercizi fra i banchi: Movimenti semplici del capo, del busto e degli arti. Esercizi d'ordine.

Giuochi: Indovinello. Prendere posto. Caccia al posto in circolo. Il guardiano. Il gatto e i topi. Caccia libera. La volpe zoppa. Palla ubbidiente.

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PROGRAMMA PER LA II CLASSE

RELIGIONE

Breve canto religioso all'inizio della giornata, subito dopo la rivista della pulizia personale degli scolari e della pulizia dell'aula scolastica.

Brevi lezioni sulle preghiere apprese in prima classe.

Apprendimento delle preghiere fondamentali.

Episodi del Vecchio Testamento.

Insegnamenti artistici canto :

Brevi e facili canti religiosi, patriottici e popolari.

Esercizi di ritmica, con battuta delle mani. — Emissione dei suoni in crescendo e diminuendo.

Canti eseguiti all'aperto, marciando.

Disegno e bella scrittura :

Come nella classe precedente.

Lettura espressiva e recitazione:

Recitazione di piccoli brani di prosa e poesia (particolarmente dialogati). Recitazione di poesie.

Lettura ed esercizi scritti di lingua italiana :

Ripetizione degli esercizi di scrittura e di lettura, dettatura e copiatura fatti nella classe precedente, con particolare insistenza su quelli diretti a superare le più comuni difficoltà ed a combattere gli errori più frequenti, perchè favoriti dal dialetto.

Lettura, gradualmente più spedita ed espressiva, ed esercizi di riflessione sulle cose lette e riepilogo delle stesse.

Esercizi di autodettatura : il maestro aiuti il bambino ad acquistare coscienza del suo mondo interiore e ad esprimersi brevemente, con varietà e naturalezza.

Esercizi di osservazioni scritte, in relazione alle lezioni di nozioni varie.

Composizione in comune, orale e scritta su argomenti familiari all'alunno.

Aritmetica:

Esercizi orali e scritti sul programma di prima classe.

Con la necessaria gradualità si deve raggiungere sicurezza e speditezza nelle quattro operazioni con numeri interi dall'1 al 100. (Le operazioni di moltiplicazione e divisione, anche in questa classe, avranno il moltiplicatore e il divisore di una sola cifra). L'inse-

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Composizioni su argomenti vari, tendenti alla libera e sincera manifestazione dell'anima infantile.

Dialoghi e commenti riflettenti la vita dell'alunno nel suo ambiente familiare e scolastico e tendenti a raggruppare logicamente episodi e osservazioni.

Geografia:

Cosa per le « nozioni varie » — entro cui la geografia rientra per la terza classe — l'insegnamento di tale materia dovrà prendere lo spunto dalle curiosità istintive del fanciullo opportunamente incoraggiate. Dalle osservazioni fatte si ricaveranno cognizioni elementari di geografia generale che spieghino l'origine dei principali fenomeni fisici, la forma e la posizione del globo terrestre, la posizione dell'Italia sul globo. Il fanciullo imparerà a orientarsi e a riconoscere sulla carta topografica la rappresentazione del comune e dintorni.

Storia:

Brevissimo cenno del Risorgimento Italiano, dal 1848 alla guerra mondiale. Le grandi figure degli eroi del pensiero e dell'azione.

Aritmetica:

Scrittura e lettura dei numeri interi fino a 1000. Graduali esercizi scritti sulle quattro operazioni entro tale numero (moltiplicatore e divisore di non più di due cifre). Numeri decimali (non oltre i millesimi). Esercizi relativi.

Misure lineari, di capacità e di peso. Monete.

Risoluzione di problemi la quale richieda non più di due operazioni e tenda al chiarimento dei concetti di guadagno, perdita, ripartizione, ecc.

Presentazione e nomenclatura di semplici figure geometriche piane.

Nozioni varie:

Il corpo umano visto brevemente nei suoi organi e nelle sue funzioni.

L'alimentazione e la sua igiene.

La casa e la sua igiene.

Le malattie diffuse — i contagi — contegno verso il malato.

La città e la campagna, vigne, uliveti, boschi.

