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Article I

PROBLEMS OF EDUCATION IN NEWLY OCCUPIED TERRITORY

Plans worked out ahead of the Military occupation are seldom of very great use unless they are based upon experience of what has occurred previously under similar circumstances in the same War. When we invaded Sicily and Southern Italy we had no such guidance and often theoretical conceptions had to be abandoned ~~frequently~~ and hasty adaptations made to meet the daily problems as they arose.

What we have now learnt has fitted us to plan properly not only for the territories ahead of us in Italy: but also, if we will but use the experience, for the task of rebuilding education in Germany when the time comes.

Because the first phase of an occupation must in its nature be military, a purely academic attitude of mind is far from the best to meet the crises which follow each other in rapid succession. Everything must be linked with the military machine occupying and passing through the country and so the Educationalists concerned must be soldiers as well. In fact, without a military background, or a ready adaptation to the ways of the military machine, nothing really could be done effectively at this stage.

The situation which faced us in Sicily was one of absolute chaos. In some parts of the island the schools had been destroyed or badly damaged. At Messina, Catania and Palermo, this was particularly true as well as in some of the towns in the interior of the island. The universities of these three cities were badly knocked about and Naples on the Mainland has been deliberately destroyed by a wanton piece of German vandalism.

Besides the structural damage others have been done to the educational world because they were necessary either for troops or for housing evacuees. These latter affected many country schools even far into the interior owing to the refugees who had fled from large cities such as Palermo.

Therefore only a small residue of schools and colleges were immediately available for re-opening, and in the very nature of their position some will be a long time before they can be entirely freed from troops or evacuees. In the case of the latter there had often been a reluctance to leave. The better citizens have been anxious to return to their homes as soon as the fighting was over and they have done so leaving a residue which includes the genuinely homeless (as a result of war) and those wanderers and in all societies who will not go till they are driven out. These latter, in some places, have produced a verminous condition in the school buildings, which seems one more small problem, but an important one where everything is so out of joint, for the local school officials.

Obviously the first task is to get the buildings back into order as fast as possible and no efforts have been spared upon this. Captain HARRY HAMMOND, an expert on fine Arts and Monuments, and (who arrived before him) Colonel G. M. GAYLE, Army Educational Corps, Educational Adviser to the Allied Military Government) concentrated on this task and did some excellent work. All expenses have now been divided into "ordinary" and "extraordinary." Power has been

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Given to the provincial financial officers to meet the first without consultation with AMG. The latter (involving huge sums, such as for rebuilding parts of Palermo University, and restoring the Orto Botanico and its Tropical Gardens etc.) have to be approved by the General (formerly Lord KENNEL of Rodd and now General McSHERRY). Between them the chief Finance Officer and the Educational Adviser saw that the approval to all necessary expenditure was sanctioned quickly (and continues to be) so that repairs could be started before the winter (and the rains) had set in. The staff afforded to an Allied Military Government would have been inadequate for this task if a system, which runs smoothly, had not been created of using the Royal Treasury to check the correctness of all claims and certify them as correct. This has developed a speedy procedure which has meant no unreasonable delay which would have been involved if the small Allied staffs had had to handle this question entirely. No reasonable request for funds for restoration has ever been refused by the Government.

Besides the financial work involved in rebuilding an equally great one existed in the early stages in finding alternative accommodation in bomb-destroyed towns for important libraries and musical instruments and manuscripts of conservatories of music and similar institutions. These problems have now been solved or in process of solution, but it will be many a year before the reconstruction has been completed in such an institution as Naples University.

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There, however, was only the beginning of the work. In theory it is expected that the Allied Military Government could work through the local machinery. In many cases this is far from the case. The machinery itself was destroyed by the invasion.

For instance, few officials were at their posts. Some had fled to the mainland and higher Italy as war evacuees, and others as political refugees. This meant that a great part of the more important offices were vacant and the officials left were underlings who refused to take responsibility. Other officials had fled into the country, for nearly all the upper and middle class people have country homes and farms, and refused to come back or showed great reluctance in doing so. There were many reasons for this. Some still believed in bombing breaking out again-but this time from the Germans, and they were unwilling to undergo again their late experiences. Furthermore food was scarce and dear in the towns. Whereas on their farms they had all the pasta(macaroni), eggs and grapes they needed, for there is no shortage of food in the country places. There were some also (and these perhaps not a few) who were downright lazy and showed complete lack of sense of public responsibility, and so long as they were assured that their stipends (as state employees) would continue did not mind how long the schools and universities remained closed. Again others, no doubt, feared to return as their own political records were by no means reassuring to them, and others still, feared to return lest an overhaste to do so would label them as "collaborationists." For it must be remembered that Nazism does not die immediately or even easily just by a proclamation of Badoglio and Victor Emmanuel.

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The result is that even today a very large part of the staffs, particularly of the universities, cannot be traced. Months of hard work have therefore been put in, in Sicily particularly, to get staffs together and at least to obtain a "quorum" in the more important institutions where procedure is bound by statutes. In these latter it is true we could have empowered one man to act for all. But this has not been our policy. In the university constitutions were the last shreds of democratic independence in a slavishly centralized state and it has not been the policy of the Educational Adviser to destroy these by putting a little Mussolini in each institution. The very desire to conform to procedure has meant much greater work. It is easy to act in an arbitrary manner and order new regulations, dismissals and appointments by the power of military occupation. In the early stages this often had to be done. But the Educational Division is avoiding this action whenever possible and actually employs Italian professors of law to examine the Statutes of all institutions so that changes are made in accordance with the processes of law. There is a further important reason for this procedure. Only if an important professorial appointment is made in this way will there be any real chance of safeguarding the appointees. Otherwise they are always in danger of having their appointments later declared invalid.

At every turn the question bristles with difficulties. It might be thought easy (and has been in some cases by local civil affairs officers in the hectic first days of confusion) to dismiss a notoriously fascist headmaster (Direttore or Preside according to the type of school) and appoint another in his place. But it must be realized that this cannot be done, unless the new head has passed a special headmaster's examination. To do so creates chaos in the existing system and considerable discontent.

To add to the difficulties we find schools and local Directors of Education and their offices (Provveditori agli Studi and the Provveditorato) evacuated and often far from positions in which they can successfully operate: and there is little or no transport still to bring them back again.

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Apart from other greater causes, such as the elimination of Fascism, the problems of disorganization, bomb destruction, military occupation and absentee officials, provides in a country without communications a task which seemed at times of overwhelming difficulty. Hopeless as the task appeared it has been tackled by the small staff of the educational directorate (assisted ably in the first stages by that of the department of Fine Arts and Monuments) and order is now quickly arising out of confusion and destruction.

Article IIThe Elimination of Fascism

In the previous article, we discussed some of the difficulties before us in a war devastated country which must be solved by the evolution of a detailed technique to meet each problem. This experience ought to be invaluable for our next important theatre of operation. We may now pass to the even greater difficulties, but more interesting problems for everyone, of the elimination of Fascism; and what is being said of Fascism is much the same as for Nazism except that the latter has gone a little deeper and been a little more efficiently organized.

There seems to be an impression that Fascism was only skin-deep, but this is far from the case. The Fascists had done their work, only too well. It is not generally realized that the heads (Preside) of all secondary schools (Scuola Media, Scuole Magistrali, Liceo and Ginnasio) were political appointments. In some schools there was a Rector and a Preside side by side - the one to act as head-teacher and the other as governor of the school building and overseer of the feeding and housing (where it existed) of the children.

How then were we to get these notorious fascists removed without doing rank injustice to individuals? The only way was by sending to every provincial senior civil affairs officer of the government a series of questionnaires (schede) to be sent to each provveditorato and which every teacher had to fill in. This itself is no small task to distribute these and get them back. Then they must be analyzed, and by checks and cross checks, a speedy system of eliminating the worst elements has been evolved. The system is speedy but the amount of work involved is overwhelming. In each province there is well over a thousand teachers and in Sicily alone there are nine provinces.

