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SICILY, REPORTS TO 31/7/1944, (DEAD)
SEPT. 1943 — JULY 1944

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7A/2.0

HEADQUARTERS
ALLIED CONTROL COMMISSION
EDUCATION SUB-COMMISSION

10 July, 1944

TO : Lt.Col. T.V. Smith,
Director of Education HQ. ACC, APO 394.

SUBJECT : Education in Region I.

Ref : 8.1

1. On Saturday July 1 I traveled by air from Naples to Palermo arriving in time to work throughout the afternoon. On Thurs, 6 July, I traveled by train to Catania arriving at about 14.00 hours. Twenty four hours later I left by air for Naples.

2. The educational situation in general is good in the sense that most affairs go smoothly.

3. The situation in regard to elementary and secondary school examinations steadied while I was there because of the arrival of the circular of the present Minister.

4. Nothing of significance is happening in the area of defascistization. Military authorities do not understand Italian developments at all well.

5. The schools and school personnel in the cities of Caltanissetta and Marsala are apparently incipient centers of disturbance of a fascist nature. I sent a report on the former situation to the Minister. I suggest that the Minister ask for special investigations of both places.

6. Secondary text-books requiring about 10 tons of paper were approved by me.
Other books that I rejected should be considered by the National Commission.

7. There are about 50 tons of paper available for educational publications in Region I.

8. The University of Catania has not had any paper yet. I asked the Rector to forward requests in terms of individual manuscripts.

9. The final elementary text-book except for the Sillabario is probably complete at this writing. The sillabario project is idle because

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of lack of ink and twine. I have asked Capt. Beard to procure it but he finds that twine is blocked by Hemp Control. Could you please talk to Hemp Control?

10. The Ispettore Centrale, as Barbato is still in the Sicily Education Office. The Minister has not yet expressed his wishes in that matter.

11. In cooperation with PWB we have set up a United Nations Reading Room in Palazzo Costantina. Admission is by card only.

12. A special report is being presented on the University of Catania situation.

13. The printing of the second edition of text-books cannot go forward until the Minister takes responsability and submits approved copy. It will also be necessary to complete price arrangements.

14. The Oriental Institute of Naples did not honor examinations carried out in Sicily under A.M.G. decrees. Neither did it comply with Lt. Vella's recent order to permit examinations to be given in Sicily. I have explained the situation to Lt. Vella.

15. Many minor problems were of course adjusted. Three persons will be dropped from the Office staff on July 15. Final reduction of the staff will depend on (a) disposition of the British Council lease and (b) on action of the Minister in regard to Barbato and the text-books project.

G.R. KOOPMAN
Major, Spec. Res.
Education Subcommission

7A/2.0 Education S.C.

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ALLIED CONTROL COMMISSION
SICILY REGION HEADQUARTERS
APO 394

(Copy given to Minister 12-5-44)

3 May, 1944

FILE:RED 200

SUBJECT: Reconstruction projects in Messina

TO : Education Sub-Commission, A.C.C-HQ.

HEADQUARTERS
- 8 MAG 1944
A.C.C.

1. Last week I visited Messina and spent some time with the Rector and Provveditore as well as with Allied officers.

2. Messina I believe should be treated as a special case. There is some indication that the Italian goverament is doing so but in order that we may be in a position to advise I am outlining the situation.

3. Roughly the secondary schools are as follows:

| | | | |
|---|---|---|---|
| I. | Liceo-Ginnasio | Maurolico | 1000 pupils |
| II. | " " | La Farina | 800 " |
| III. | " Scientifico | Sequenza | 500-700 pupils |
| IV. | Istituto Commerciale and per Geometri | | 800 pupils |
| | Istituto Tecnico Industriale | | 100 " |
| | " Avviamento | | 500 " |
| | Scuola Tecnica | | 200 " |
| | Scuola Tecnica Commerciale (includes avviamento) | Antonella | 400 " |
| | Scuola Avviamento Commerciale | Juvara | 500 " |

above institutions should be combined into one technical school providing that avviamento sections could be amalgamated into Scuola Media Unica.

| | | | |
|---|---|---|---|
| V. | Istituto Magistrale | Eisezzeta | 1000 pupils |
| | " " | Ains | 500 " |

above should be eliminated.

General recommendation

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| | | | |
|---|---|---|---|
| I. | [illegible] | | |
| II. | " " | La Farina | 800 " |
| III. | " Scientifico | Sequenza | 500-700 pupils |
| IV. | Istituto Commerciale and per Geometri | | 800 pupils |
| | Istituto Tecnico Industriale | | 100 " |
| | " Avviamento | | 500 " |
| | Scuola Tecnica | | 200 " |
| | Scuola Technica Commerciale (includes avviamento) | Antonella | 400 " |
| | Scuola Avviamento Commerciale Juvara | | 500 " |

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| | | | |
|---|---|---|---|
| V. | Istituto Magistrale | Bisezzata | 1000 pupils |
| | " " | Ains | 500 " |

above should be eliminated.

General recommendation

Sites should be found for neighborhood Scuola Media Inferiore (Jr. H.S.)

5. Certain principles to be consideral basic to a plan were discussed and agreed upon.

a)The City is so long that common schools must be planned on a neighborhood basis. Specialized schools must of necessity be city-wide in enrollment.

b)Three or possible four lower secondary schools should be brought into existence.

c)The avviamento schools should be absorbed in the new program.

d)The many special schools should be reduced in number probably by instituting one large technical school.

1923

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e) If the magistrale schools can be abolished and teacher education be assigned to the university magistero school, the two magistrale schools which are now without buildings could be abolished and one comprehensive upper secondary school could be constructed. An imposing site and plant should be provided.

f) Infant education facilities should be built into elementary school buildings.

g) The size of elementary school buildings should be determined with the possibility in mind that another grade may be added. All were in favor of adding another grade.

5. By way of summary I would like to stress the point that Messina schools should be treated according to experimental principles even if special adjustments must be made by legislation.

My opinion is influenced by the enthusiasm shown by the plant engineer, the Provveditore and Lt. Hodges of A.C.C. who is a professional town planner.

Changes can not be made rapidly because of limitations in the way of construction factors. This, however, to me, merely emphasizes the desirability of agreeing upon a program of reconstruction in three time phases projected over several years.

6. I visited the polyclinic and found a great need for increased hospital facilities on the one hand and instructional facilities for students in the medical school on the other. This project was handed to the national office of public works and no word has been heard since.

7. Can these matters please be discussed with the Ministry?

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G.R. KOOPMAN
Major, A.U.S.
Chief, Division of Education.

1922

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7A 2.0

Secondary School Sicily May 44

NOTE:

The technical commercial institute. LIPARI

The school populations of the Eolie Islands are in special cha= racteristic conditions, as in normal times as still much more in the present emergency.

The Archipelago Islands, which are cut off from Sicily by large arms of the sea, and are far away from the urban centers of Messina and Palermo, were connected to the continent and the chief island by regular navigation lines, which were weekly for Naples and three ti= mes per week for Milazzi. Besides, Lipari was visited daily by ships of any tonnage, which used to export pumice stones.

The population of the Island and expecially that one of Lipari is rather evolved, hearty, active, but not all families were in con= ditions to maintain their children, far from their homes for their instruction, in the different centers of Sicily, so that the youths were after committed to privat teachers, who were not always entitled for the didactic task, and in the most cases they have not got even any degree; these teachers have estabilished in the Islands a real school monopoly, which often reached the pick of a real usury, so that the most moral and sound part of the country, since many years, felt necessity to have a Royal School, which could put an end to such orrible facts, which increased because of the sinking of all local ships.

The National Education Ministery, in october 1942, notified that, only because of the balance scantiness, "it was not able to appoint in

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The National Education Ministery, in october 1942, notified that, only because of the balance scantiness,"it was not able to appoint in Lipari a Royal School, but it added, that, the particular conditions of Lipari schould be put in due considerations for the school term 1943=44."

We have at last to put in evidence that in Lipari was acting a professional school of starting for work, the pupils of which were di= minishing year by year.

a 1921

It never happened, that a pupil would come from the other islan= ds, to matriculate in this school, which was however very bad attended even by the Lipari inhabitants, as it did not correspond at all to the

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local necessities.

The Military Governor F.C.YEO, who came in the Island, where it was occupied, and who remained there after as representative agent of A.C.C. till the half of the current month year tried with all his forces, to better the situation, in all he could make.

By his beneficial personal activity, he settled first the elementary schools, which were spread on the different islands, some times placed in real dog holes, fixed them the best premises and good furnisures, and by the same time he took interest in the problem of the institution of a Middle School in Lipari.

After an attentive examination and after having inquired the greatest personalities of the islands in order to be perfectly acquainted with the position, he invited the Superwiser for studies of Messina to come to Lipari, who remained in the island from dec.16th to the 23d of the same month.

On the agreements which were settled then, and also afterwards, between the two authorities, a Royal Tecnical Commercial institute went in action in Lipari.

The task for its institution, and the appointments to its chairmanship, was put on the undersigned by both the abovementioned authorities.

On January 9th the Governor, according to the article 22 of the R.D.L. 15/6/1931 n.889, ordered the suppression of the R. School of starting for work in Lipari, on behalf of the new Institute, to which was delivered with a regular writing, all what belonged to the abovemen=

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The Q/ of Palermo and the H.Q. of Naples, gave to the governor, on date before febr. 11th 1944 (Badoglio's proclamation) their full approval and praise all what concerned the institution of the new school and the suppression of the previous one.

All this was confirmed to me by Maj. Koopman of the Allied Control Commissio, Sicily Region, Head Quarters A.P.O. 394, on whom I called, on the Governor's order. 1920

Maj. Koopman and the Central Superwisers Mr. Barbato and Sciacca,

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gave their full assent, on what has been done.

At last, Maj. Koopman went purposely on 27th of April to Messina, in order to take the last accords with the Superwiser for studies, concerning the report which this had to send to the Ministery, and when the modalities of the abovementioned report were fixed up, it was decided that I should carry it personally to the Ministery, and so it was done.