Occupazioni intellettuali ricreative:

a) Racconti del maestro a carattere morale, storico, scientifico.

b) Giuochi d'intelligenza individuali — quesiti di geografia — domande tendenti a stimolare riflessione ed acutezza.

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Lavoro:

Per le classi maschili: Piccole riparazioni. Facili costruzioni di giocattoli.

Per le classi femminili: Cucito (imputura e ribattitura con applicazioni in qualche semplice indumento personale), maglia ed uncinetto, ricamo: punto erba e punto croce in facili applicazioni.

Educazione fisica:

Ripetizione del programma delle classi precedenti. Aumentare d'intensità gli esercizi e curare la più esatta esecuzione di essi.

Elementi d'ordine: Numerazione. Raddoppiamento e sdoppiamento della riga e della fila. Cambiamenti di fronte e di formazione sul posto.

Esercizi di locomozione: Marcia e contromarcia. Facili evoluzioni in ordine chiuso. Marce artificiose. Corsa libera.

Esercizi a corpo libero: Circonduzioni degli arti superiori. Esercizi combinati degli arti. Posizioni e passaggi fondamentali.

Esercizi di preparazione al salto. Esercizi di respirazione.

Giuochi: Palla fra le righe e fra la fila. Campo difeso. A me. Giorno e notte. Vello d'oro.

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Educazione fisica:

Ripetizione del programma della III classe ed aggiungere:

Esercizi d'ordine; Facili schieramenti sul posto. Facili ordinativi per gli attrezzi.

Esercizi di locomozione. Marcia in ordine chiuso ed aperto. Marce artificiose. Evoluzioni in ordine chiuso. Corsa cadenzata.

Esercizi a corpo libero; Esercizi combinati. Posizioni e passaggi fondamentali. Esercizi in doppio appoggio alla parete.

Esercizi sugli attrezzi e con gli attrezzi; Esercizi con i cerchi. Traslocazione sull'asse di equilibrio. Arrampicata alla pertica (m. 3), salto in alto e in lungo.

Giuochi; Staffetta in riga e in fila. Zona battuta. Rapire e difendere la bandiera. Le grazie. Funicella girante. Palla in circolo con cambio di posto.

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PROGRAMMA PER LA V. CLASSE

Religione:

Preghiera quotidiana. Principi della vita religiosa e del culto Sacramenti e rito secondo la prassi cattolica.

Insegnamenti artistici - canto:

Canto corale. Canti ad una o a due voci come in questa classe. Sommarie nozioni della notazione musicale.

Disegno:

Per questa classe è data ampia libertà all'insegnante, ma si baderà sempre all'esercizio del disegno il suo carattere individuale, facendo intervenire la scelta dello scolaro. Per le classi femminili l'insegnamento va integrato con esercizi di ornati semplici, ai motivi dati dalla maestra o spontaneamente scelti dallo scolaro.

Bella scrittura:

Come in IV classe.

Recitazione:

Recitazione a memoria di brani di prosa.
Recitazione di poesie.

Lettura ed esercizi scritti di lingua italiana:

Lettura e riassunti orali, sia dal testo come dai libri della biblioteca scolastica.

Esercizio delle nozioni e degli esercizi di grammatica alle parti invariabili del discorso e alla sintassi della proposizione.

Racconto scritto delle nozioni di scienze naturali, possibilmente illustrato. Composizioni varie su argomenti pratici e di esperienza. Studio sulle famiglie di parole in base alle principali radici. Uso del vocabolario.

Geografia:

Nozioni elementari di geografia fisica dell'Europa.

Cenni generali sui continenti extraeuropei. Per ciò che si riferisce alle caratteristiche del paesaggio, flora, fauna, abitanti. Gli Italiani all'estero.

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Storia:

Brevi cenni sui principali avvenimenti storici delle grandi nazioni di Europa e dei grandi paesi extraeuropei, mediante letture che lumeggino gli episodi più significativi d'azione collettiva e le figure dei geni benefattori dell'umanità.