Another step in the same direction has been to order the dismissal of all Preside of schools and their replacement by others. In order to avoid any injustices, however, Preside may appeal to Senior Civil Affairs Officer of the

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provinces.

University professors present a similar problem. The number of notorious fascists is not large-perhaps ten per cent in the average university-but the number of real anti-fascists probably only five per cent. The remainder range between these two groups. Among such real fascists is Professor Giuseppe Maggiore who was Professor of the Philosophy of Law in Palermo University, and for a time its Rector. His policies, in his book *La Politica*, which he used as one of his text books in the law faculty, is one long tirade against the democracies- the United States in particular. Such men as these are being removed and some have already been dismissed, but it is a long process as no hasty action, for the sake of justice, must be taken. In a country such as this there are old vendettas to be settled and information is sometimes laid against perfectly innocent men.

Passing from the consideration of the teachers themselves we turn to the text books in use in the country. These are overwhelmingly fascist. The following are a few examples of the type of thing which is found in the text books:

Starting with the 2nd class (for the children of 7 years of age) we have such subjects as "The little sentry", "The little soldiers", and account of armored weapons, and Italy's right to dominate the Mediterranean. All this is mixed up with "Tears of the Virgin" and "The sign of the Cross" in the best style of authoritarian propaganda. By the time we reach the 3rd class (8 years) the indoctrination becomes even more intense, and more subtly interwoven with religious and moral themes. We have "Exercises of Tomorrow", the "March on Rome", "Italy on the March", "The War of the People", "The Servants of Mussolini", "The Duce", "The Saltillo" and much more. Even the arithmetic books are full of this propaganda. These are typical problems (P. 191, Section 3 & P. 212, Section 9 of the 3rd Class book for children of 8):

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"Un Balilla ha 8 anni; fra quanti anni sarà Avanguardista?"

"Un Fascio di combattimento spese lire 925 per inviare ad una colonia marina 3 Balilla e 2 Piccole Italiane. Quanto spese per ciascuno?"

The grammar lessons are no exception. P. 59, end of Sections 1 & 4 of the same class book has the following exercises to be done:

"Benito Mussolini è Duce del Fascismo; Benito Mussolini è anche il Fondatore dell'Impero."

"Benito Mussolini salvo la Patria e..... condusse all'ave mare Imperiali."

In the IInd class book alone (for the children of 7 years) there are 9 prominently placed quotations from Mussolini. Some of the later tests for older children are much worse.

When we turn to the textbooks of secondary schools and universities we have an increasingly more difficult problem.

To meet this situation and open the schools as early as possible provisional steps have been taken in addition to long term planning.

In the first place there are six elementary school books which by the removal of a number of pages can be used in a rather mutilated form. But the rest must be withdrawn completely. In order, however, to open the schools as soon as possible, they are opening in December in Sicily. It is necessary to have some form of instructions for teachers who have become so dependent on primers. As a result a directive to teachers has been prepared which will help them to carry on during that interim between the opening of schools and the printing of the new books.

Besides this work which is of a temporary nature to meet the immediate needs of re-opening of the schools there is the long term work of planning new and permanent texts. For both the improvised texts and the permanent texts Committees of prominent Italians are being used under the energetic leadership of Major C.N.

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WASHBURN, a noted American Educationalist.

In this process of eliminating fascism rapidity of action is required but at the same time all respect ought to be paid to the process of law and custom. It is true that, in the end, we have the power of force to make changes, but it is better that these should be made with the consent, rather than otherwise, of the people and the customs. As a result, no dismissals or appointments of university professors are made except in accordance with the process of law. For example, in the appointment of a professor the faculty is convened and they make their recommendation to the Rector, who brings the name to the Educational Adviser. If there are no political objections to him as a notorious fascist and provided it is proved he is qualified he is appointed. Therefore, the university does not have enforced upon it, mere favorites of the Allied Government, but, on the contrary, it is given their own choice. This makes the process of effecting changes slower, but it is a better advertisement for the democracies that we should act with respect to these institutions. We have not overthrown Mussolini to create innumerable little Mussolinis. Furthermore, professors appointed in this manner have a more secure tenure in their appointments have validity in Italian eyes. It would be a tragedy if it could even be held that democrats appointed during our occupation held their chairs improperly and obtained them as "collaborationists." Our sole hope of establishing democracy must arise from the Italian people themselves if it is going to succeed. For the abolition of undesirable chairs (such as the "History and Doctrine of Fascism"; the "Corporate State" and so on) the Senatus Academicus of each university has been ordered to establish commissions which will not only agree to their abolition but also make recommendations for the subjects which are to take their place.

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Thus the work goes on rapidly and at high pressure, under two officers, British and American, and a civilian staff of professors and educationalists. More

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officers are on their way to assist in this great work which alone can do anything to ensure a free and democratic Italy. Only in the field of education can we hope to erradicate the poison which has polluted the minds of a whole generation.

Article IIIDifficulties Planning Education in Italy

In the two preceding articles we have discussed first of all the physical difficulties of restoring education in a war devastated country and secondly the steps being taken to eliminate fascism. We now, in this last contribution, turn to some of the inherent difficulties which face the Allied Military Government and also the broad principles of planning which are being laid for the rebirth of Italian education.

It is not generally realized in Britain and America the state of corruption to which the country has sunk under fascist dictatorship. Place-seeking is rampant and no one seems too highly respected to stoop to every possible maneuver to take advantage for himself or his relatives (who appear to be many) or even his town. Every new civilian secretary employed immediately means a fresh attack of place hunters from the kindred neighborhood of the new employee. It has had to be made quite clear-and sometimes very rudely-that we do not consider this a form of loyalty but corruption and no one can receive an appointment except through the normal channels when merit alone will be the standard of judgment. In spite of stringent orders place-seekers get through the protective screen and reach the officers in command of education. When the latter have been subjected to an ingeniously elaborated and long account on some educational project they are suddenly swung round to a demand for some appointment for which the applicant is obviously not qualified. Often, despite considerable astuteness, there is a strange streak of simplicity in their character. For, when asked why they will blandly reply that they have and that he will do nothing for them. But, they will continue, "you can make him-you are the government." At this stage they have usually left behind "Signore Colonello" as the mode of address and it has become what they believe will be the flattering, and ingratiating one, of "Signore ^{Il} Ministero." They go away gripped that he whom they were prepared to call "Excellency" (and indeed in some

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cases did) should so abruptly tell them that the Allied Military Government would have no part in assisting him because to do so would be corruption. Another type which is a daily nuisance is the place-seeker who has always been an ardent "anti-fascist". These usually turn out to have been nothing of the kind and some were notorious fascists. Great help in separating the sheep from the goats is given to the Educational Division by the Political Intelligence Section, under Major A. RAFFA, AUS, which has elaborated a speedy system of checking on the political history of university professors and teachers.

Difficulty is also provided by the virtual conspiracy of silence with which one is met in some quarters. Where a fascist official is left in office (as it is an almost impossible task to root them all out at once) he certainly conceals the fascist past of all the other officials: and so it is often some time before we find out exactly who is a real fascist and who is not. To confuse the issue all these real fascists left in office mouth the sentiments of democracy and execrate Mussolini.

Here we have opposition. But another group attempts to use the government for their own ends. It is a favorite trick in this country to inform against an innocent man as a notorious fascist just because he is your enemy.

One of the chief problems for the educational work of the government lies in the attempt of interested organizations to use it to their own party ends. All of them realize, more than many of our people at home, that education is the key to the whole future of Italy. Whoever controls it for any length of time controls politically the country in the future. As a result every interest is now jockeying for position and bringing pressure to bear from every direction to this end. Some of the pressure is most subtle, and if they can play one department against another they do so. As a result this sinister influence must be guarded against at all times.