The Institute, as it appears from the Superwise's report, has already 184 pupils, 70 of which are of the first class; it has the best premises, good and sufficient furniture, and has already a rather important rigging of the scientific cabinets.

The pupils of the archipelago are pouring to the new school and the archbishop is studying to form a boarding school for the pupils of the islands.

All the different Municipalities as much as the citizens, are inclined to supply, all what may be necessary for the action of the Institute, subsituting in this manner the Province.

The islands are longing for a moral redemption; during the fascist reign they were considered a punishment place; now they desire to have an own school.

Rich of wonderful natural beauties as they are, of pumice-stone layers, unique in the world, and of other mineral resources, they are of an eminently Commercial and agricultural activity, beyond of their geological interest.

May 1944

Isabella Conti - ELLER VAINICHER

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Y. Conti E.V

May 1944 Isabella Conti = EILER VAINICHER

Appointed for the chairmanship of the Technical Commercial Institute in Lipari and formerly on the staff for Sciences in the Royal Lyceum in Barcellona.

1919

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PRO = MEMORIA

ISTITUTO TECNICO COMMERCIALE = LIPARI

. . . . . .

Le popolazioni scolastiche delle Isole Eolie vengono a trovarsi in particolari caratteristiche condizioni, sia in periodo normale che più ancora nelle attuali contingenze.

Le isole dell'Arcipelago, che sono tagliate fuori dalla Sicilia da ampi bracci di mare e lontane dai centri urbani di Messina e Palermo, erano unite al continente ed all'isola madre da regolari linee di navigazione che erano settimanali per Napoli e tricottimanali per Milazzo. Lipari veniva inoltre visitata quotidianamente da vapori di ogni tonnellaggio, che vi esportavano pomici.

La popolazione delle Isole e quella in particolare di Lipari è alquanto evoluta, attiva, cordiale, ma non tutte le famiglie potevano sobbarcarsi al grave onere di mantenere i figliuoli lontani da casa per la loro istruzione, nei vari centri della Sicilia, onde i giovani venivano spesso affidati ad insegnanti privati, non sempre all'altezza del loro compito didattico, ed il più delle volte nemmeno laureati, e questi insegnanti avevano creato nelle isole un vero e proprio monopolio scolastico, che spesso rasentava lo strozzinaggio, onde era sentito, da molti anni, e soprattutto dalla parte più morale e sana del paese, la necessità di avere una Scuola Regia che ponesse fine a questo stato incresciose di cose, aggravatosi per il sfiuramento di tutti i pirosca- fi locali.

Il Ministero dell'Educazione Nazionale, nell'ottobre del 1942 aveva fatto conoscere che, solo per esiguità di bilancio, non poteva istituire [illegible] la particolare condizione di Lipa-

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ogni tonnellaggio,che vi esportavano pomici.

La popolazione delle Isole e quella in part colare di Lipari è alquanto evoluta,attiva,cordiale,ma non tutte le famiglie potevano sobbarcarsi al grave onere di mantenere i figliuoli lontani da casa per la loro istruzione,nei vari centri della Sicilia,onde i giovani venivano spesso affidati ad insegnanti privati,non sempre all'altezza del loro compito didattico,ed il più delle volte neanche laureati, e questi insegnanti avevano creato nelle isole un vero e proprio monopolio scolastico,che spesso raccontava lo stroncamaggio,onde era sentito,da molti anni,e sopratutto dalla parte più morale e sana del paese, la necessità di avere una Scuola Regia che ponesse fine a questo stato incresciosi di cose,aggravatosi per il siluramento di tutti i pirosca fi locali.

Il Ministero dell'Educazione Nazionale,nell'ottobre del 1942 aveva fatto conoscere che,solo per esiguità di bilancio "non poteva istituire "in Lipari una R.Scuola Media,ma che le particolare condizione di Lipa"ri sarebbe stata tenuta in debita considerazione per l'anno scolastico "1943-1933".

E' da porre infine in rilievo che in Lipari funzionava una Scuola Professionale di avviamento al lavoro,il cui numero di allievi si andava assottigliando di anno in anno. Mai un allievo si recava dalle altre isole per iscriversi a questa scuola,del resto pochissimo frequentata dagli stessi liparoti,perchè essa non rispondeva assolutamente alle necessità locali.

1918

Declassified E.O. 12356 Section 3.3/NNN No. 785016

Il Governatore Militare F.C.YEO,giunto nelle isole all'atto della occupazione,e rimastoci infelguito come rappresentante dell'A.C.C. fino alla metà del corrente mese,cercò di sopperire alle succennate necessità prodigandosi in tutto quanto gli fu possibile. Egli con la sua benefica personale attività sistemava in primo le scuole elementari sparse nelle varie isole,talvolta collocate in veri tuguri,ed assegnò loro ottimi locali e buoni arredamenti,e nel contempo si interessò del problema della istituzione di una Scuola di istruzione media,in Lipari.

Dopo attento esame e dopo di avere interrogato le maggiori personalità locali,onde essere perfettamente edotto della situazione,invitò a recarsi in Lipari il Provveditore agli Studi di Messina,il quale si trattenne nell'isola dal 16 al 23 dicembre u.s.

Per gli accordi presi,sia allora che in seguito,fra le due autorità,entrò in funzione in Lipari un R.Istituto Tecnico Commerciale. Il compito della sua istituzione,unitamente all'incarico della Presidenza fu,dalle due autorità,affidato a me sottoscritto.

In data 9 gennaio il Governatore,tenuto presente l'art.32 del R.D. L. 15/6/1931 N° 889,ordinava la soppressione della R.Scuola di Avviamento professionale in Lipari,in favore del nuovo Istituto al quale fu consegnato,con regolare verbale,tutto quanto apparteneva alla detta scuola. Il Quartiere di Palermo ed il Quartiere generale di Napoli davano al Governatore,in data precedente all'11 febbraio 1944 (data del proclama Badoglio) la loro piena approvazione ed elogio a tutto quanto concernevo la istituzione del nuovo istituto e la soppressione della Scuola di avviamento.

Tutto questo mi fu confermato dal Maggiore KOOPMAN della Allied Control Commission Sicily Region - Headquarters A.P.O. 394 dal quale

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Per gli accordi presi, sia allora che in seguito, fra le due autorità, entrò in funzione in Lipari un R. Istituto Tecnico Commerciale. Il compito della sua istituzione, unitamente all'incarico della Presidenza fu, dalle due autorità, affidato a me sottoscritto.

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Tutto questo mi fu confermato dal Maggiore KOOPMAN della Allied Control Commission Sicily Region - Headquarters A.P.O. 394 dal quale mi recai dietro ordine del Governatore. Il maggiore Koopman e gli Ispettori centrali Barbato e Scisciò davano il loro pieno assenso a quanto era stato operato.

Il maggiore Koopman si recava espressamente infine il 27 aprile u.s. a Messina per prendere gli ultimi accordi con il Provveditore agli studi, circa la relazione che questi doveva inviare al Ministero, e, stabilite le modalità della relazione predetta, dicevo che io avrei dovuto personalmente portarla al Ministero, e così è stato fatto.

1917

Declassified E.O. 12356 Section 3.3/NND No. 789016

L'Istituto,come risulta dalla relazione del Provveditore,ha già 184 alunni dei quali ben 70 di primo anno; ha ottimi locali,buoni o sufficienti arredamenti e già una discreta attrezzatura dei gabinetti scientifici. Gli alunni dell'arcipelago affluiscono alla nuova scuola ed è allo studio,da parte del Vescovo,la formazione di un convitto per gli alunni delle isole.

Sia i vari comuni che i cittadini colemni sono disposti a provvedere a tutto quanto è necessario per il funzionamento dell'Istituto, costituendosi così alla Provincia.

Le isole anelano ad un riscatto morale. Tenute come luogo di pena, dal regime fascista,esse vogliono una loro scuola. Ricche di meravigliose bellezze naturali,di giacimenti di pomici,unici al mondo,e di altre risorse minerarie esse sono di attività eminentemente commerciale ed agricola,oltre all'essere geologicamente interessanti.

Maggio 1944.

Isabella CONTI - KELER VAINTCHER
incaricata della Presidenza dell'Istituto Tecnico
Commerciale di Lipari e già ordinaria di Scienze
presso il R. Liceo di Barcellona.

Declassified E.O. 12356 Section 3.3/NNB No. 198016

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Maggio 1944.

Isabella CONTI - ELLER VAINICHER
incaricata della Presidenza dell'Istituto Tecnico
Commerciale di Lipari e già ordinario di Scienze
presso il R. Liceo di Barcellona.

1916

Declassified E.O. 12356 Sec. 3.3/NND No. 785016

7 - Col Smith

7A/2.0

R. PROVVEDITORATO AGLI STUDI PER LA PROVINCIA DI PALERMO

—oooOooo—

Rep.G.P. – Protocollo n.566 Palermo 24.3.1944

OGGETTO: Istituti non statali.

A Sua Eccellenza CUOMO
MINISTRO PER L'EDUCAZIONE NAZIONALE
SALERNO

e per conoscenza al sig. Magg. KOOPMANN
DIVISIONE DELL'EDUCAZIONE
PALERMO

Grande importanza presenta il problema della sorveglianza degli istituti non statali legalmente riconosciuti (parificati) ed autorizzati, in quanto il potere che hanno i primi di rilasciare titoli di studio, se non viene attentamente sorvegliato, minaccia di deviare la funzione educativa in abito di speculazione e può far sorgere centri culturali che si allontanano dalla generale direzione educativa della Nazione.

A tale sorveglianza era devoluto, nel passato regime, l'E.N.I.M.S., che attingeva la fonti [redacted] per essa dai contributi che gli istituti davano annualmente.

L' E.N.I.M.S. gestiva, inoltre, direttamente sue scuole.