Aritmetica:

Lettura e scrittura dei numeri interi fino al miliardo. Concetto di frazione — trasformazione di una frazione in numero decimale. Grandezze direttamente ed inversamente proporzionali ed esercizi della regola del tre semplice, col metodo della riduzione all'unità. Volume del cubo e del parallelepipedo e relative misurazione. Regole pratiche per la rapidità del calcolo mentale e scritto. Semplici scritture contabili.

Nozioni varie:

Malattie sociali e del lavoro. Infortuni; forme assicurative. I contagi. Profilassi delle malattie infettive. Ricchezze del sottosuolo italiano, con particolare riguardo a quelle locali. Concetto di movimento e di forza — di lavoro — esempi di meccanismi — corpi galleggianti — sommergibili.

La pressione dell'aria e il barometro; palloni, dirigibili, aeroplani. Cenni sul calore — sulla luce — sul magnetismo — sull'elettricità.

Esperimenti vari, per ciò di argomenti.

Occupazioni intellettuali ricreative:

Gara di scelta di lettura fatta tra gli scolari.
Giochi d'intelligenza; indovinelli.

Lavoro:

Classi maschili: Giardinaggio. Preparazione di piccoli oggetti pratici per le altre classi.

Classi femminili: Taglio: camicia da notte — cuscino; crespa occhielli — rivanse; monogrammi — ramaiuolo.

Educazione fisica:

Ripetizione del programma della IV classe ed inoltre:

Esercizi di ordine. Schieramenti sul posto ed in marcia. Cambiamenti di formazione e di direzione sul posto ed in marcia. Ordinativi per gli attrezzi.

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Esercizi di locomozione: Evoluzioni in ordine chiuso. Marce atletiche. Corsa cadenz[illegible] Conversioni di teraglie e di squadr[illegible] Corsa veloce (m. 40).

Esercizi a corpo libero: Esercizi a corpo libero di effetto generale. Preatletismi generali. Esercizi di respirazione.

Esercizi sugli attrezzi e con gli attrezzi: Arrampicate alla pertica (m. 4). Salita alla fune. Facili esercizi con bastoncelli, clavette, ganci, pertiche mobili leggere. Salto in alto, in lungo ed in lasso.

Giochi: Caccia della palla in volo. Palla avvelenata. Rompere fuori del circolo.

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PIANO DI STUDÎ

PER LE

SCUOLE MEDIE INFERIORI

1943 - 44

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AVVERTENZE E SUGGERIMENTI GENERALI

La necessità di unificare i programmi dei corsi inferiori della scuola media classica, magistrale, tecnica fu sentita in Italia prima della guerra '14-'18 e confermata da una commissione ministeriale; questa necessità s'imponeva anzitutto per una migliore preparazione specificatamente culturale dei fanciulli, sia per porre una base comune alla cultura media generale del popolo in tutte le sue classi sociali, in modo che le specificazioni potessero avvenire in virtù delle attitudini dei singoli ragazzi e non del ceto. Il fascismo quando stava per tramontare si volse a fare buon viso a questa necessità cercando di appropriarsi anche il principio democratico della introduzione del lavoro e del disegno in questo grado della scuola media.

Senonchè il fascismo, dato il suo dommatismo e dottrinarismo, non poteva che solo in apparenza attuare le migliori moderne di rinnovamento scolastico ed anzi riusciva a peggiorare la situazione della vecchia scuola camuffando il suo spirito di estrema con alcune delle sembianze della libertà didattica.

In tal senso si deve intendere abolita la *scuola media unica di marca fascista.*

Unificati dunque i programmi delle prime tre classi dei vari ordini in modo da rendere possibile senza gravi integrative l'accesso a qualsiasi tipo dei corsi superiori secondo le disposizioni manifestanti, si è ripristinata la tradizione denominazione di ginnasio inferiore, istituto tecnico inferiore, magistrale inferiore — istituendosi anche un corso inferiore presso il Liceo scientifico — affinchè sia concessa alle famiglie la possibilità di avviare i ragazzi sin dall'uscita della scuola elementare secondo particolari desideri e aspirazioni e disposizioni già affioranti, in un dato ordine, in un dato istituto cui il giovane studioso possa atto da principio porre affezione, di modo che quei desideri e quelle aspirazioni dei genitori

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e quelle prime disposizioni dei ragazzi trovino già una rispondenza
e un aiuto alla successiva più impegnativa scelta.