How deep run these parties may be realized only when one comes in close contact with the university professors. The solid middle is conservative in outlook, tending to be lukewarm monarchists, and supporters of the church. But among some of the

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more brilliant men who have consistently opposed fascism is a strongly marked anti-clerical and anti-monarchist development. Running as a cross current through this is the separatist movement, which is opposed by the right and left. The tendencies in Sicilian character which created the Maffis are not dead and there may be a linking of these with elements of these three parties or newer movements. These parties (from Communist to Catholic Democrats) all hope to inbed themselves during this period of Allied occupation and all hope for control in the educational field. It has only been through a most unswerving devotion to duty that none of these forces has been able to exploit us in this field. All appointments are made, apart from the applicants attitude to fascism, on academical merit alone. Such a proper attitude strikes the politically-ridden minds of Italian educationalists as something strange and novel. They cannot conceive of such a state of society in which creed, party relationship and provincial connection, is of no consideration and merit alone counts. The anti-fascists are often as much shocked as the others and they often have to be told that "being an anti-fascist will not obtain for you an appointment for which you are not qualified, but being a notorious fascist will disqualify you for one for which you may even be otherwise highly fitted".

When all these difficulties are resolved-difficulties which in themselves show how out of keeping, after fascist rule, are the minds of the people for an immediate understanding of our values without reeducation-we are still faced with another great one. This is the refusal to take responsibility. A Rector of a university will insist upon receiving an authorization to engage a new janitor. There is a complete rubber stamp mentality. One of the first things the Educational Adviser had to have made was a rubber stamp ("Educational Adviser, AMGOT HQ") and with that imprinted on a document all Italian officials are highly delighted. In fact if you tell a petitioner you will do nothing for him his chagrin is mollified if you stamp and sign his paper to say he has been to see you. It will, however, take

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many years before a people can grow up who will take responsibility and will act for themselves. There is little sign of it at present.

Turning now to the plans for the future development of education in Italy. A graduated system is being evolved from the elementary schools through an intermediate school to the ginnasia and liceo, in keeping with Italian tradition on the one hand and yet bringing Italy into line with more modern currents of thought, in which it stands in great need. Private schools, which have been the center of such resistance to fascism as existed, are being allowed to continue their work; and church schools are being allowed to open for the first time. The church has been instructed to appoint its own director of education who will be instructed by the Educational Adviser on the curriculum and examination standards to be reached in these schools.

The universities, weak as they were in their resistance to fascism, were nevertheless the last strongholds battling behind the ramparts of their privileges and statutes for democracy. The re-growth therefore of these institutions is essential to the spontaneous re-birth of democracy in the country. This is being achieved by the destruction of fascist thought and the replacing of it by a world of free thought in which intolerance (political and sectarian) can have no place. Allied to the problem of university education must be that of general adult education to replace fascist organizations; and these developments are being explored.

It is believed by the band of enthusiastic officers and educationalists devoting themselves to these tasks that they are not only serving their own Allied Military Government but by their work they are enabling Italian culture to rise again to its full growth in accord with her historic past.

1..

File in Pen Scar

"Chi poi scandalizzerà alcuno di questi piccolini che credono in me, meglio per lui sarebbe che gli fosse appesa al collo una macina di asino e che fosse sommerso nel profondo del mare". Così disse Gesù Nazareno.

Per ventuno anni, il periodo cioè in cui il bambino si trasforma in uomo, il popolo italiano, sotto il dispotismo del paranoico pseudo-Cesar, ha assistito inerte alla corruzione dell'infanzia.

I bambini hanno dovuto assistere agli errori attraverso cui è passato il loro paese per colpa di un falso pastore; per grazia di Dio essi sono ancora in tempo per salvare se stessi dalla morte spirituale ed il loro paese dalla rovina.

Attraverso giorni, anzi anni bui, durante i quali sembrava che le forze del male stessero per prevalere, le Nazioni Alleate hanno lottato strenuamente e con coraggio indomito; ora sono in possesso delle più grandi forze che il mondo abbia mai viste e conosciute, sono potenti sul mare, in cielo, e sulla terra, e prossimi a scacciare le forze del male nel loro ultimo rifugio.

I giovani delle Potenze Alleate hanno lasciato di loro propria volontà, le loro case, le loro famiglie, i loro figli, le loro fabbriche, i loro laboratori, i loro campi, le loro pacifiche occupazioni, e si sono lanciati nel vortice tempestoso della guerra, solo perché credono che il diritto debba prevalere sulla forza.

Essi hanno portato e portano ferro e fuoco sino agli avamposti e nel cuore delle forze del male che credevano di potere dominare il mondo.

La potenza delle forze unite è formidabile ed inesauribile; esse potrebbero distruggere e devastare i territori e le popolazioni ora in loro potere.

Ma questa non è la via del diritto e della giustizia, non è quindi la loro via.

Lungi dal distruggere e devastare, essi hanno iniziato l'opera di ricostruzione morale e materiale della parte d'Italia liberata.

2.

In Sicilia ci sono già forze che lavorano per la risurrezione di un nuovo indirizzo educativo.

Inglese ed Americani, scelti tra gli uomini migliori del loro paese aiutati da professori siciliani ed italiani che hanno tenuta alta la fiaccola della cultura durante gli anni oscuri, alcuni di essi soffrendo carceri e torture, sono già al lavoro, perché ai piccoli italiani sia dato il beneficio della libertà e la luce di una sana educazione non oscurata dall'ombra di una bestia scesa e crudele.

Il compito che essi si sono assunto per riorganizzare l'educazione siciliana ed italiana è formidabile.

I libri di testo per le scuole e specialmente quelli per le scuole elementari, hanno dovuto essere esaminati attentamente perché permeati di fascismo e di Duce sino alla nausea ed al ridicolo.

Durante gli ultimi venti anni ci devono essere stati in Italia molti genitori i quali, leggendo i libri per i loro figlioli, hanno dovuto esclamare:

"Fino a quando, Signore, fino a quando!"

Due brevi esempi presi dai libri di testo per l'educazione dei bambini italiani, mostrano che persino il libro di aritmetica per bambini di appena otto anni serviva per concentrare la loro attenzione sulla guerra e sul Duce:

"Un Balilla ha otto anni; fra quanti anni sarà Avanguardista?"

Nel libro di grammatica per bambini della stessa età leggiamo:

"Dante Mussolini salvò la Patria e la condusse alle sue mete imperiali" e più sotto: "Mussolini è duce del fascismo; Mussolini è anche il fondatore dell'impero."

Sotto la guida di questo "fondatore" sono affondati "il fondatore e l'impero."

Hanno ben ragione gli italiani di chiamarlo, come essi fanno, "affondatore dell'impero"

E nono male che il suo potere sia terminato prima che tutta la nazione affondasse con lui.

3.

Sotto la presidenza di un noto educatore Americano, il Maggiore Washburne, è stata formata una commissione di professori italiani per esaminare i testi e prepararne dei nuovi, liberi dal fetore cui i vecchi sono imbevuti.

Un lavoro eroico, questo, e nessuna lode è troppo grande per il Maggiore Washburne ed i suoi collaboratori antifascisti.

Si è trovato, che in molte sfere il fascismo aveva quasi spento lo spirito di iniziativa e di fiducia in sé stessi e che nessuno sapesse agire senza una direttiva esterna.

Questa assenza di iniziativa è naturalmente dovuta alle direttive emanate dallo stato fascista, che tutti dovevano seguire ciecamente e senza discussione, e non lasciavano ^{quindi} infatti la possibilità ad alcuno di pensare colla propria testa e prendere decisioni libere ed intelligenti.

Per ristabilire un senso di responsabilità e di iniziativa è stato necessario che questa gente riprendesse il suo lavoro sotto una guida illuminata.