Nella riunione del 28 novembre u.s. dei Provveditori agli Studi della Sicilia si stabilì di costituire presso ciascun Provveditorato un Ufficio che assumesse i compiti del passato E.N.I.M.S. di sorveglianza didattica e di avviamento delle pratiche di parificazione. Per quanto qualche Provveditore -come quello di Caltanissetta- fosse di avviso che si dovessero aumentare i contributi per l'elevato costo della vita e l'accrescimento conseguente delle diarie e delle spese generali dell'ufficio, si deliberò di lasciare immutati i contributi esistenti.

In conformità a tale accordo, questo Provveditorato ha costituito un "Ufficio di Sorveglianza delle Scuole non Statali", chiamandovi a costituirlo il Preside RUSSO del R° Istituto Magistrale "Regina Margherita" di Palermo e il prof. Rosario SELLERIO, cultore e studioso dei problemi dell'istruzione privata. Il Preside RUSSO, in un tempo successivo, è stato sostituito, perchè chiamato Provveditore a Caltanissetta, dal dr. ROCASI, Preside del R.Istituto Tecnico "Parlatore" di Palermo.

Quest'Ufficio ha funzionato regolarmente in conformità delle direttive precedenti, con esame di domande di autorizzazione e con ispezioni.

Il Governo Alleato, in considerazione delle particolari contingenze attuali, in un primo tempo dispose che si sospendessero le pratiche per l'istruzione di parificazione di scuole anche parzialmente parificate; fatta eccezione per il "Don Bosco" per cui fu [redacted] per la prima classe liceale.

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Declassified E.O. 12356 Section 3.3/NND No. 785019

le fonti previste per essa dai contributi che gli istituti avrebbero

L' E.N.I.M.S. gestiva, inoltre, direttamente sue scuole.

Nella riunione del 29 novembre u.s. dei Provveditori agli Studi della Sicilia si stabilì di costituire presso ciascun Provveditorato un Ufficio che assumesse i compiti del passato E.N.I.M.S. di sorveglianza didattica e di avviamento delle pratiche di parificazione. Per quanto qualche Provveditore -come quello di Caltanissetta- fosse di avviso che si dovessero aumentare i contributi per l'elevato costo della vita e l'accrescimento conseguente delle diarie e delle spese generali dell'ufficio, si deliberò di lasciare immutati i contributi esistenti.

In conformità atale accordo, questo Provveditorato ha costituito un "Ufficio di Sorveglianza delle Scuole non Statali", chiamandovi a costituirlo il Preside RUSSO del R° Istituto Magistrale "Regina Margherita" di Palermo e il prof. Rosario SELLERIO, conoscitore e studioso dei problemi dell'istruzione privata. Il Preside RUSSO, in un tempo successivo, è stato sostituito, perchè chiamato Provveditore a Caltanissetta, dal dr. ROCASI, Preside del R.Istituto Tecnico "Parlatore" di Palermo.

Quest'Ufficio ha funzionato regolarmente in conformità delle direttive precedenti, con esame di domande di autorizzazione e con ispezioni.

Il Governo Alleato, in considerazione delle particolari contingenze attuali, in un primo tempo dispose che si sospendessero le pratiche per l'istruzione di parificazione di scuole anche parzialmente parificate; fatta eccezione per il "Don Bosco" per cui fu regolarmente avviata la pratica di parificazione per la prima classe liceale.

In riguardo alla richiesta di Istituti parificati di sottrarsi al pagamento dei contributi che essi pagavano all'E.N.I.M.S., si fa presente che, anzitutto le tasse scolastiche non sono devolute allo Stato, ma vengono incamerate dalle scuole parificate, insieme agli aumenti che ogni scuola è libera di disporre. Sarebbe forse opportuno un delicato esame di tali aumenti e dei bilanci delle scuole allo scopo di assicurare un trattamento economico adeguato agli insegnanti e di frenare un'eventuale speculazione.

Le Scuole versavano all'E.N.I.M.S. contributi per ogni classe, per cui esistevano apposite tabelle.

Un altro gettito era dato dalle pagelle scolastiche e dai diplomi che venivano distribuiti dall'Ente, che ricava allora, nelle normali condizioni del mercato della cancelleria, un notevole margine.

Pertanto, non sembra opportuno sottrarre gli istituti parificati dall'obbligo del pagamento dei contributi, perchè si verrebbe ad addossare allo Stato una spesa notevole per aumento di lavoro, mentre, d'altra parte, gli eventuali utili che si potessero ricavare da tali contributi- che sono pagati indirettamente da alunni di condizione agiata e quindi capaci di sostenere le quote elevate di un istituto non statale- potrebbero essere devolute in opere assistenziali a favore di studenti poveri: borse di studio, libri, generi di cancelleria, premi, ecc. In tal modo ciascun Provveditorato potrebbe avere

./. 1915 .

automaticamente a disposizione, nelle difficilissime condizioni del momento, una certa somma, pagata dai fanciulli delle classi privilegiate, a vantaggio degli studenti poveri.

IL R. PROVVEDITORE AGLI STUDI
(Ferdinando Albeggiani)

F. Albeggiani

Declassified E.O. 12356 Section 3.3/NND No. 785016

Declassified E.O. 12356 Section 3.3/NND No. 785016

GA/20

ALLIED CONTROL COMMISSION
SICILY REGION HEADQUARTERS
APO 394

FILE: RED 200

20-March,1944

SUBJECT: Physical Education

TO : Education Sub-Commission
Attention: Major WASHBURNE

1) I thought you might be interested in the enclosed copy of a Promemoria on physical education.

C.R.KOOPMAN
Major, A.U.S.
Chief Division
of Education.

Declassified E.O. 12356 Section 3.3/NNN No. 785016

PROMEMORIA PER IL MAGGIORE KOOPMAN.

Il problema della Educazione Fisica della gioventù, dalla S.V. prospettato è di grande importanza e ci sta massimamente a cuore. Le condizioni particolarmente difficili, quest'anno, non rendono agevole l'Effettuazione di un programma di educazione fisica della gioventù. Tale programma è generalmente male accetto agli uomini della scuola perchè essi conservano il ricordo della azione della G.I.L. che distraeva i giovani dalla scuola e pretendeva sostituirsi ad essa, svalutando le conquiste dell'intelligenza per il giuoco brutale dei muscoli che si riduceva però generalmente ad adunate incomposte e tumultuose, organizzate da individui incompetenti e chiusi ai problemi della cultura. Si era arrivati all'esagerazioni che buono insegnante era solo chi desse il suo servizio come ufficiale della G.I.L.
Bisogna ora ricostituire le antiche associazioni soppresse dal Regime Fascista.
Io credo che un primo posto debba aspettare all'alpinismo.
Bisogna incoraggiare l'iniziativa delle passeggiate scolastiche abituare i giovani ai sani ardimenti dello scolaro di montagna, di esercitare i muscoli in contatto con le bellezze della natura.
Darò disposizioni per effettuare nella buona stagione, passeggiate scolastiche, alle quali però contrastano due formidabili nemici: le scarpe e l'appetito.
E' opportuno una esercitazione sportiva almeno due volte la settimana in ore extrascolastiche. Occorre però un locale. Bisogna ridare alla scuola il locale della G.I.L. "Villa Gallidoro" e non farlo diventare proprietà di altri enti.
Accanto all'alpinismo e all'atletica leggera, potrà utilmente coltivarsi la bicicletta costituendo squadre di ciclisti; ma anche qui avversario formidabile è la mancanza di materiale.
Comunque le condizioni migliorate del Paese negli anni venturi permetteranno di svolgere il problema dell'educazione fisica della gioventù seconda la massima "mens sana in corpore sano" e seconda l'ammonimento dei Padri del Risorgimento che sentirono come Quintino Sella, tutta l'importanza dell'Educazione fisica dei giovani.

Palermo 19-3-1944

IL PROVVEDITORE AGLI STUDI
(Ferdinando Albeggiani)

copia)

1913

1971

Declassified E.O. 12356 Section 3.3/NND No. 785016

Corrected Copy

Hqs 8th Inf Brig ~~APO~~ Feb 5, 44

~~Hqs 8th Inf Brig APO~~

Dear Colonel:

Just heard through a friend who came from H.Q. that Major Collins had been sent to Region VI. Also heard that Rochmis was with his C.O. somewhere in Reg II - at that HQ I believe.

GRG Will you settle the relationship with Zinn asto. We at the Regimental level must allow someone else to organ for the ministry as it is.

I am informed that indemnity disbursements has been abolished by Badoglio in Italy.

Everything has gone smoothly well the last few days. Will take care of the Calais matter but thought you would be interested in Eisenhart.

Cordially

1912 HRR

Jr Maj Washburn & Capt Leonard
K Sa

CA/E.I./E/I Col Yeager

A.M.G.
Eolie Islands,
31 January, 1944.

TO Director of Education,
A.M.G. SICILY REGION HQ.

Subject: Education.

Having been informed of the inclusion of a Director of Education at A.M.G. Sicily Region HQ. I render the following report on Education in the Eolie Islands.

1. Elementary Schools.

i) General. In my report, Nº CA/EI/2 dated 11 September 1943, on the General situation in these islands I expressed the hope that permission might be granted for the schools to re-open at the beginning of October. In a subsequent letter from the C.S.O. AMGOT HQ., dated 22 September he stated " it was not considered practicable to re-open the schools in the immediate future". It was consequently not until December that the Elementary Schools here were re-opened.

ii) Accomodation. In the meantime I arranged for a number of large, airy, sunny rooms in the disused and splendidly situated castle at Lipari, sufficient to accomodate both the Elementary and the Lower Technical Schools of the town, to be made ready for use for this purpose. Previously the elementary Schools of Lipari had been accomodated in a number of rooms - in many cases ill-lit, ill-ventilated and devoid of lavatory accomodation - scattered about the town. The cost of the annual rental of these rooms exceeded that of renovating the castle, which also contains ample sanitary accomodation. Moreover as the castle is Lipari Commune property the schools will in future be rentfree.