Varie Commissioni, saggiato ciò che di utilizzabile era nei precedenti programmi, dopo scambi di vedute con illustri rappresentanti della cultura moderna delle Nazioni Alleate, e accolti i suggerimenti di orientamento generale di un congresso pedagogico della università italiana, al modo stesso che per la scuola elementare popolare, si propongono le seguenti istruzioni e linee programmatiche che servano a dare un primo impulso alla ricostruzione della scuola italiana, compatibilmente alle attuali possibilità.

Ogni insegnamento nella nuova scuola deve tendere a liberare e potenziare la volontà espressiva dei ragazzi. L'organizzazione in società di ogni classe favorirà, attraverso la discussione suscitata dall'insegnante, la progressiva riflessione sulle discipline di studio e sui problemi che sorgono dalle varie discipline, a fine di orientare la condotta dei singoli ragazzi nella collettività, così che ogni particolare sviluppo di ciascun momento del programma nasca volta a volta da necessità della vita e del pensiero, dallo stesso avanzare della progredita cultura dei ragazzi. Essi dovranno poter far proprio il programma come una loro avventura da correre, bella, promettente e agognata.

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ITALIANO E LATINO

Nella I CLASSE dalla lingua italiana, attraverso una pratica di significati e di forme grammaticali, si risalirà a voci e forme e costrutti del latino; e quando l'interesse dei ragazzi sarà abbastanza progredito in tal senso, si offriranno direttamente a loro alcuni passi o brevi composizioni latine, con un senso compiuto non solo ma che possibilmente rispondano a tre requisiti: 1°) di trasportare i ragazzi nella più antica atmosfera della vita romana; 2°) di offrire un complesso di voci e forme e costrutti tipici che si prestino a facili analisi comparative, in sede ai casi stessi, tra andamenti del latino e conseguentemente con andamenti dell'italiano; 3°) che siano di grande interesse per la mentalità dei ragazzi. Questi passi, dopo che si siano fissati nella memoria con il leggerli e rileggerli, saranno sottoposti all'analisi per il confronto delle forme ricorrenti, di modo che senza accorgersene il ragazzo si trovi padrone di alcune forme principali delle più facili declinazioni e di alcune flessioni verbali fondamentali.

Si parta ad es. dal *Carmen Lustrationis* conservatoci da M. P. Catone nel *De Agricultura* e da alcune prescrizioni delle *XII tavole* e dal passo dell'*Epidicazomenos* di Plauto su Giove e da qualche *sententia* di Cecilio Stazio e dal discorso di Fufidio per l'Asellina e il Bue nell'*Aulularia* di Plauto.

Dopo ciò per analogia si cercherà di far costruire ai fanciulli stessi qualche nuova frase col materiale linguistico così acquisito, svolgendo casi e flessioni. Si sceglieranno dapprima passi poveri di preposizioni per meglio fare intendere la natura sintetica del latino e la necessità dei casi, e quindi la differenza del metodo di composizione del latino e dell'italiano.

Si sarà fatto così insieme sull'inizio di vitale connessione della lingua latina e dell'italiana, a maggior sottolineamento critico dell'italiano e a cultura della ragazza mentale nella ricerca di equivalenze espressive.

Quanto poi alla composizione italiana, questa potrà riguardare, nella prima come nelle altre classi tanto i problemi che dalla vita i fanciulli portino nella scuola quanto i problemi di cui la cultura nell'indagine scolastica arricchirà la loro vita. E di questi problemi ci si accorgerà che i ragazzi hanno sviluppi logici globali.