L'istituzione di commissioni provinciali sotto la guida dei Provveditori cui è affidata la direzione degli studi nelle varie provincie, è pure servita ad impiantare un senso di dignità democratica e di indipendenza, in uomini per tanto tempo considerati come schiavi e strusanti passivi da un dispotismo barbaro e brutale.

Le Università hanno, su per giù, presentato gli stessi problemi riscontrati negli altri ordini di scuole, con la differenza che in esse è stato più facile trovare abili collaboratori che avevano mantenuto integro il loro intelletto contro la brutale persecuzione che aveva temporaneamente soverchiata l'attività intellettuale di funzionari più modesti e di minori riserve.

I più spudorati tra quelli che avevano prostituito il loro intelletto al potere dominante sono fuggiti.

Tra di essi merita speciale menzione un certo Giuseppe Maggiore, professore di diritto penale all'Università di Palermo.

4.

Egli ora è oggetto di universale esecrazione da parte dei suoi colleghi di altra tempra.

Per mostrare l'abbiezione cui può giungere una mente, anche intelligente, quando è travisata da dottrine, quale il fascismo ha predicato per venti anni, basti citare un brano dal libro "La Politica" di Giuseppe Maggiore, libro che porta i segni malefici di ispirazione tedesca, e precisamente dal "Mein Kampf" di Hitler.

Scriva il Maggiore a proposito di politica: la politica legittima la vendetta e giustifica la rappresaglia. E parlando di pace: Più fredda e cadaverica della fredda morte è la pace?

Giuseppe Maggiore è stato naturalmente destituito e non è più professore nell'Università di Palermo. Colla destituzione di lui e di altri professori come lui, le Università siciliane sono state epurate, e si vanno epurando, di elementi che hanno peccato contro lo spirito e se alcuni di essi non sono stati ancora toccati, il loro turno si avvicina rapidamente, poiché, al posto del venale totalitarismo, che avrebbe voluto appiccare fuoco al mondo, e che considerava la pace come "più fredda e cadaverica della morte", c'è un altro movimento, antico, ma sempre nuovo, che porta, sulle orme delle vincitrici armate della libertà, la fiaccola della verità, dell'amore e dell'integrità intellettuale.

L'Ente educativo, di cui è a capo il tenente Colonnello, Professore G.A. Gayre, il noto antropologo inglese che sfatò il mito tedesco dell'Herren Volk, coadiuvato da famosi educatori quali il Tenente Colonnello T.V. Smith dell'Università di Chicago, lavora notte e giorno per la rigenerazione dell'educazione in Sicilia e nei paesi che presto saranno occupati e redenti.

Nuovi rettori sono stati nominati in ciascuna delle tre università siciliane:

A Messina, il professore Martino; a Catania, il professore Petroncellis; ed a Palermo un uomo che per venti anni fu nemico intransigente del fascismo, il professore Raviera, che succede al professore Liotta.

5.

Sotto il rettorato del professore Baviera l'Università di Palermo risorge a nuova vita.

Resta ancora molto da fare. C'è ancora della gente cieca e sconsigliata, avvinghiata alle teorie del fascismo, che portano morte e non la "morte della pace".

Ci sono ancora spiriti perfidi, seguaci di un regime brutale e distruttore dello spirito, ed ancora disposti a vendere la loro anima al diavolo per qualche immaginario vantaggio.

Noi li conosciamo, ed ogni nuovo giorno ci porta notizie di loro.

La nostra grande speranza nel futuro, consiste nella scoperta di uomini che siano stati sempre per la libertà, ma che, per ragioni di famiglia e di pane, siano dovuti rimanere nel silenzio e nella oscurità.

Molti di essi hanno fatto sacrifici, molti di noi, abbiamo sacrificato tutto ciò che abbiamo di più caro al mondo, tranne la nostra libertà ed i nostri ideali.

Noi chiediamo ora agli italiani e specialmente agli educatori della gioventù, di dedicare tutte le energie del loro animo alla causa della libertà, di aiutarci in ogni nostro passo, di fare ancora come noi, e con noi, qualche sacrificio.

Tra poco quando i barbari saranno stati cacciati dai paesi ancora sotto il loro tallone, avremo un mondo in cui uomini e donne, per grazia di Dio, saranno liberi e liberi per sempre.

BroadcastEducation in the New Italy

G.W. Smith.

I Tasks of Rebuilding

G.

II Fascism & its eradication -

G.W.R.

III Texts - make lasting stock of it

G.W.

IV Reopening of universities

G. Sm.

V New schools. reform Fykes projected

G. Wash

new departments in universities Church & Kwaka
schoolsVI The Place of Education in the New Italy.

3

8.15 - 8.20

Sunday.

BroadcastEducation in the New Italy

G.W. Smith.

I Tasks of Rebuilding

B.

II Fascism & its eradication -

G.W.R.

III Texts - make buying stock of it

G.W.

IV Reopening of universities

G.W.

V New schools. reform Fykes projected. G.W. work
new departments in universities. Church & Private
 schools.

VI The Place of Education in the New Italy.

3

8:15 - 8:30

Thursday

The task of Rebuilding:-

War passes over a country:-

i) Necessary destruction in bombardment by air & gun.

ii) Destruction by a retreating enemy.
much of it went for -

witness Naples University deliberately destroyed by German.

1st Phase.

i) To assess the damage.

ii) Create machinery for repairing damage quickly. Millions of £ expended by Allied N. Govt. to this end.

2nd Phase:

Expenditure. How it is made:-

a) Schools & Colleges:- Immediate collection of claims & these are checked off. Final

destroyed by T

1st Phase. ; To assess the damage.

ii) Create machinery for repairing damage quickly. Millions of expended by Allied N. Govt. to this end.

2nd Phase: Expenditure. How it is made:-

a Schools & Colleges:- Provectors collect the claims & these are checked by Holman & A.P.S. Official, & promptly paid-

b. Universities are paid after submitting accounts to A.P.S. through Regia Tenor. 7.09

Then work of re-housing PSS. Govt. ~~the~~ school & laboratory equipment, & the rebuilding of ruined schools & colleges goes on.

Back of the work is against June.
however, had to be got under
cover before the rain started. The
glamorous of the tropical gardens
refused before winter came on to
kill valuable plants - trees.

—
But this is only the beginning.
a more fundamental rebuilding must
be started. The blight of Fascism
laid its hand upon Sicily - & every
city schools are a disgrace: ill-lighted
no equipment; no sanitation, no qual-
ity. The new Italy must sweep
all this away.

The principal task lying ahead
of A.T.G. has been to reopen

be started. The blight of fascism
laid its hand upon Sicily - & every
youth school, are a disgrace: ill-equipped,
no equipment, no sanitation, & qualia,
filth. The new Italy must sweep
all this away.

The principal task lying ahead
of A.M.G. has been to reopen
schools & universities.

Already schools are re-opening
all over Sicily & some have been
opened in the mainland. Church schools too
have opened.

University of Catania opened
4 Nov - Kap. Arminio Day - mention
new Rector - Petronelli. In the
(if useful speeches of Smith & Garre

on the occasion).

Opening of Palermo to Take
place on 5th December under Prof.

Barera - as new Lecter (a
biographical note here might be
useful).

Opening of Minima set for
1st ~~Inst.~~ under new Recler,
Prof. ^{Giuseppe} Martini, Surgeon.

In the process of restoration
faculties chairs abolished - given
examples: 2 with future studies
faculties divided or suspended.
Opportunities of re-organization to
new departments of the university have

Openly of
1st ~~Chair~~ under New Rectory,
Professor ^{Marcello} Portino, Surgeon.

In the process of re-orientation
fascist chair abolished - given
examples of will from various
fascist dismissed or suspended.
Opportunity for re-orientation to
new departments of the university have
been established in the process.
Then in Palermo university a
development of social anthropology
is taking place.

d. 798

(2)
 Such ~~as~~ ^{as} that ~~of~~ ^{of} Naples University
 which has been wantonly destroyed by
 the Germans.