In several of the other nineteen towns in the Eolie Islands the school accomodation left much to be desired. Wherever possible better rooms have been obtained and the position is now much more satisfactory

iii) Text Books. In accordance with instructions all Fascist school text books have been withdrawn from the schools and pupils. In the circumstances teachers are doing their best. It is to be hoped, however, that the new text books, to which all teachers and pupils alike, seem to be looking forward so much, will be ready by next term.

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iv) School Attendance. Every effort is being made by myself to ensure regular attendance at school. In cases where necessary parents have been warned against keeping their children from school; and the clergy, acting on instructions from the Bishop of the Eolie Islands, have enjoined upon parents their duty to send their children to school. As a result attendances have on the whole been good and are steadily improving.

v) School Inspection. I have personally visited all the schools in these islands during school hours, in order to meet the teachers, to see the children and to satisfy myself as to the suitability of the accomodation.

vi) Director. GANGEMI Onofrio, teacher of Lipari, who had temporarily been deputising as Director of Elementary Schools, Eolie Islands, was removed from his post by me on account of his bad Fascist record, with effect from the date of Allied Military Occupation of these islands. In his place I have provisionally appointed Delegante CELI Giacomo and am awaiting confirmation from Messina.

1911

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2. The Lower Technical School (formerly The Avviamento School), Lipari. For some years past there had been in Lipari an Avviamento School. This makeshift was typically Fascist, both in outlook and in its ineffectiness.

In December the R. Provveditore agli Studi of Messina paid a visit to Lipari and agreed to my proposal - made after ascertaining the views of parents desiring and able to give their children an education going beyond that of the elementary school - to substitute for the Avviamento a Lower Technical School. The syllabus of the Lower Technical School though not very advanced goes well beyond that of the Avviamento school.

After agreeing, apparently without reserve, to establishment of a Lower Technical School in place of the existing Avviamento, the R. Provveditore agli Studi would appear, as I shall show in a separate letter, to have gone back on his word.

3. The Higher Technical School, Lipari.

In the past is was necessary for every student desirous of a professional career of any kind to go to Sicily both to sit for the examination and for subsequent study. This entailed considerable extra expense for parents even in pre-war days. Now, however, in view of the difficulty of obtaining accomodation in Sicily, and of the much higher cost of living there than in the Eolie Islands, there would appear to be a very strong case in favour of establishing, as soon as practicable a Higher Technical School in Lipari. Students of this school would of course pass to it from the Lower Technical School in the same was as successful pupils would have passed from the Elementary to the Lower Tachnical School.

4. Examinations.

In view of the present lack of accomodation and high cost of living in Sicily already mentioned above and the very limited means of communication between the Eolie Islands and Sicily - difficulties which are likely to continue for some time - the present would seem to be a very opportune time to introduce examination at Lipari. When here in December the R. Provveditore agli Studi also agreed to this.

5. A.M.G. Educational Policy.

Being somewhat isolated here I should like to conclude by saying how much I should appreciate any information you may be in a position to give me; particularly as regards the substitution of a lower Technical School for the Fascist institute, the school

Declassified E.O. 12356 Section 3.3/NND No. 785014

Sicily, and of [illegible]
Islands, there would appear to be a very strong [illegible]
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Technical School in the same was as successful pupils would have passed
from the Elementary to the Lower Technical School.

4. Examinations.

In view of the present lack of accomodation and high cost of living in Sicily already mentioned above and the very limited means of communication between the Eolie Islands and Sicily - difficulties which are likely to continue for some time - the present would seem to be a very opportune time to introduce examination at Lipari. When here in December the R. Provveditore agli Studi also agreed to this.

5. A.M.G. Educational Policy.

Being somewhat isolated here I should like to conclude by saying how much I should appreciate any information you may be in a position to give me; particularly as regards the substitution of a lower Technical School for the Fascist Avviamento, the establishment of a Higher Technical School and the holding of examinations in Lipari.

Two copies of this report are enclosed in case you may wish to forward one to A.M.G. H.Q.

Colonel,
S.C.A.O. Eolie Islands.

COPY TO: R.C.A.C.
A.M.G. SICILY REGION HQ.

1910 .

Declassified E.O. 12356 section 3.3/NND No. 785016

Declassified E.O. 12356 Section 3.3/NNn No. 785016

Forwarded For Your Information

File
Hq Reports
Desk

Col. Gayre
1° Febb. 1944
7A | 2.0

ALLIED MILITARY GOVERNMENT
SICILY REGION HEADQUARTERS
APO 394

OGGETTO : Esami di maturit' ed abilitazione.

AI : Provveditori agli Studi

In considerazione che molti studenti non hanno potuto usufruire delle precedenti sessioni di esami di Stato perch militari,

O R D I N I A M O :

1) E' indetta una sessione straordinaria di esami di Stato (maturit' classica, scientifica ed abilitazione) per gli studenti in atto alle armi e ex-militari che non hanno potuto usufruire delle sessioni estive ed autunnali dell'anno scolastico 1942-43.

2) La presentazione delle domande scade il 29 febbraio 1944

3) Gli esami avranno inizio il 6 marzo 1944.

4) Le prove di esami si svolgeranno secondo le norme seguite nelle precedentisessioni.

5) Sedi di esami saranno soltanto i Capoluoghi di provincia.

6) Le Commissioni esaminatrici saranno nominate dal

Declassified E.O. 12356 Sec. 3.3/NND No. 785016

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4) Le prove di esami si svolgeranno secondo le norme seguite nelle precedentisessioni.

5) Sedi di esami saranno soltanto i Capoluoghi di provincia.

6) Le Commissioni esaminatrici saranno nominate dai Provveditori,che pubblicheranno la relativa ordinanza.

La presente ordinanza ha carattere di pubblicazione ufficiale.

Per ordine del Tenente Colonnello

Charles POLETTI

Distribuzione:
a tutti gli
S.C.A.O.

a tutti i
Provveditori agli
Studi

Copie di riserva No 10

Maggiore G.S. [illegible]
Capo della Divisione
di Educazione.

1909

Declassified E.O. 12356 Sec. Section 3.3/NND No. 785016

Hqs Washington D.C.

ALLIED MILITARY GOVERNMENT
SICILY REGION HQ DOUARTERS
PO 394

FILTERED 110 1 Febbraio 1944

SUBJECT: Problemi richiedenti pronta attenzione.

TO : Provveditori agli Studi

1. Programmi di Studio: Documenti

a) Il programma base dell'Educazione si compendia in:
(1) Programmi di Studio-- Parte Prima.
(2) Piano di Studi per le Scuole Medie Inferiori
(3) Piano di Studi per le Scuole Medie Superiori

b) Questi programmi sono tassativi. Qualunque deviazione degli stessi deve essere approvata da entrambe le parti: dai Provveditori e da quest'Ufficio.

c) Tutte le copie dei programmi di Studio-Parte Seconda, nelle Vostre mani, dovrebbero essere state già spedite a quest'Ufficio.

d) Questo bollettino non ha la forza di una direttiva, ma deve essere preso come un trattato educativo che presenta il punto di vista dello scrittore.

d) Nessuno di questi bollettini deve essere interpretato contradicente o insidiante le leggi italiane che richiedono l'insegnamento della religione nelle Scuole.

Declassified E.O. 12356 Section 3.3/NND No. 785016

ri f da qu st'Ufficio.

c) Tutt le copi d i programmi di Studio-Parte Seconda , nelle Vostre mani, dovrebbero essere state già spedite a quest'Ufficio.

) Questo bollettino non ha la forza di una direttiva, ma deve essere preso come un trattato educativo che presenta il punto di vista dello scrittore.

d) Nessuno di questi bollettini deve essere interpretato contradicente o insidiante le leggi italiane che richiedono l'insegnamento della religione nella Scuola.

2. Obbligo di frequentare la Scuola

E' considerato urgente che siano rispettate le leggi dell'obbligo dell'istruzione elementare dei minori ai sensi degli articoli 171/188 del Testo Unico 5 febbraio 1928,n.577, e particolarmente si raccomanda:

1) Farsi rilasciare dai Sindaci dei Comuni l'elenco degli obbligati all'istruzione, con indicazione del domicilio per provvedere al controllo degli eventuali inadempienti;

2) Inviare ai Sindaci dei Comuni, eseguito il controllo , l'elenco degli inadempienti per affiggerlo nell'albo pretorio dei Comuni con la diffida delle sanzioni di legge; 1908

Declassified E.O. 12356 Section 3.3/NNN No. 785016

3) Avvalersi, se del caso, della valida cooperazione degli uffici di assistenza provinciali e locali.

3. Libri di Testo

a) Si sono ricevute lagnanze - a proposito di libri di testo - stampati prima dell'invasione - di forniture scolastiche che sarebbero state vendute con un aumento di prezzo maggiore del 70%. Tali pratiche sono illegali. Occorre controllare i prezzi presso i dettaglianti e imporre agli stessi delle norme.
Vedere ordine N° 44 del 14/12/43

b) Il provveditore dovrebbe ispezionare tutti i dettaglianti per verificare se i libri elencati sono stati confiscati e se le pagine sono state tolte dai libri dell'elenco relativo.

G.R.KOOPMAN
Major, US
Chief Education Division

Declassified E.O. 12356 Section 3.3/NND No. 785016

dettaglianti per verificare se i libri elencati sono state confiscate e se le pagine sono state tolte dai libri dell'elenco relativo.

G.R.KOOPMAN
Major, AUS
Chief Education Division

1907

Declassified E.O. 12356 Section 3.3/NND No. 785016

Col Garrone

Adm Sec 2116

ALLIED MILITARY GOVERNMENT
SICILY REGION HEADQUARTERS
APO 394

FILE-REF 312

24 January 1944

file dismissal schools

MEMORANDUM

TO : S.C.A.O.'s Catania, Messina, Palermo and Caltanissetta.