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Nella II CLASSE si perfezioneranno i fanciulli completeranno e a svilupperanno analiticamente le declinazioni e le flessioni in genere tra loro e sentite per analogia linguistica e col ripasso all'uso di semplici testi latini, e si volgerà la loro attenzione alle articolazioni minori del latino (preposizioni, avverbi particelle ecc.). E si continuerà la invenzione traduttiva — ripetendo i racconti ad analoghe elementari — di nuove composizioni latine che li facciano prevedere nella narrazione della vita romana (*Ex. sub tremine Lari radice tre, donde tegola ... etc.*).

Nella III CLASSE si potrà far recepire con lo stesso metodo l'analisi grammaticale e strutturale specialmente dei classici studiati e si farà l'esame dei rapporti di equazione più vivi tra il latino e l'italiano.

Per la lingua italiana si insisterà in esercizi di composizione sempre più ampi ed espressivi dello sforzo per rendere precisamente ciò e trovarsi dalla e quello per rendere stati e movimenti dell'animo individuali e sociali.

Per l'italiano nelle tre classi l'insegnante si servirà di una antologia di prose e poesie di autori del sec. XIX e XX e di una altra lettura che diverrà opportuna per porre l'insegnamento dell'italiano in relazione con l'andamento delle altre discipline.

Durante il II e III anno si darà lettura di passi organicamente scelti dell'Odissea, collegati nella trama di ciascun canto e del loro ambiente mitico e storico.

L'insegnamento del latino si svolgerà basato nei programmi precedenti nella II classe sulla interpretazione di favole di Fedro, di vite di Cornelio sostituibili con brani di Vangelo di brani del Vangelo, nella III classe su brani del De Bello Gallico e su elegie di Tibullo e di Ovidio con relativa lettura metrica. Ma ora sarà preferibile scegliere successivamente per le tre classi passi dal requisiti suindicati, con criterio di successione storica, dai poemetti ad *Apuleio*, con la sua meravigliosa favola di Amore e Psiche.

Versioni dal latino ed in latino avvicenderanno nelle tre classi la progressiva conoscenza della morfologia e della sintassi dei casi.

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GEOGRAFIA

L'insegnamento della geografia, con la vasta possibilità che offre di spaziare per l'universo, di soddisfare una dopo l'altra le sempre nuove curiosità del fanciullo sul mondo che lo circonda, dovrà in gran parte assecondare l'insegnante nel suo sforzo di potenziare le capacità inventive degli alunni.

A ciò si presta mirabilmente il programma del I ANNO che deve essere come una peregrinazione per le vie del cielo, attraverso i regni della natura (formazioni geologiche, flora, fauna), a traverso i popoli con le loro differenze antropiche, linguistiche, religiose, nei vari ambienti sociali ed economici.

In questo sforzo d'inquadrarsi del mondo con le sue leggi e le sue forme, il fanciullo, spinto dagli stessi profondi bisogni, ripercorrerà storicamente le vie che indussero l'uomo ai viaggi e alle scoperte, mediante letture sistematicamente inquadrate.

Nel II ANNO si studierà analiticamente l'Italia ritrovando in essa in particolare quelle forme fisiche, quelle leggi umane ed economiche che si erano nel precedente anno intuite genericamente.

Nel III ANNO lo studio dell'Europa con le sue Nazioni e dei rapporti etnici, economici, politici etc. fra di loro e col mondo si presterà a una visione sintetica delle attuali condizioni politiche ed economiche della nostra civiltà.

STORIA

Anche per la Storia l'insegnante curerà che i ragazzi, attraverso opportune comparazioni di espressioni culturali diverse e sincrone, e attraverso il rilievo di evoluzione di esse, e la ricerca dei loro condizionamenti, pervengano via via a cogliere il carattere di epoche come valori umani, come lingua umana articolantesi volta a volta con le sue coerenti espressioni, con le luci ed ombre proprie.

Così anche le collocazioni temporali approssimative (che solo importano di eventi e di uomini rappresentativi serrano da sè: il ragazzo le reinventerà anche attraverso materiali obli e il senso storico lo accompagnerà nella vita e sarà perfezionato da questa. E si collocheranno da sè in seconda linea i particolari aneddotici e le peripezie politico-militari.