It is necessary to assess this damage
 and make plans for its rapid repair. In
 Sicily and Southern Italy this has been
 done and millions of lire have been
 made available by the Allied Military
 Government for the repair work.

This work is going on, and the
 most urgent parts of it have been
 completed: libraries of valuable manuscripts
 and books and school and laboratory
 equipment ~~in~~ have now been placed
 safely under cover from the winter rains.

Many of the schools which have been
 destroyed were found to be in a truly
 disgraceful condition: badly lighted, lacking
 sanitation, squalid and filthy. These
 legacies of fascism must be swept away

3

by the new Italy.

~~But there are the most important~~

Already schools are re-opening all over Italy and some have ~~also~~ opened in Italy. The University of Catania opened on 4th November - Anniversary of the victory in the ^{last} war against Germany. Palermo University is to open on 5th December while the University of Messina is to reopen on 1st January.

These universities will now be restored to their ancient use and dignity as seat of learning and true education. The taint of fascism has been removed and no longer will these noble institutions operate as the political tool of a corrupt regime.

In the process of reorganization, the fascist chairs have been abolished or transformed. For example the chair of

Storia e dottrina del fascismo 795

785016

Education

HEADQUARTERS
ALLIED CONTROL COMMISSION
Public Relations Office

11 November 1943

GENERAL EISENHOWER'S ANNOUNCEMENT OF THE ALLIED CONTROL COMMISSION

Released at 2203 hours, 10 November:

As Commander-in-Chief of Allied Forces, I wish to announce the formation of the Allied Control Commission for Italy which, following the Italian surrender, has today assumed the duty of carrying out the Armistice and of aligning Italian economy in complete support of the United Nations fight against Germany.

Major General Karyon A. Joyce, USA, has been appointed Acting Deputy President of the Allied Control Commission with headquarters at the seat of the Italian Government. He is the active head of the Control Commission, operating directly under the Commander-in-Chief of Allied Forces to whom he is responsible. The Commission has control of the military and economic activities of Italy, as envisaged in the terms of the Armistice.

Italy has a new role in the war. That role is to fight the common enemy--Germany. The Control Commission will see that all of Italy's economic resources and manpower are utilized where they can do the most good in that fight.

In all areas behind the combat zone, Allied Military Government of Enemy Territory will gradually be replaced by Italian administration exercised under supervision of the Control Commission. We look to the Italian Government to broaden its political composition and strengthen its administrative structure, and the transfer from Allied Military Government to Italian administration will keep pace with this development. This does not mean the return of Italian territory to unrestricted Italian control.

Allied Military Government still goes forward with the 15 Army Group to organize the territory as the Germans are expelled. Allied Military Government continues to press onward as a spearhead, taking charge of communities disorganized by the Nazi retreat and destruction, restoring common civic life once burdened with Fascism, and clearing the path immediately for further military movements towards the front.

When the Armistice was granted, the Allied Commander-in-Chief appointed a Military Mission headed by Lieutenant General F. W. Mason MacFarlane to the Italian Government. It functioned at the temporary seat of the Italian Government, and the scope of the Mission corresponded to many of the duties of the Allied Control Commission. The Mission's duties have been performed as planned, and it is now replaced by the Allied Control Commission.

General MacFarlane, who has rendered outstanding service, is returning to his post as Governor of Gibraltar.

Well in advance of the surrender, plans were made and personnel brought forward so that we should be prepared for the problem of Post-Armistice control. The Allied Control Commission was established. It is divided into four

sections: (1) Military; (2) Political; (3) Economic and Administrative; (4) Communications. Each Section, with its proper Sub-Divisions will operate in fields as so dictated by the times.

Personnel was drawn from especially military officers and civilian experts. Some of them were sent to this theatre for duties involving Civil Affairs. Others are technicians. Others were engaged in Allied Military Government work.

In all of this change it should be borne in mind that the Italian Government is bound by the terms of the Armistice which stipulates that "The Commander-in-Chief of Allied Forces reserves to himself the right to take any measures which in his opinion may be necessary for the protection of the interests of the Allied Forces for the prosecution of the war, and the Italian Government binds itself to take such administrative or other action as the Commander-in-Chief may require."

Pursuant to the agreement reached at the Tripartite Conference at Moscow, an Advisory Council for Italy has been established in conjunction with the work of the Allied Control Commission for Italy. The Advisory Council will deal with day-to-day questions other than military preparations and will make recommendations to coordinate Allied policy with regard to Italy. In the first instance the Advisory Council will be composed of representatives of the United States, the United Kingdom, the Soviet Union, and the French Committee of National Liberation. Later, representatives of Greece and Yugoslavia will be added to this Council.

The United Nations are converting Italy into an effective instrument of war against Germany. They look to the Italian Government to produce tangible results. By rallying the entire people to a vigorous resistance to the Germans, the Government of Italy may hasten the redemption of its country and prove its value to the United Nations.

*New file
Hers & Bro. Hart
file*

PALERMO

*Luis di
two Walter
for broadcast
a nov. off. file
W.H.J.*

A Mazara del Valle si è inaugurata oggi, alla presenza di Sua Eminenza Monsignor Salvatore Balle Guercio, Vescovo della Diocesi, ~~stato~~ e delle autorità militari cittadine, la prima scuola confessionale e parrocchiale della Sicilia.

Il Tenente Colonnello Gayre, consigliere ~~stato~~ per la educazione del governo militare alleato ha fatto pervenire a Sua Eminenza il seguente messaggio in occasione della inaugurazione:

"Eccellenza, Voi vi riunite oggi in un momento unico e pieno di auspici. La guerra, con tutte le sue miserie e crudeltà, dovette passare sui vostri campi e sulle vostre colline, ma non soltanto per distruggere. Poiché, come risultato di essa, è stata spazzata via - e speriamo per sempre - un dispotismo distruttore dell'anima che soffocava il libero pensiero dell'uomo e ne degradava la dignità.

Come risultato della linea di condotta della Gran Bretagna, dell'America e degli altri alleati contro questa oppressione, a tutti è data la libertà di vivere secondo i propri principi. Di conseguenza, coerentemente alla nostra politica, debbono riaprirsi al più presto possibile non soltanto le scuole di Stato, ma anche quelle private, incluse le scuole ecclesiastiche.

Invero oggi a Mazara del Valle, sotto la vostra energica guida, avviene la prima riapertura di Scuole Ecclesiastiche in Italia. Questo giorno e questo evento costituiscono, perciò, una occasione memorabile.

E' per me un grande piacere avere avuto parte con queste eventi insieme a Vostra Eccellenza. Io spero di veder fiorire le Vestre Scuole, che offrano libertà di pensiero, di cultura e di progresso ai fanciulli che vengono tra le vostre mura.

G. R. GAIRE

Ten. Col. A.E.C.

Consigliere per l'Educazione
A.M.G.

- 2 -

S.E. il Vescovo, al termine della cerimonia, dopo di aver ringraziato le Autorità Alleate e gli intervenuti, ha invitato ai presenti ad elevare il loro pensiero al Santo Padre ed ha dato lettura del messaggio che qui appresso trasmettiamo:

A SUA SANTITA' PIO PAPA XII

CITTA' DEL VATICANO

Inaugurando la prima scuola confessionale parrocchiale, che risponde alle aspirazioni ed ai desideri della Santità Vostra ed al sacro diritto della Chiesa, - Vescovo? Professori ed alunni uniliani i loro filiali omaggi più devoti, innalzano preghiere per la Santità Vostra, implorano l'Apostolica Benedizione.

Salvatore Balle Guercio

Vescovo di Mazara del Vallo.