1. In order that the schools of the region may be freed of leaders who were active in the cause of fascism, a study has been made of the political records of all the educational leaders of the island. It is understood that the Provveditore agli Studi and S.C.A.O.'s concerned are in agreement on all individuals to be dismissed.

2. The following individuals will be dismissed from their educational positions, by order of A.M.G., and the necessary letters are to be sent by you with the "visto" of the Prefect. In the case of any doubt or uncertainty the individual is to be suspended and a report submitted to the Education Division of this Headquarters.

CATANIA

| NAME | POSITION |
|---|---|
| 1) VERDI Rosario | Preside Liceo "M. Cutelli" |
| 2) CALCERANO Giovanni | Direttore Titolare |
| 3) GIUFFRIDA Angelo | R. Ispettore scolastico |
| 4) ALABISO Vincenzo | Insegnante Ordinario |
| 5) ANDOLINA Giuseppe | Ispettore scolastico |
| 6) SPAMPINATO Salvatore | Direttore Didettico |
| 7) GANGUCCIA Salvatore | Headmaster Istituto Tec Nautico |
| 8) ROSSI Luigi | Direttore Didettico |
| 9) CRIFO Carmelo | Preside |

MESSINA

| | |
|---|---|
| 1) BARBARINO Francesco | Preside nei R.R.Licei Gin. |
| 2) CONFORTO Gaetano | Direttore Didettico |
| 3) PARISI Gaetano | E. Direttore Didattico |
| 4) PERIA Vincenzo | R. Direttore Didattico |
| 5) PRINCI Irene | R. Direttrice Didattica |
| 6) SCRIMALI Giuseppe | R. Ispett. scolastico di circolo |
| 7) SOLARINO Luigi | Primo Raggioniere di Prefettura |
| 8) VELLA Filomena | Direttrice Didattica |

Declassified E.O. 12356 Sec. 3.3/NND No. 785016

| | | |
|---|---|---|
| 1) | VERDI Rosario | Preside Liceo "M. Cutelli" |
| 2) | CALCERANO Giovanni | Direttore Titolare |
| 3) | GIUFFRIDA Angelo | R.Ispettore scolastico |
| 4) | ALABISO Vincenzo | Insegnante Ordinario |
| 5) | ANDOLINA Giuseppe | Ispettore scolastico |
| 6) | SPAMPINATO Salvatore | Direttore Didattico |
| 7) | GANGUCCA Salvatore | Headmaster Istituto Tec Nautico |
| 8) | ROSSI Luigi | Direttore Didattico |
| 9) | CRIFO Carmelo | Preside |

MESSINA

| | | |
|---|---|---|
| 1) | BARBARINO Francesco | Preside nei R.R.Licei Gin. |
| 2) | CONFORTO Gaetano | Direttore Didattico |
| 3) | PARISI Gaetano | E.Direttore Didattico |
| 4) | PERMA Vincenzo | R.Direttore Didattico |
| 5) | PRINZI Irene | R.Direttrice Didattica |
| 6) | SCRIMALI Giuseppe | R.Ispett.scolastico di circolo |
| 7) | SOLARINO Luigi | Primo Raggioniere di Prefettura |
| 8) | VELLA Filomena | Direttrice Didattica |

PALERMO

| | | |
|---|---|---|
| 1) | COPPOLA Guido | Ragioniere |
| 2) | PRESTIANNI Giuseppe | Preside |
| 3) | CAPRA Giuseppe | R.Ispett.Scolatico |
| 4) | COSENTINO FORMAGLINI Carmen | Direttrice Didattica |
| 5) | DEL CASTELLO Emanuele | Direttore Didattico |
| 6) | PIAZZA Salvatore | R.Direttore Didattico |
| 7) | SORTINO Settimo | R.Direttore Didattico |
| 8) | VALENTINO Antonino | Insegnante (Direttore Didattico Incaricato) |
| 9) | MALVASI Antonio | R.Primo Ispett.Sc; della Circoserizione di Palermo |
| 10) | MANCUSO Biaggio | R.Primo Ispett.Sc. |
| 11) | MESSINA Ignazio | Preside del R.Ginnasio |
| 12) | BRAGAGNOLO | Preside dell'R.Ist.Tec. |

1906



Nisi: Ecdna S.C. 3
Adm Sec. 1

Declassified E.O. 12356 Section 3.3/NND No. 785016

CALTANISSETTA

| NAME | POSITION |
|---|---|
| 1) CONTI Giuseppe | Direttore Scolastico |

Charles Poletti.

CHARLES POLETTI
Lt. Colonel
Regional Civil Affairs Officer

DISTRIBUTION

All S.C.A.O.'s (9)
All Provveditori agli Studi (9)
Education Division-3
Sub-Commission on Education-5
Political Intelligence-3
Spares-35

Declassified E.O. 12356 Section 3.3/NND No. 785016

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Spares-35

Declassified E.O. 12356 Section 3.3/NND No. 785014

Declassified E.O. 12356 Section 3.3/NND No. 785016



1905

Declassified E.O. 12356 Sec. 3.3/NND No. 785016

S.C. Edwards

ALLIED MILITARY GOVERNMENT
SICILY REGION HEADQUARTERS
A.P.O. 254

FIET 512

5 February 1944

2459

MEMORANDUM

TO : S.C.A.O.'s and Prefects of Palermo and Catania.

1. In order that the schools of the region may be freed of leaders who were active in the cause of Fascism, a study has been made of the political records of all the educational leaders of the island. It is understood that the Provveditore agli Studi and S.C.A.O.'s concerned are in agreement on all individuals to be dismissed.

The following individuals will be dismissed from their educational positions, by order of A.M.G., and the necessary letters are to be sent by you with the "visto" of the Prefect. In the case of any doubt or uncertainty, the individual is to be suspended and a report submitted to the Education Division of this Headquarters.

PALERMO

| | |
|---|---|
| D A N T E | E S I L I A T O |
| 1) BONI Giuseppe | Prof. di Letteratura R. Istituto Nautico |
| CATANIA | |
| 1) RAGA' Giuseppe | Insegnante Ordinario di Diritto ed Economia |
| 2) ACCOLLA Domenica | Prof. di Arte Navale |
| 3) LA CHURA Luca | Insegnate elementare. |

CHARLES POLETTI
Lt. Colonel
Regional Civil Affairs Officer

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PALERMO

N A M E

1) DORI Giuseppe

T I T L E

Prof. di Letteratura
R. Istituto Nautico

CATANIA

1) RAGA' Giuseppe

Insegnate Ordinario di Diritto ed Economia

2) ACCOLLA Domenica

Prof. di Arte Navale

3) LA CIURA Luca

Insegnate elementare.

Charles Poletti

CHARLES POLETTI
Lt. Colonel
Regional Civil Affairs Officer

ALLIED (9)
All G.C.A.O.'s (9)
All Provveditori agli Studi (9)
Education Division-3
Sub-Commission on Education-5
Political Intelligence-3
Spares-35

File Discussed Schools

1904

Declassified E.O. 12356 Section 3.3/NND No. 785016

Declassified E.O. 12356 Section 3.3/NND No. 785016

A. G.

REGION IV

From: ..... Date 10 FEB 1944

The attached document No 1246 is transmitted to:

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Region Stv
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Report Dept

ALLIED MILITARY GOVERNMENT
SICILY REGION HEADQUARTERS
APO 394

MIL.GOVT 110

SUBJECT: Istruzioni rivedute sui Libri di Testo pre-occupazione.

TO : Provveditori agli Studi

L'elenco seguente rimpiazza le appendici B e C del Memorandum N. 10 del 6 Novembre 1943.

1. LISTA DI LIBRI

a) Libri da confiscarsi ed il cui uso o circolazione è punibile in virtù delle leggi militari

SCUOLE ELEMENTARI

Il libro delle III classe (Sussidiario)

Il libro di letture per la III classe dei Centri Urbani

Letture per la III classe dei Centri Rurali (L'aratro e la Spada)

Il libro della IV classe elementare -Letture

Il libro della V classe elementare -Aritmetica, Geografia, Scienze.

SCUOLE SECONDARIE

Allodoli..... Uomini e secoli,-Letture storiche per le scuole medie .Vol.III

Biancorosso..... Antologia.

Doria, Malgola, Rossi.....L'artigiano,-Antologia (Cappelli Bona)

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Il libro delle III classe (Sussidiario)

Il libro di lettura per la III classe dei Centri Urbani

Letture per la III classe dei Centri Rurali (L'aratro e la Spada)

Il libro della IV classe elementare -Letture

Il libro della V classe elementare -Aritmetica, Geografia, Scienze.

SCUOLE SECONDARIE

Allodoli..... Uomini e secoli,-Letture storiche per le scuole medie .Vol.III

Bencoroaso..... Antologia.

Doria, Malagola, Rossi.....L'artigiano,-Antologia (Cappelli Roma)

Oribaldi,P.....L'uomo ed il suo regno - Vol III (Soc. Ed. Int.)

Pangeroni..... Corso di Geografia Vol.III (Chiantrone).

Oberti-Avelardi .....Il libro di Geografia Vol.II (Paravia).

Sgroi,S..... L'arte e la Vita (Dironti- Napoli).

St. Grandi..... Storia, Geografia, per le scuole secondarie, III Vol. (Paravia-Torino).

Vasile..... .... Nuovo Fiore, Antologia; Vol.I,II

1902

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) (Continuazione) Scuole Secondarie

- Scuole Medie

I. Papandrea Pancaccorsi- Mattutino- ntologia Italiana III ediz. Paiz. Sandron.

trucci-Carrubbo- tto- rdine Nuovo , ntologia Italiana 3 Paiz. Paiz. Sandron.

S. Grind Iraco mundi-Corso di Geografia Voll,I,II,III, Paiz. Sandron.

B.-Ginnasio Inferiore

vlarci aperti-- Genti da Troi-- Corso di Storia Voll.I-II Paiz. Sandron,1938

C- Istituto Tecnico Industriale Inferiore

v lorci-aperti .. Genti da Troi, Corso di Storia Voll,I,II,III,IV-Paiz.Sandron.