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L'insegnante dovrebbe sin dal I ANNO [illegible] riflettere il fanciullo su motivi fondamentali della storia (geografici, economici, antropici), insistendo sulle cause delle contese, se i conflitti per l'appropriazione... etc...

I ragazzi, dopo avere spaziato nella preistoria e nella protostoria, si fermeranno sulla civiltà greca e, più a lungo, sulla romana, e sul loro fondersi e diffondersi nel mondo antico (antichissime civiltà mediterranee; Atene, Sparta, Tebe, Filippo e Alessandro, civiltà greca e suo espandersi; antiche civiltà italiche, origini di Roma; la repubblica; espansione di Roma nel Lazio, in Italia, nel Mediterraneo; vita pubblica e privata dei Romani, istituzioni interne, guerre sociali e civili; Giulio Cesare, le sue conquiste e la nuova organizzazione; Augusto, l'Impero; i principali imperatori fino a Diocleziano).

Nel II ANNO si tratterà delle esigenze che determinarono il sorgere del Cristianesimo e il suo affermarsi. E intanto si mostreranno le cause determinanti il decadere dell'Impero, e i motivi delle spinte barbariche, e le invasioni; e, dopo, il progressivo nuovo sistemarsi dei popoli (longobardi, arabi, franchi etc.) e la nuova organizzazione feudale; e i contatti con l'Oriente durante le Crociate. Man mano dal dissolversi del feudalesimo e dall'affermarsi di nuove esigenze umane, si vedrà svilupparsi la vita dei comuni, delle città marinare, delle signorie e dei principati, dei primi Stati moderni. Dopo una particolare attenzione alla civiltà del Rinascimento in Italia si passerà a cenni sulle dominazioni straniere in Italia fino alla vigilia della Rivoluzione Francese.

Il III ANNO chiarirà dalla Rivoluzione Francese ai nostri giorni lo sviluppo della civiltà moderna con le sue nuove caratteristiche strutture, dal suo nascere in Europa al suo affermarsi in Italia con particolari modi e forme. (Rivoluzione francese, Napoleone in Italia; la Restaurazione; primi motivi rivoluzionari in Italia; le guerre d'indipendenza; il problema coloniale; la guerra mondiale '14-18).

L'insegnante potrà spingersi innanzi, sino a chiarire, al ragazzo che lo richieda, i motivi dell'attuale guerra, l'assurdità di voler risolvere con la violenza i problemi urgenti di ogni Nazione invece che con un'ampia e comprensiva e fraterna intesa e collaborazione di tutti i popoli.

Nell'applicazione del suo compito, per la storia come per la geografia, l'insegnante ricorrerà ad opportune antologie dalla let-

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cura dei esempi più significativi: potrà, a volta a volta, prevedere le mosse.

LINGUA STRANIERA

(II e III ANNO

Per la lingua straniera valgano qui suggerimenti dati a proposito dell'insegnamento dell'italiano e del latino. Brani di particolare valore didattico, ripetutamente letti, serviranno nel II ANNO a fissare le regole della pronuncia, e, contemporaneamente, con adeguati chiarimenti sul loro significato, a render conto degli andamenti particolari fondamentali della lingua e dei rapporti con equivalenti andamenti dell'italiano.

Così gradualmente il ragazzo, attraverso la lettura, la traduzione, le esercitazioni, i dettati, si impadronirà della pronuncia e della morfologia e, nel III ANNO, si troverà già preparato a rendersi conto anche riflessivamente della fondamentale sintassi della lingua stessa della quale si faranno gustare poche e brevi ma interessanti e belle espressioni letterarie di varia epoca, facendone mandare a memoria, a volta, qualche passo.