G/B

HEADQUARTERS ALLIED MILITARY GOVERNMENT
Public Relations Office

FOR IMMEDIATE RELEASE THROUGH AFHQ PRO

AMG HQ SICILY, 5 December-----Allied military leaders who took part in the liberation of Sicily were greeted tumultuously by the undergraduates of Palermo University today when that historic institution presented honorary degrees to Lieut. General George S. Patton, Jr., Commander of the Seventh Army, Brigadier General Frank J. McSherry, Commanding HQ AMG, Lieut. Col. Charles Poletti, Regional Civil Affairs Officer for Sicily, and Lieut. Col. G.R. Gayre, Director of Education for the Allied Military Government. A degree was conferred in absentia on Major General Lord Rennell of Rodd, who was unable to be present.

The ceremony was held under a mural painting of Garibaldi in the great hall of the University. Undergraduates, many of whom wore the boat-shaped colored hats of their colleges, filled the hall and surrounded the speakers platform. They celebrated their freedom from Fascism by cheering the Allies, hissing references to the old order, and enthusiastically agreeing with their new Rector, Professor Baviera, when he said: "Today marks the beginning of a new era, the era of liberty."

General Patton said: "It is with genuine regret that I observe the havoc wrought by the forces of war on the magnificent buildings now in ruins. I hope and pray that in due time the buildings will be restored, and that the University will gain its normal stride in order that the good work may continue as in the past." As in the case of Colonel Poletti, who spoke in Italian, and the other speakers, the Allied leader's words were received with enthusiasm.

It was a scene that few who saw it could forget, with the scarlet of Cardinal Archbishop Lavitrano's robes standing out among the uniforms of Allied officers, the Rector's ermine, and the blue and red and gray and black hats, hung with trinkets in the traditional style, worn by the undergraduates. General McSherry pointed out that it was a rare occasion when the Rector and Senate of a world-famous institution of higher learning bestowed honorary degrees on military personnel engaged in governing the war-torn people of the community in which it exists. He expressed a conviction that the President and Faculty, freed from Fascist members and Fascist teachings, were men who would now form a powerful force in the establishment of a new and free Italy. 791

"On this occasion", General McSherry said, "it might be appropriate for me to state that the Allied officers engaged in Military Government have, since the occupation, put forth every effort to restore Sicily to its normal life. In this restoration,

Page 2

the importance of educational institutions at all levels has not been minimized. It has been our aim and ambition to give back to the Italian people those institutions and activities which tend to promote and develop a free and democratic Italy. I feel that the reopening of this splendid University is one of the major steps in bringing to pass this objective of the Allied Military Government."

The great task of rebuilding and restoring to life the Sicilian educational system which the Allied Military Government is carrying out, Colonel Gayre said, was divided into three phases. First, there was the purely physical task of reopening academies, schools, and colleges, clearing away the ravages of war, and guarding books, manuscripts, and equipment. Secondly, there was the necessity for reorganizing the textbooks so that the Fascist doctrine that had permeated them could be eliminated. Thirdly, there was the need to reform University chairs that had taught Fascist doctrine and to clear out Fascist ringleaders who had used their positions to perpetrate doctrines repugnant to the well-being of mankind.

All these tasks have been started by the Allied Military Government, many have been nearly finished, and some even completed. In doing this, AMG's goal, Colonel Gayre pointed out, has not been merely the eradication of Fascism itself, but the vision and belief that as Italy formerly made a great worldwide contribution in the field of learning, she may do so again.

"Because the policy of the Allies has been one of liberation and not conquest towards all that is great in the soul of the Italian university, we have been able to leave Palermo University stronger than it was when we came", Colonel Gayre said. "If, as a result of the miseries of the past years, and the tide of war rolling across your land, and the freedom which followed the war, Italy can arise again in a new renaissance of culture and letters, Italy will have been reborn."

- END -

Charles Poore
Captain, AUS
Public Relations Officer

C O P Y

ED/CP//tjr

9 December 1943

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TEXT OF STATEMENT BY LIEUTENANT GENERAL GEORGE
S. PATTON, JR. ON THE OCCASION OF CONFERRING
THE DEGREE OF DOCTOR OF LAWS AND POLITICAL
SCIENCE UPON HIM BY THE UNIVERSITY OF PALERMO,
DECEMBER 5th, 1943.

Signor Rettore Magnifico, and Gentlemen of the Faculty of the
University of Palermo.

It is with a deep sense of gratitude that I acknowledge
the distinguished honor of Doctor of Laws and Political Science
conferred upon me by the University of Palermo. I am happy to
be able to be present on this occasion and to be a witness to
your inauguration of the University for the next term.

The University of Palermo needs no introduction to the
world. It is one of the largest and oldest seats of learning
in Italy. Its brilliant history is known to everyone interes-
ted in education.

It is with genuine regret that I observe the havoc wrought
by the forces of war on the magnificent buildings now in ruins.
I hope and pray that, in due time, the buildings will be res-
tored and that the University will gain its normal stride in or-
der that the good work may continue as in the past.

May I extend to the Rettore Magnifico, the faculty and the
student body my hearty congratulations and best wishes for a
successful year.

C O P Y

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RD//tjr
9 December 1943

REMARKS AT OPENING OF ACADEMIC YEAR 1943/44
(University of Palermo)

Brigadier General Frank J. McSherry, United States Army,
Deputy Chief Civil Affairs Officer, Allied Military Government.

It is indeed a great occasion when the Rector and the Senate of a World-famous institution of higher learning, which has a glorious past, and, I hope, an even more glorious future, bestows honorary degrees on military personnel engaged in governing the war-torn people of the community in which it exists. Such occasions are indeed rare, and will always be recalled with interest and satisfaction. Personally, it is with a feeling of great pride that I have participated in a small way in the reestablishment of this great institution dedicated to higher education. I am sure that the work of the University of Palermo, which has been so outstanding in the past, will continue on that high level. It is my firm conviction that the President and Faculty selected to carry on this important work are men in whom this great trust can safely be placed. I wish to congratulate the people of Sicily and Italy upon the caliber of the staff selected to carry on the work of the University. It would be amiss for me not to mention that Lt. Col. Gayre has played an important part in the selection of this staff. He is to be commended for his wise recommendations in this matter.

It might be appropriate on this occasion for me to state that the Allied Officers engaged in Military Government have, since the occupation, put forth every effort to restore Sicily to its normal life. In this restoration, the importance of educational institutions at all levels has not been minimized. It has been our aim and our ambition to give back to the Italian people those institutions and activities which tend to promote and develop a free and democratic Italy. I feel that the reopening of this splendid University is one of the major steps in bringing to pass this objective of the Allied Military Government.

Professor Baviera, please accept my most sincere thanks and deepest appreciation for the honor which you have bestowed upon me. I accept this degree with the fervent wish that the University of Palermo will be a powerful force in the reestablishment of a new and

carry on the work of the University. It would be a misfortune for me not to mention that Lt. Col. Gayre has played an important part in the selection of this staff. He is to be commended for his wise recommendations in this matter.

It might be appropriate on this occasion for me to state that the Allied Officers engaged in Military Government have, since the occupation, put forth every effort to restore Sicily to its normal life. In this restoration, the importance of educational institutions at all levels has not been minimized. It has been our aim and our ambition to give back to the Italian people those institutions and activities which tend to promote and develop a free and democratic Italy. I feel that the reopening of this splendid University is one of the major steps in bringing to pass this objective of the Allied Military Government.

Professor Daviero, please accept my most sincere thanks and deepest appreciation for the honor which you have bestowed upon me. I accept this degree with the fervent wish that the University of Palermo will be a powerful force in the reestablishment of a new and free Italy.