D- Scuole secondarie di avviamento Professionale

M. Sadagliolo--- Istituzioni Vitt, Paiz. 1940

L Stefanini Stefanini-- Nozioni di Storia, Geografia, Cultura fascista per i corsi

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v Lardi Oberti-- Genti ed Troi-- Corso di Storia
Voll.I-II Ediz. Sandron,1938

C- Istituto Tecnico Industriale e Magistrale Inferiore

v Lardi-Oberti - Genti ed Troi, Corso di Storia Voll,I,II,III,IV-Ediz. Sandron.

D- Scuole Secondarie di avviamento Professionale

M. Roncagliolo--- Igiene e Vita, Ediz. ndò 1940

L Steiner Stoberin-- Nozioni di Storia, Geografia, Cultura fascista, per i corsi annuali e biennali di avv. Prof. nuova Ediz. Paravia 1940.

E.Seire-- Aritmetica e Geometria- Vol.I (Barbera,1942

G.I. Leonardi----- Nozioni di Storia--(Ediz. Sandron)

E. Ginnasio Superiore

S. Crino Luigo Fundi Testo atlante di Geografia, 2° Edizione

1901

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b) Elenco dei libri che possono essere venduti ed usati purchè le pagine indicate siano tolte via

| TITOLO | PAGINE DA ESSERE RIMOSSE PRIMA DI ESSERE VENDUTI ED USATI |
|---|---|
| Scuola Elementare | |
| Il libro della prima classe | 19-57-63-67-71+95-103-113 133-143- |
| 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+ |
| Libro per la II Classe delle scuole dei centri Rurali. ..... | 7-19-21-29-47-49-55-57+81+ 83.86-87-93+97+101-103+105+ 107-139-141 145- 217- 219- |
| Classe IV- Religione, Grammatica, Storia.....73-79-85-107-293 | |
| Il libro della IV Classe Elementare -Aritmentica, Geografia Scienze.....33+73+76+77+81+155+157-159- 160-166-167-171-173-178- 191-195-197-199-202-205-206 207-208-214+215-216-217-218 219-220-221-232-233- 304- 305-315- | |
| Classe V-Religione, Grammatica Storia.....85-87+93+101-105-109-111-97 | |

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delle scuole dei centri Ru-
rali. ..... 7-19-21-29-47-49-55-57+81+
83-85-87-93+97+101-103+105+
107-139-141 145- 217- 219-

Classe IV- Religione,
Grammatica, Storia.....73-79-85-107-283
Il libro della IV Classe
Elementare -Aritmentica,
Geografia Scienze.....33+73+76+77+81+155+157-159-
160-166-167-171-173-176-
191-195-197-199-202-205-206
207-208-214+215-216-217-218
219-220-221-222-233- 304-
305-315-

Classe V--eligione, Gram-
matica Storia.....85-87+93+101-105-109-111-97
da 173 a 211 inclusa, carta
Geografica dell'Italia odier
na

Letture per la V Classe dei
centri Urbani.....Da 29 a 39 inclusa; 201=203
235=237=239=251 fino a 267
incluso.

Scuole Secondarie

I'Aurora-Antologia Italiana
per la scuola media
Capuana -Galizzi.....309-da 660 a 674; da 693 a 696

Aprile, Antologia-Lipparini. Da 7 a 10; Da 109 a 112; da 635 a 658

Grammatica Italiana Ugoli-
ni..... 9=29=37=113=281 283

1900

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Civiltà e lavoro nell'età
moderna Vol:II_Rezzola....181-194--da 211a 234

Storia e Antologia della
letteratura Italiana Vol.III
(Primo e Seconds non dispo-
nibili)
Pedrini..... Da 957 a 958; 1035 a 1054.

Virgo Mundi -Testo di
Atlante Geografico per il
Ginnasio Superiore.
Crini Sandron - Palermo...Carta Geografica 53 da 275 a
280 incluso

Lezioni di Storia Vol.II
A. Lizier..... Da 107 a 132.

c) Libri delle scuole secondarie approvate per vendita e uso

Fisica e Chimica

F. Zanone.... Elementi di scienze fisiche e Naturali
(Paravia)

G. Della Beffa..Nozioni di Chimica e mineralogia
(Soc. Ed. Int.)

Federico....Nozioni di fisica e chimica (Ed.lib. It.)

Falzoni.....Fisica,Chimica,Mineralogia (Ed. Sandroni.

Nicolosi....Roncati- Chimica e Mineralogia(Ed.Signorel
li)Paola

Paola.....Elementi dimerceologia e di chimica

Matematica

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c) Libri delle scuole secondarie approvate per vendita e uso

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Federico....Nozioni di fisica e chimica (Ed.Lib. It.)

Falzoni.....Fisica,Chimica,Mineralogia (Ed. Sandron).

Nicolosi....Roncati- Chimica e Mineralogia(Ed.Signorelli)Peola

Peola.....Elementi dimerceologia e di chimica

Matematica

Cipolla e Amato. Aritmetica pratica.( S.E.I.).

Cipolla e Amato. Algebra elementare.(Soc. Ed. Int).

Cipolla e Amato. Elementi di Matematica (Soc. Ed. Int).

Cipolla e Amato. Aritmetica pratica.

Scioletti..... Algebra ed elementi di analisi. ED Trevisani.

De Franchis e Bartolozzi..... Elementi di geometria (Ed. Lib.It.

Caturago-Burnego.. Elementi di analisi matematica (Paravia)

Severi..... Nozioni di geometria.

1899

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Storia

Dinier.... Lezioni di Storia Vol.I

Procoto... Il terzo libro delle Storie,(Ed. Signorelli).

Terenglio... Elementi di storia della letteratura latina(ed. Paravia).

Meccanica

Be Lucca... Elementi di tecnologia meccanica 2 Vol. (Soc. Editrice D. Alighieri)

Locatelli... Corso di meccanica e macchine (Ed. lib. It ).

Cesari.... Principi di elettrotecnica,(Soc. Ed. Cesari).

Classica

Ovidio..... Metamorfosi (Soc. Editrice Internaz.)

Sofocle..... Filottete (" " " " " " ")

Orazio.....Epistole e satire(Ed. Principato).

Virgilio.....Le Georgiche (Società ed. Intern.)

Cicerone..... Le Tusculane ( " " " " " " )

Sofocle....I L'Antigone ( " " " " " " " " )

Geografia

G. Colamonico... Le Geografia generale ad uso dei Licei (Vallardi 1940)

Grammatica

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Locatelli... Corso di meccanica e macchine (Ed. Lit. It ).

Cesari.... Principi di elettrotecnica,(Soc. G. Cesari).

Classica

Ovidio..... Metamorfosi (Soc. Editrice Internaz.)

Sofocle..... Filottete (" " " " " " " ")

Orazio.....Epistole e satire(Ed. Principato).

Virgilio.....Le Georgiche (Società ed. Intern.)

Cicerone..... Le Tusculane ("""""" """"

Sofocle....I L'Antigone ( " " " " " " " " )

Geografia

G. Colamonico... Le Geografia generale ad uso dei Licei (Vallardi 1940)

Grammatica

L. Serrante.... Grammatica Francese,2 Vol.Sandron.

V. Grasso..... Grammatica Inglese,Gino Palermo

Tipperini..... L'Idioma d'Italia (Signorelli).

Letteratura

Mario Roncaglioli... Igiene e Vita, Casadò Palermo.

Lavagnini.....Elgaia (Antologia della Lirica greca)

Gitti.... Disegno Storico della Letteratura greca (Ed Sandron)

Magnani.... Poetes et prosateurs francais Ed Zanichelli)

Disegno

Precalenti;;;;; Corso di disegno Normale 1898

Natura

Zanichelli..... I tre regni della natura. Ed Zanichelli

Declassified E.O. 12355 Section 3.3/NND No. 785014

c) (Continuazione) Libri che possono essere venduti al pubblico

A. Scuola Media

G. A. Di Giacomo-------- Antologia storico-Virgiliana per il terzo anno di scuola media 3ª Edizioni Sandron, 1942

G. Rossi- G. Vandini-- Civiltà nostra---- Corso di Storia per la Scuola Media Inferiori, ("La Prora 1938)

M. Cipolla - Amato Elementi di Geometria (ristampa-Soc. Ed. Int.)

B. Scuole Secondarie di Avviamento Professionale.

G.P. Leonardi-- Nozioni di Storia Vol.I(Ediz. Sandron)

P. Viola Elementi di mineralogia e nozioni di chimica (3ª Ediz. Paravia 1940).

P. Sirè Aritmetica e geometria (Vol;II, Barbera, 1937).

M. Cipolla-V. Amato Aritmetica pratica 4° Esercizi (Società Editrice Intern.°

G. Balzone Fisica-Chimica-Mineralogia (Ediz. Sandron, 1937).

2. Poichè la Regia I non si propone di stampare alcun "Sillabario" o"Libro di Lettura " per la Prima Classe per la Libreria dello Stato, il monopolio di stampa e pubblicazione di Sillabari

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Professionale.

G.F. Leonardi-- Nozioni di Storia Vol.I(Ediz. Sandron)

P. Paola Elementi di merceologia e nozioni di chimica (3° Ediz. Paravia 1940).

P. Birò Aritmetica e geometria (Vol.II, Barbera, 1937).

V. Nicolla-V. Amato Aritmetica pratica 4° Esercizi (Società Editrice Inter.°

G. Polzone Fisica-Chimica-Merceologia (Ediz. Sandron,1937).

2. Poichè la Region I non si propone di stampare alcun "Sillabario" o"Libro di Lettura" per la Prima Classe per la Libreria dello Stato,il monopolio di stampa e pubblicazione di Sillabari e Libri di Lettura per la Prima Classe, in Sicilia, non esiste più.
Qualunque autore o editore o altra persona, che intenda stampare o pubblicare uno qualsiasi di tali Sillabari o Libri di Lettura, deve mandare i manoscritti al Capo della Divisione dell'Educazione,Region I,per l'approvazione,fornendo tutti i ragguagli con speciale riferimento al numero delle copie che si propone di stampare,al prezzo del libro,ecc.