MATEMATICA

In questo insegnamento il professore terrà presente che le matematiche si sono evilupnate in rapporto alle esigenze del movimento del pensare, dividere, riunire, proporzionare, ordinare cose ed esseri umani e naturali tra loro e in rapporto alla loro significazione in un linguaggio preciso. Egli quindi dalle stesse contingenze della vita dei fanciulli, dai loro giuochi, lavori, bisogni di precisazione quantitativa di luoghi di tempi di forme di rapporti di scambio, farà nascere l'esigenza dei ragazzi stessi ad approfondire le ragioni e il meccanismo, in I CLASSE, delle quattro operazioni fondamentali, multipli, divisori, etc., e delle prime costruzioni con rette angoli triangoli; nella II CLASSE, delle frazioni e delle radici (radici quadrate di un numero intero e decimale) e delle aree delle figure piane (quadrilateri poligoni, circonferenza, equivalenze di figure, teorema di Pitagora); nella III CLASSE, delle proporzioni (proporzionalità diretta e inversa e problemi relativi) e dei volumi.

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Quest'anno (dalla II) il professore condurrà i [redacted]zi a sentire il bisogno di un qualche sviluppo di notazioni e operazioni algebriche per la risoluzione di semplici equazioni.

DISEGNO

Lo studio del disegno nel I ANNO dovrà tendere a incoraggiare nuovamente il fanciullo che ha già visto le proprie capacità espressive insufficienti a far coincidere le forme tridimensionali che lo circondano con la rappresentazione bidimensionale. E come ogni azione espressiva a) nasce dal sentimento che genera movimento e tende a ritmarsi, b) tende a muovere non solo la gola ma anche il braccio e la mano, sicchè il gesto tende ad accompagnare la parola nello sforzo per significare a se stessi ed agli altri le parole e le forme; così si spingeranno i ragazzi a contornare elementarmente con l'indice sino alla padronanza alcune forme che attraggono il loro sentimento, sicchè l'insieme stesso venga da essi abbozzato e articolato temporalmente nel suo contorno da quel punto di vista che sia il più semplice sino alla possibilità di una concreta, se pur rudimentale, rappresentazione. Nel II ANNO mediante reticolati ed altri accorgimenti, si curerà la imitazione più dettagliata dei particolari, cercando di giungere nel III ANNO al concetto più completo della figura. Durante i tre anni l'insegnante avrà la possibilità anzi si vedrà costretto a selezionare gli alunni favorendo e incoraggiando quelli che dimostrino più spiccate tendenze alla rappresentazione figurativa, suggerendo loro gli espedienti tecnici più ingegnosi che permettano creazioni di valore artistico (saranno dati se opportuni, consigli per la pittura); contenzionali, per i meno dotati, del semplice ornato del disegno geometrico, di elementi di prospettiva, piante grafiche, disegni di macchine, etc.

MUSICA E CANTO (facoltativi)

Anche qui si curerà che i ragazzi (solo i più particolarmente dispost) siano tratti dalla loro stessa sensibilità a sviluppare analiticamente il loro linguaggio o potere espressivo musicale.

Nella I CLASSE si faranno trovare ai ragazzi mezzi per confronto tra il canto e il suono dello strumento (possibilmente il pianoforte) le note corrispondenti a semplicissimi sviluppi melodici.

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e le differ[illegible] dei valori tonali e dei tempi. Così i ra[illegible] più dotati verranno gradatamente a se stessi i fondamentali valori musicali e la possibilità di una loro notazione grafica, della quale si svilupperanno nella II CLASSE alcuni elementi. Nello scoprire le distinzioni i ragazzi intanto saranno tratti a osservare e a definire da sè quello che risulti per loro che sia ritmo, che sia durata del suono, che siano figure di silenzio, pause, unisoni, misure, tempi pari e dispari, legature di valore, raggruppamenti, etc.

Nella III CLASSE i ragazzi, scaltriti da questa analisi, potranno progredire al dominio di semplici melodie e di esercitazioni armoniche.

Nel corso dei tre anni l'insegnante cercherà anche di far progredire il fanciullo dal gusto di semplici melodie primitive alla musica della rinascita, a quella moderna.

EDUCAZIONE FISICA, LAVORO, ECONOMIA DOMESTICA

L'organizzazione in società della scolaresca, oltre che all'avventura nel campo della cultura, si sentirà naturalmente portata ad attuarsi nel gioco propriamente detto e nel lavoro manuale, che è esso stesso un gioco di maggior valore, cioè di rendimento economico e sociale. L'educazione fisica e l'insegnamento del lavoro saranno così intimamente connessi essendo gioco l'uno e l'altro e culmine sviluppo del fisico umano e potenziamento delle risorse oltre che libera attuazione della personalità creativa e sviluppo della sua potenza in rapporto alle cose.