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COPY

9 December 1943

The Elimination of Fascism

In the previous article we discussed some of the ~~most~~ ^{great} difficulties which must be solved by the evolution of a detailed technique to meet such problems. This exposure ought to be available for all next important features of operation. We may now pass to the even great difficulties, but more interesting problems for everyone. Of the elimination of Fascism: and what is being said of Fascism is much the same as ~~to~~ for Nazism except that the latter has gone a little deeper & been ^{a little} more efficiently organized.

There seems to be an impression that fascism was only skin-deep, but this is far from the case. The fascists had done their work very well. This was generally realized that the heads of all secondary schools (Scuole Medie, Scuole Magistrali, liceo & ginnasia) were political appointments. In some schools there was a Rector & a Principe side by side - the one to act as ^{head} teacher & the other as governor of the school building & overseer of the faculty & learning (where it existed) of the children.

Now then were we to get these notorious fascists removed without doing rank injustice to individuals? The only way was by sending to every provincial senior civil affairs office of the government a series of questionnaires (Scheda) to be sent to each provincial office & which every teacher had to fill in. This itself is no minor task to distribute them & get them back. Then they must be analyzed, & by checks & cross checks, a rather speedy system of eliminating the worst elements has been ~~now~~ evolved. The system is speedy by itself but the amount of work involved is over-riding. In each province there is well over a thousand teachers & in Sicily alone there are nine provinces. 787

Another step in the same direction has been

When we turn to the textbooks of secondary schools & universities we have an increasingly more difficult problem.

To meet this situation & open the schools as early as possible provincial steps have been taken in addition to long term planning elementary school

In the first place there are ⁱⁿ books which by the removal of a number of pages can be used in a rather mutilated form.

But the rest must be withdrawn completely. In order, however, to open the schools ~~immediately~~ as soon as possible, they are opening in December in Sindh, it is necessary to have some ~~text~~ ^{text} books of instructions for teachers ~~and~~ who have become so dependent on printers. As a result a directive to teachers has been prepared which will help them to carry on during that interim between the opening of schools & the printing of the new books.

Insert here 1 or 2 paragraphs

from Major Washburn on the directives.

Besides this work which is of a temporary nature to meet the immediate needs of re-opening of the schools there is the long term work of planning new & permanent text. For both the approved

Tests to the permanent Test Committee of
prominent Holians are being used under the
energetic leadership of Major C.W. Washburne, a
noted American educationalist.

~~But~~ In this process of eliminating
passive rapidity of action is required but
at the same time ~~every~~ ^{all} respect ought
to be paid to the power of law & custom.
It is true that, in the end, we have the
power of force to make changes, but it is
better that these should be made with
consent rather than otherwise of the people
& the customs. As a result, no decisions
of appointment
of university professors are made except in accordance
with the power of law. For example, in the
appointment of a professor the faculty is consulted
& they make their recommendations to the
Rector, who brings the name to the Educational
Adviser. If there are no ~~for~~ ^{political} objections
to him as a notorious fascist, &
provided it is proved he is qualified he
is appointed. Therefore, the university does
not have enforced upon them mere favorites
of the allied Government but, ~~the~~ on the
contrary, they are given their own choice.
This makes the process of effecting changes
slower, but it is a better advertisement
for the democracies that we shared

act with respect to their institutions.
 we have not overthrown Mussolini to
 create unmovable little Mussolinis.
 Furthermore, Popescu appointed in this manner
 have a more secure future in their affairs
 have validity in Italian eyes. It would
 be a tragedy if it could even be held
 that Rana demoralized appointed clown or
 occupation held their chairs improperly &
 obtained them as "collaborationists," or
 role hope of establishing democracy
 must win from the Italian people
 themselves if it is going to succeed.
 In the abolition of unmovable chairs (such
 as the "History & Doctrine" of Fascism; the "Corporate
 State" and so on) the Senate Academics of
 each university has been ordered to establish
 commissions which will ~~recommend~~ not
 only agree to their abolition but who make
 recommendations for the subject which are
 to take their place.

Thus the work goes on rapidly
 & at high pressure. ~~with~~ ^{with} beautiful &
 American, & a large

must arise from the Italian people themselves if it is going to succeed. In the abolition of undesirable shows (such as the "Hunting & Doctrines" of Fascism): The "Corporate State" (and so on) the Senatus Academicus of each university has been ordered to establish commissions which will ~~recommend~~ not only agree to their abolition but also make recommendations for the subject which are to take their place.

Thus the work goes on rapidly,
at high pressure. ~~with~~ ^{André's} beautiful
~~two~~ under two officers' & American, & a large
civilian staff of ~~presses~~ professors &
educationalists. The officers are our best
way to assist ⁱⁿ this great work which
alone can do anything to ensure a free
& democratic Italy. Only in the field
of education can we hope to eradicate
the poison which has polluted the
minds of a whole generation.

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Article 3 Difficulties of Planning Education in Italy

In the two preceding articles, we have discussed first of all the physical difficulties of restoring education in a war devastated country and secondly the steps being taken to eliminate fascism. We now, in this last contribution, turn to ^{some} the inherent difficulties which face the allied military Government and also the broad problems of planning which are being faced for the re-birth of Italian education.

It is not generally realized in Britain ^{Place: seeing is} which the country has a rampant & no one seems too highly respected to stop to every ^{possible} manoeuvre to advantage for himself in his relatives (who appear to ^{now} be many) is even his town. Every civilian secretary employed immediately means a fresh attack of place hunters from the kind neighbourhood of the new employees. It has had to be made quite clear - sometimes very rudely - that we do not consider this a form of loyalty that we can receive afford.

which the country has
 The state of corruption
 rank under fascist dictatorship. Place-seeking is
 rampant & no one seems too highly respected
 to stop to every possible manoeuvre to advantage for
 himself or his relatives (who appear to
 be many) or even his town. Every civilian
 secretary employed immediately means a fresh
 attack of place hunters from the kin &
 neighbourhood of the new employee. It has had
 to be made quite clear - sometimes very rudely -
 that we do not consider this a form of loyalty
 but corruption & no one can receive a fresh
 merit except through the normal channels when
 merit alone will be the standard of
 judgement. In spite of this, orders are
 place-seekers get through the screen & reach
 the officers in command to and
 they have been submitted to an
 account on some educational project they suddenly
 demand to see the
 appointment for which they had obviously
 not qualified. Often, despite considerable

astuteness, there is a strong streak of simplicity in their character. For, when asked why they do not make their application to the proper civilian official they will blandly reply that they have & that he will do nothing for them. But, they will continue, you can make him - you are the government. At this stage they have usually left behind "Sydney Colver" as the mode of ~~address~~ address & it has become what they believe will be the flattery, & ingratiating one, of "Sydney 12 Ministers!" They go away knowing that he whom they were prepared to call "Excellency" (& indeed in some cases did) should so abruptly tell them that the allied Military Government would have no part in assisting him become to do so would be corruption! Another style which is a daily nuisance is the phrase - "reether" who has always been an excellent anti-fascist! These usually turn out to have been nothing of the kind - & some were notorious fascists. Great help in separating the sheep from the goats is given to the Educational Division by the Political Intelligence Section, under Major A. Raffa, which has elaborated a speedy

"Sydney 18 Ministers!" They go away pleased that he whom they were preferred to call "excellency" (or indeed in some cases did) should so abruptly tell them that the allied Military Government would have no part in assisting him because to do so would be corruption! Another type who has always nuisance is the "plane-recker". These usually been an excellent anti-fascist. They usually turn out to have been right of the kind - some were intervention fascists. Great help in separating the sheep from the goats is given to the Educational Division by the Politics A.V.S., which has elaborated a speedy system of checking ~~on~~ ^{the} university professors & teachers.

785016
Difficulty is also provided by the virtual conspiracy of silence with which our world is now greeted. Where a fascist official is left in office (as it is an almost impossible task to root them all out at once) he certainly cancels the fascist part of all the other officials: so it is often sometime before we find out exactly

who is a real parent of the race. To compare
the time all these real parents left in office
through the restraints of democracy & executive
Mussolini. So there we have opposition. But the
group attempts to use the Government as
for their own ends. It is a favorite trick
for this country and man as a notorious
to inform against and he is your enemy.
parent just because he is your enemy.