Per ordine del Ten. Col. Charles POLETTI

G.R.KOOPMAN
Major, AUS
Chief Education Division.

1897

Declassified E.O. 12356 Sec. 3.3/NND No. 785014

Washburne

Education

ALLIED MILITARY GOVERNMENT
SICILY REGION HEADQUARTERS
APO 394

11 January 19++

FILE: EDI 312

INTERAMNA

TO : S.C.A.O.'s Trapani and Agrigento.

1. In order that the schools of the region may be freed of leaders who were active in the cause of fascism, the position has been reviewed in conjunction with the educational leaders of the Island. It is understood that the Provveditore agli Studi and S.C.A.O.'s concerned are in agreement on all individuals to be dismissed.

2. The following individuals will be dismissed from their educational positions, by order of A.M.G., and the necessary letters are to be sent by you with the "visto" of the Prefect. In the case of any doubt or uncertainty the individual is to be suspended and a report submitted to the Education Division of this Headquarters.

AGRIGENTO

| NAME | POSITION |
|---|---|
| VELLAVIA Michele | Ispett. Scol. |
| CARNATA Vincenzo | Insegn. Disegn. |
| CASTELLANO Alfonso | " " |
| CASTROGIOVO Alfonso | Dir. Sc. Tec |
| CORSINI Armando | Dir. Sc. Medie |
| D'ANDREA Calogero | Presidè |
| ESPOSITO Giuseppe | " |
| LEONARDO Antonio | " |
| MARINO Domenico | Insegn. Sc. Medie |
| SCIACCA Alfonso | " " " |

TRAPANI

| | |
|---|---|
| BALDASSARE Marino | Direttore Didattico |
| BIGI Antonio | Preside |
| | Direttore Didattico |

Declassified E.O. 12356 Section 3.3/NND No. 785016

2. The following individuals will be dismissed from their educational positions, by order of A.M.G., and the necessary letters are to be sent by you with the "visto" of the Prefect. In the case of any doubt or uncertainty the individual is to be suspended and a report submitted to the Education Division of this Headquarters.

AVERSA

| N A M E | P O S I T I O N |
|---|---|
| BELLAVIA Michele | Ispett. Scol. |
| CARNADA Vincenzo | Insegn. Elem. |
| CASTELLANO Alfonso | " " |
| CASTROMONO Alfonso | Dir. Sc. Tec |
| CORTINI Armando | Dir. Sc. Medie |
| FIORETTA Ruggero | Preside |
| LESI Giuseppe | " |
| PIGNACONO Antonio | " |
| RIZZO Domenico | Insegn. Sc. Medie |
| SPINALI Alfonso | " " " |

TRAPANI

| | |
|---|---|
| BALDASSARI Marino | Direttore Didattico |
| RIGI Antonio | Preside |
| SANFILIPPO Antonio | Direttore Didattico |
| RIZZO Cristoforo | Preside |
| TRAPANI Salvatore | Direttore Didattico |
| MONTAGNA Francesco | Ispettore Scolastico |

Charles Poletti

CHARLES POLETTI
Lt. Colonel
Regional Civil Affairs Officer

DISTRIBUTION

All S.C.A.O.'s (9)
All Provveditore agli Studi (9)
Education Division-3
Sub-Commission on Education-5
Political Intelligence-1
Spares-10

A 1396

Declassified E.O. 12356 Section 3.3/NND No. 785016

A/2.D

Is Taormina an centre for "Turismo in Sicilia"

Tourist Traffic. The tourist in Sicily has always shown a preference for the western coast of the island and particulary for Taormina, so that formation of an association "Turismo in Sicilia" with headquarters in Taormina is logical, even though it may appear somewhat premature at present. In view of the dissolution of the anti Provinciali per il Turismo and of the Ente Primavera Siciliana, this initiative taken by the Associazione tra Industriali e Commercianti della Provincia di Messina is to be welcomed. I have discussed the attached extract from the "Verbale di costituzione" of this association with the President of the Chamber of Commerce, who agrees that Taormina should be considered the centre of tourism in Sicily. The Association would probably be recognised as an Ente Morale if it were to prove successful.

Taormina today. At present Taormina is being/as a centre of convalescences, and as such is not so very different from a health resort, except that the visitors are dressed in khaki and one have a limited spending power. Many local hotel and pension proprietors, whose premises have been requisitioned, are suffering severe losses and even privations.

Palazzo Corvaja. A proposal has been made and the project approved to restore the Palazzo Corvaja and to institute there the headquarters of the Association "Turismo in Sicilia". Rooms would be set aside for lectures and conferences and for art, archaeological, ethnological and other exhibitions. A good library already exists in Taormina, and this would be transferred to the Palazzo Corvaja. A Centre for Sicilian Studies is also included in the plan.

Theatre. The Roman theatre (generally known as the "Teatro Greco") offers possibilities for open-air productions such as have occasionally been appreciated by Taormina audiences in the past. There are at least two sections of the public gardens which could be used for open-air production of suitable plays.
Such plays as might be chosen should be in keeping with the characteristic settings which Taormina offers.

Festival Season. It has been suggested that either in the spring or in the early autumn a regular season be instituted in Taormina with such attractions as open-air productions of classical, modern and lyric works concerts, ect.
This would also be an occasion for conferences amongst dramatic, music and art critics and connoisseurs, and for art exhibitions ect.
Could the spring be chosen as the most suitable season for this festival it should not be allowed to clash with the Teatro Comicale rappresentazioni with the Classical representations in the Greek theatre of Syracuse. On the other hand there is no reason why these Festivals could not be coordinated.
With a Centre for Sicilian Studies as the focus point of this Taormina would fulfil a useful and valuable purpose in the

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lectures and conferences and for art, [illegible]
other exhibitions. A good library already exists in Taormina, and this would be transferred to the Palazzo Corvaja. A Centre for Sicilian Studies is also included in the plan.

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Such plays as might be chosen should be in keeping with the characteristic settings which Taormina offers.

Festival Season. It has been suggested that either in the spring or in the early autumn a regular season be instituted in Taormina with such attractions as open-air productions of classical, modern and lyric works, concerts, ect.
This would also be an occasion for conferences amongst dramatic, music and art critics and connoisseurs, and for art exhibitions etc.
Should the spring be chosen as the most suitable season for this festival it should not be allowed to clash with the Maggio Musicale Fiorentino or with the Classical representations in the Greek Theatre of Syracuse.
On the other hand there is no reason why these Festivals could not be co-ordinated.
With a Centre for Sicilian Studies as the focus point of this Taormina season the Festival would fulfil a useful and valuable purpose in the intellectual development of the life of the island

Contacts. I discussed these plans, and visited the various places of interest, with the Sindaco - Dav. Paolo Cavosa -, with the representative of the Sovrintendente di Belle arti e Monumenti - Prof. Lenzo -, who is a well-known antiquarian, with Sig. Filigoto - an artist -, and other local personalities. There is a local enthusiasm which is encouraging, and the enterprise of the Sindaco, who organised and, financed open-air opera in the Castello Lombardo, some years ago, is a further guarantee that these plans may be realised as soon as the moment comes to put them into practice.

Folder 8-1

Declassified E.O. 12356 Section 3.3/NND No. 785016

ESTRATTO DI VERBALE

..... A richiesta dell'Associazione [illegible] Commerciali della Provincia di Messina..... mi sono conferito in questo posto per presenziare all'Assemblea del Gruppo Esercenti Pubblici Esercizi, Attività Turistiche di Ospitalità dell'Associazione stessa.....

3) Constatando l'avvenuto scioglimento degli Enti Provinciali per il Turismo e dell'Ente Primavera Siciliana, convinti che permangono dei compiti notevoli di organizzazione e propaganda turistica che interessano un vasto strato economico della Sicilia e per i quali è conveniente dare un indirizzo uniforme, fanno voto che l'Associazione si renda promotrice della costituzione in seno al Gruppo degli esercenti Pubblici Esercizi, attività Turistiche e delle Ospitalità, di una speciale Associazione denominata "Turismo in Sicilia" con il compito precipuo di studiare e propagandare con i mezzi più idonei le risorse turistiche, paesistiche e curative ecc. della Sicilia elaborando e coordinando una serie di iniziative a carattere generale atti a riportare il Turismo in Sicilia al livello non immeritatamente raggiunto in tempi non lontani. Tale Associazione, con sede a Taormina, centro naturale del Turismo siciliano avrà successivamente proprie sedi in quegli altri centri della Regione dove le possibilità locali e le correnti turistiche man mano lo faranno ritenere opportuno. Tale sezione dovrebbe essere costituita dalle seguenti categorie: Gruppi di Alberghi, Pensioni, Ristoranti, Caffè Cine- [illegible] Esercenti servizi di linea e servizi turistici, Au-

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denominata"Turismo in Sicilia" con il compito precipuo di studiare e propagandare con i mezzi più idonei le risorse turistiche,panoramiche e curativeecc. della Sicilia elaborando e coordinando una serie di iniziative a carattere generale atti a riportare il Turismo in Sicilia al livello non immeritatamente raggiunto in tempi non lontani. Tale Associazione, con sede a Taormina, centro naturale del Turismo siciliano avrà successivamente proprie sedi in quegli altri centri della Regione dove le possibilità locali e le correnti turistiche man mano lo faranno ritenere opportuno. Tale sezione dovrebbe essere costituita dalle seguenti categorie: Gruppi di Alberghi, Pensioni, Ristoranti, Caffè Cinema e Teatri, Esercenti servizi di linea e servizi turistici, Autorimesse, Antiquari, Stabilimenti Termali e Case di cura.