Mentre nel momento attuale sono notevolmente ridotte le possibilità di esercitazioni sportive richiedenti apposite palestre, attrezzature gli[illegible] è invece più che mai vasta la necessità della ricreazione di ciò che la guerra ha distrutto o lasciato in abbandono e profondamente sentita dal ragazzo: campi da dissodare, giardini pubblici e aiuole da coltivare, edifici da fabbricare. E là dove deve farsi il lavoro umano l'insegnante di educazione fisica condurrà la scolaresca e dietro l'esempio dei lavoratori e dietro le istruzioni di qualcuno di loro appositamente preavvisato, i ragazzi daranno subito valore alla loro organizzazione partecipando al lavoro, dividendosi in squadre, gareggiando ciascuno col contadino con l'operaio, col muratore, reinventando mille espedienti, rendendo

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dosi [redacted] con soddisfazione e con gioia all'opera di ricostruzione cui partecipano.

Solo un tale genere di lavoro può avere un carattere veramente democratico.

Le fanciulle invece, già volenterose massaie in casa propria apprenderanno ad esserlo più razionalmente a scuola. Sembra che la donna italiana sia la più maldestra delle massaie e spenda un maggior numero di movimenti nell'espletare le sue mansioni. La maestra di lavoro ed economia domestica cercherà di porre riparo a tale inconveniente.

Quest'opera educativa fisica e morale sarà completata, durante i tre anni, da un addestramento ginnastico più specifico (esercizi di ordine e di locomozione, esercizi a corpo libero e con piccoli attrezzi; sbarre, parallele, esercizi ai grandi attrezzi, salto, etc).

L'Insegnante curerà tale tipo di esercitazioni ogni volta che non sarà possibile condurre la scolaresca al lavoro.

Le fanciulle, già volenterose massaie e valido aiuto nell'allevamento dei più piccoli, apprenderanno ad esserlo più razionalmente a scuola. La Maestra di lavoro e di economia domestica, attraverso conversazioni in cui si terrà conto d'ogni iniziativa delle fanciulle, insegnerà quale deve essere la disposizione d'una casa e d'una cucina perfetta e dei mobili nella casa, dando consigli utili vari per ogni faccenda, e per gli acquisti più convenienti, e per l'abbellimento della casa, stimolando ciascuna allieva a insegnare alle altre qualche ricetta culinaria specialmente utile nel momento attuale.

Speciale cura si porrà nel premunire le fanciulle sulle fondamentali norme dell'igiene; si accennerà al pericolo dei contagi, e al modo di guardarsene, e al modo di assistere i malati.

L'allevamento del bimbo sarà descritto in tutti i suoi particolari (nutrizione, malattie, prima educazione).

Semplici lezioni di cucito e di taglio saranno impartite.

L'Insegnante di educazione fisica curerà esercizi d'ordine e di esercizi di ginnastica ritmica, locomozione; esercizi con piccoli attrezzi vari; semplici movimenti e figure di danza.

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RELIGIONE

Per l'insegnamento della religione, in conformità ai Patti Lateranensi stipulati tra la S. Sede e l'Italia, valgono i programmi stabiliti dalle Autorità Ecclesiastiche e restano in vigore tutte le disposizioni della legislazione scolastica italiana.

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ORARIO SETTIMANALE

MATERIE D'INSEGNAMENTO	CLASSI I	II	III
Ital. Lat. Storia Geogr.	16	15	15
Matematica	3	3	3
Lingua straniera	—	3	3
Disegno	2	2	2
Educazione fisica	4	3	3
Lavoro (*)			
Religione	1	1	1
	26	27	27

MATERIA FACOLTATIVA

Musica e canto	1	1	1

(*) *Per le fanciulle*

Educazione fisica	2	1	1
Economia domestica	2	2	2

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