One of the chief problems for
the educational work of the government is
in the attempt of interested organizations to
use it to their own party ends. All of
them realize, ~~the~~ more than many of our
people at home, that education is the key
to the whole future of Italy. Whoever controls
it for any length of time controls politically
the country in the future. As a result every
interest is now jockeying for position &
bringing forward some of the parent is most
to ~~the~~ ^{subtle} end. They can play one department
against another, or if they do so. As a result this
direct influence must be prevented against all

in the attempt of war. All of
we it to their own party ends. All of
them realize, ~~the~~ we have many of our
people at home. That education is the key
to the whole future of Italy. Whoever controls
it for any length of time controls politically
the country. The future. As a result every
interest is now jockeying for position &
bringing power to bear from every direction
to this end. They can play one department
against another, they do so. As a result their
sinister influence must be paraded against at
all times.

How deep run these traditions
may be realized only when one comes in close
contact with the university professors. The noted
middle is conservative in outlook, tending
to be like worm in a chest, & supported
of the church. But among some of the
more brilliant men who have constantly
appeared for years is a strongly marked
anticlerical & anti-monarchist development.
Running as a even current through this is
the separatist movement, which is
opposed by the extreme reaction the

the appropriate attitude to fascism, or
academic merit alone. Such a pre-attituded
strikes the politically-~~more~~ sudden murder
of Italian educationalists as something
strange & novel. They cannot conceive
of such a state of society in which creed,
party, relationship and provincial
connection, is of no consideration - & merit
alone counts. The anti-fascists are often
as much shocked as the others & they often
have to be told that he is an anti-fascist
will not qualify to obtain for you an
appointment for which you are not
qualified, but he is a ~~notorious~~ fascist
will disqualify you for one for which
you may even be thrown highly
fitted!

When all these difficulties are
removed - which in themselves show
how easy it is to keep after fascist rule
are the minds of the people for an
immediate understanding of our values
without re-education - we are still

fixed with another great one. This is
the refusal to take responsibility. A Peter
of a University will insist upon receiving an
authorization to engage a ^{new} janitor. There is a
complete rubber stamp mentality. One of the
funny things The Educational Advisors deal to
have made was a rubber stamp ("Educational
Advisors. August HQ) & with that imprinted
on a document all Italian officials are highly
delighted. Indeed ~~are~~ in fact if you tell
a pestiferous you will do ~~nothing~~ for them, his
chagrin is multiplied if you stamp &
sign his paper to say he has been to see
you! He will, however, take many years
before a people can grow up who will
take responsibility & will act for themselves.
There is little sign of it at present.

Turning now to the plans for the
future development of education in Italy.
A graduated system is being evolved from
the elementary schools through an intermediate
school to the ginnasio & liceo, we keep
with Italian tradition in the one hand &
yet bringing Italy into line with more
modern currents of thought, in which it
stands in great need. Private schools,
which have been the cause of such resistance
to all

before a paper can grow up who will
 take responsibility & will act for themselves.
 There is little sign yet at present.
 There was to the plans for the
 future development of education in Italy.
 A graduated system is being evolved from
 the elementary schools through an intermediate
 school to the junior & senior, we keep
 with Italian tradition in the one hand &
 yet bringing Italy into line with more
 modern currents of thought, in which it
 stands in great need. Private schools,
 which have been the centre of such resistance
 to fascism as existed, are being allowed
 to continue their work. & Church schools
 are being allowed to open for the first
 time. The Church has been entrusted
 to appoint its own directors of education
 who will be instructed by the Educational
 Authorities in the curriculum & examination
 standards to be reached in these schools.
 The universities, weak as they were
 in their resistance to fascism, were nevertheless
 the last stronghold left behind the

1st Broadcast

Introduction

The ~~Legal~~ ^{Legal} ~~for~~ ^{for} ~~School~~ ^{School}

X School

A

The Texts :

Their fatuity & foolishness, lack of humour,
denial of all free thought & slavery
of mind

Examples:-

Here quote examples.

You will get some in Article 2, P.3, in
Press Broadcast file.

B Texts

How this measure is being eradicated

1/ Withdrawal of all text books.

2/ Re-issue of 6 only after offending pages have been withdrawn.

3/ Use of Italian Show how Italian educationalists have been most willing to co-operate. A Committee has been established to work on new texts & there are in process of being made. This work is under the direction of Flajjo Warburton a noted American educationalist who

(here 1 or 2 times about Maggiore Wash).

C + implanting democracy in the educational system. Mention Provincial Committees - conferred $\frac{1}{2}$ of Provincial representatives & $\frac{1}{2}$ of public bodies. ^{Proveditor's}
This is the beginning of self-reliance & independence of the family, home & individual which we hope to see flourishing in the breasts of all italians.

Add.

B/ Universities :

The same nonsense as in the case of the schools. Mention Giuseppe Maggiore's *La Politica* which was used as a Text book in the faculty of laws at Palermo. Quote ~~two~~ from it too

778

See letter dated 28/10/45 on Palermo Univ. file - headed Confidential

Naturally, such people cannot

ALLIED MILITARY GOVERNMENT

SUBJECT:

TO:

FILE No.

AMGOT HQ., SICILY

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be allowed to continue,

in office. Therefore G. Maggione has
been dismissed.

In addition there are ~~several~~ ^{several}
physicians and other notorious fascists
who have also been dismissed.

A new Rector has been appointed
each of the 3 universities of Sicily - Prof. ~~Marino~~
Marino at Messina, Prof. Petronecelli
at Catania & Prof. Barbera
at Palermo. Prof. Barbera has been an

uncompromising enemy of fascist thought
the regime & under his leadership the
university is being reformed. Prof. ~~Costa~~
Costa.

his predecessor. former Major General of the
army removed from

each of a new Rector has been appointed
with the 3 universities of Sicily - Prof. Martino
at Messina, Prof. Petrucelli
at Catania & Prof. Barbora
at Palermo. Prof. Barbora has been an

uncompromising enemy of fascism throughout
the regime & under his leadership the
university is being reformed. Prof. Barbora.

his predecessor, former Mayor General of the
Fascist Militia, has been removed from
the Rectorship. 777

The work of educating restoring
parents goes on - many men were parents
they had to be - but there the
became the my leaders must go, over
go.

When this work is completed the foundation
will have been laid for a new & better Italy.
In the work of such grave importance to the

ATTACHED MILITARY GOVERNMENT

John well-for y balance culture li. cal. 5. A. Payne.

W. E. C., Educational address to the A. S. G. has been

commitment of a staff of experts, among

wherever we went used the Assistant Director

13. Col. T. V. Smith a well known American

Philosophy is proper of Chicago University.

stamp out of their privileges & status
for democracy. The re-growth therefore of
these institutions is essential to the spontaneous
re-birth of democracy in the country.
This is being achieved by the destruction
of fascist thought & the replacing of it
by a world of free thought in which
liberals (political & secular) can
have no place. Allred to the problem
of university education must be that
of general adult education to replace
fascist ~~text~~ organizations & these developments
are being explored.

It is believed by the best of
educational opinion & educationalists
devoted themselves to these tasks
that they are not only serving their
own Allred Military Government best
by this ^{work} support by 1941 they are
enabling Italian culture & 27th in
itself their growth in

If University
of General adult education to replace
fascist ~~text~~ organizations is there developments
are being explored.

we have been expecting
It is believed by the best of
enthusiastic officers & educationalists
devoted to themselves to these tasks
that they are not only saving their
own Allied Military Government but
by their ~~the~~ efforts in 1945 they are
enabling Italian culture
again to its full growth in
accord with her historic path.

0 1 8 6