24 Febbraio 1944

1681

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1633

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7A/2.D

ALLIED MILITARY GOVERNMENT
SICILY REGION HEADQUARTERS
APO 394

Regione Ty. 10 autografo riatteso

FILE:RED 110 25 Gennaio 1944

SUBJECT: Disposizioni per l'anno Scolastico 1943-44

TO : Provveditori agli Studi per la Sicilia.

1. L'anno scolastico sarà costituito da due periodi; il primo terminerà il 31 marzo; il secondo il 24 giugno.

2. Saranno giorni di vacanza : 11 febbraio (Conciliazione): il 6-7-8-9-10 aprile (Pasqua); il 18 maggio (Ascensione); il 24 maggio (Dichiarazione di guerra 1915); 18 giugno (Corpus Domini).

3. Gli scrutini finali per gli alunni della varie classi avranno luogo dal 25 al 30 giugno.

4. Le prove scritte degli esami di ammissioni, promozione ed idoneità si inizieramno il 1° luglio; quelle degli esami di maturità, abilitazione e licenza il 15 luglio.

5. Alla fine del primo periodo (31 marzo) si assegmeranno per ognimateria e con l'approvazione del Consiglio di classe, i voti di media; quelli assegnati alla fine del secondo periodo (24 giugno) hanno valore di scrutinio finale. La sufficienza e, quindi, la promozione nel profitto è data, per tutte le classi dal 6, nella condotta dal 7. Ogni voto dello scrutinio deve essere brevemente motivato.

6. E' ammessa la riparazione anche in tutte le materie nella sessione autunnale, a meno che il Consiglio di classe non si pronunzi sulla assoluta incapacità dell'alunno a potere riparare nella sessione autunnale. A questa sono rimandati gli alunni che abbiano riportato meno di 7 nella condotta

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Si può essere scrutinati con qualsiasi numero di assenze giustificate. Se le assenze ingiustificate superano il terzo delle lezioni non si procede allo scrutinio.

7. I privatisti possono presentari agli esami ai quali danno diritto i titoli in possesso. Per le modalità valgono le norme vigenti. Scadenza della presentazione delle domande corredate da documenti e quietanze di tasse:15 giugno.

8. Gli alunni interni che intendono avvalersi del beneficio dell'abbreviazione del corso degli studi di un anno presenteranno la domanda entro il 15 giugno riservandosi di presentare il certificato di promozione prima degli esami.

By order Lt. Col. Charles POLETTI

G.R.KOOPMAN
Major,AUS
Chief Education Division.

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REPORT ON VISIT TO PALERMO ELEMENTARY SCHOOL

18 Jan. 1944

OUTLINE

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B. Part I. - General Remarks
C. Part II.- Particular schools visited

II. Part I. - General Remarks

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2. Light
3. Heat
4. Cleanliness

B. Equipment

1. Furniture
2. Texts
3. Visual Aides
4. Blackboards
5. Pupil Equipment

C. Appearence of children

1. Cleanliness
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D. Teacher Personnel

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2. Experience
3. Efficiency

E. Procedure

1. Opening exercises
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III. Part II - Particular schools

A. Torez
B. Acqua di Corsari
C. Bagheria

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# REPORT ON ELEMENTARY SCHOOLS, PALERMO PROVINCE

## INTRODUCTION

On 18 January, 1944 three elementary schools in the province of Palermo were visited, namely:

1. Perez, Via Perez, Palermo City
2. Acqua di Corsari suburb of Palermo
3. Bagheria, Comune di Bagheria

This report on the visit to these schools is divided into two parts. Part I. deals with all the schools in general Part II with the individual schools.

## Part I = GENERAL REMARKS

### BUILDINGS

The buildings were, for the most part, quite old, but, except for those still under repair, appeared to be in fair condition. Several of the buildings were damaged by bombes, while others were used as billets by both Italian soldiers and later by Allied Forces. As yet it has not been possible to completely repair and recondition these buildings.

Light. Light is poor in most of the classrooms due largely to the fact that most of the glass had been broken and many of these windows have been boarded up thus obstructing the light. However, the light is not poor enough to cause any serious difficulty.

Heat. There is not heat in the buildings. In addition many of the windows are still out. Thus it is necessary for the children to wear their coats in the classroom. For the most part there is little opportunity for the children to get blood circulating freely as there is no break or recess during the session.

Cleanliness. The buildings, particularly the ones which had been repaired, appeared to be clean and pretty well kept. The buildings which had been used as billets were not as clean. In one of these buildings the Fascist inscriptions were still on some of the walls as well as signs written by the Allied Troups.

### EQUIPMENT

Furniture. In the classrooms the only furniture was a very small desk for the teacher and the combination type of wooden seat and desks for the pupils. These were in units seating from two to four children each. They were roughly finished and impossible to adapt to the various sizes of the

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children.

Texts and Visual Aides. There were no visual in use or even available. The walls were completely void of any pictures or any material whatsoever. There were no maps. In order to teach geography, one teacher reported that when they could be found tourist maps were being used. There were few or no texts books available although some of the condemned texts were still being confiscated. One teacher had resurrected a pre-fascist text and was using it as welle as he could.

Blackboards. There were no wall blackboards whatever. Instead each room had a small 4x4 moveable blackboard with stand. In at least one school where the walls had not been recently repaired or painted, the children were using the walls as blackboards.

Pupil Equipment. Particularly in the lower grades the pupils had practically no equipment, due to the scarcity and high price of paper, pencils and like. It was largely because of this that the walls were being used as blackboards. The upper grades appeared to be more fortunate as the pupils had small notebooks, pencils, and pen and ink.

APPEARENCE OF CHILDREN.

For the most part the children appeared to be adequately dressed, fairly well fed, and clean. This was not true of all children, however. It thus appeared that probably only the children of the more well to do families were attending school. Inquiries made tend to confirm this assumption.

TEACHER PERSONNEL

The teacher personnel was, on an average, much older than one would expect to find in the United States. One director said that the majority of teachers in that system had twenty or more years teaching experience. This director had thirty nine years experience. In this particular school there were over twenty teachers with thirty or more years experience and five beginning teachers. By far the majority of teachers were women. The impression given was that they were quite capable.

PROCEDURE

Opening exercises. The opening exercises in the schools consisted of brief religious songs and prayers. There was no such thing as home room or anything similar. Pupils went immediately to their particular rooms where these exercises were held and classes began immediately.

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Discipline. Discipline was excellent from the standpoint of strict pupil behavior. However, it definitely gave the impression that it was the "heavy hand" type. Every child did exactly as everyone else in a mechanized sort of manner.

It was difficult for the teachers and the pupils to refrain from saluting as the visitors entered the room. However, in some instances when the rooms were entered the teachers called "Attente" and all pupils rose to their feet. Even though the command was not given in some instances, the children automatically rose to their feet in a body. This discipline was more marked in the city schools than in the others.

GENERAL IMPRESSION

There was little opportunity to observe any actual classroom work. Thus it would be unfair to criticise the instructions. The impression received, however, was that in spite of difficulties encountered as lack of material such as blackboards, books, maps and uncomfortable working conditions as unheated rooms, boarded up windows, an effort was being made to accomplish as much as possible. The schools appeared orderly and well managed for the most part.

PART II - INDIVIDUAL SCHOOLS VISITED

1. School .....Perez
   Adress.....Via Perez Palermo
   Number of pupils.....3000
   Number of teachers.....62
   Direttrice.....Signorina BARBANCO Rosa

This school consists of three school buildings which from a "Circolo Didattico". The central building which is by far the largest, has some 2000 pupils including a section for pre-school age children, ages four to six, and 33 teachers. This building was badly damaged by the bombings and the entire lower floor is still undergoing repairs, the second floor only being used for classes.

The rooms are all large and have more than sufficient space for the numbers of pupils now attending school. The average number of pupils per class was around 20. The rooms are clean and in good condition, except for windows which have not been replaced. Some of these windows have been boarded up, others left open.

This school has the regular five grades. In addition it has five classes of "Parificati" which are supported partly

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by the Church and partly
by the State. For these classes there are three Sisters and two civilian teachers. Also there is a section of kindergarden in this building.

Because only half of the building can be used at this time the day has been devided into three sessions as follows:

| | | | |
|---|---|---|---|
| 8:00 | = | 10:30 | Girls |
| 10:45 | = | 1:15 | Boys Section I |
| 1:30 | = | 4:00 | Boys Section II |

Thus the girls, being fewer in number, have only the one session while it is necessary to have two sessions to take care of the boys.

When the building is repaired and classes are functioning properly the girls occupy the second floor and the boys the lower floor.

2. School.....Acqua di Corsari, suburban schoo.
Adress.....Via Acqua di Corsari Palermo
Number of pupils.....100
Number of teachers.....4
Direttrice.....Sig.na PECORARO Giuseppina

This Circolo Didattico consists of three buildings in amongst the residential section, not separate school buildings. The classrooms are spacious and well kept but as usual no windows or heat. Also the light is poor.

In this school the classes were mixed, boys and girls. Consequently there was only the one session from 8:30 A.M. to 12:40 P.M/ for all children including kindergarden.

3. School.....Bagheria
Adress.....Comune of Bagheria
Number of pupils.....1000
Number of teachers.....43

This school was a large nice appearing building constructed some fifteen years ago. It had been used as billets by Italian soldiers and later by Allie troops. Signs left by both armies were still on the walls. The building was not as yet completely cleaned and reapirs were still under way. There was a small gymnasium in a separate building which had formerly been used by all the schools in the comune of Bagheria. At present there is still some army equipment in this building but it is being reconditioned for use by the schools. The grounds are quite

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large and contained a soccer field.

This school holds two sessions, the first from 9:00 A.M. to 12:00 M. and the other from 1:00 to 4:00 P.M.

Of the teachers in the school 24 were absent on the day the school was visited. The reason given was that the train from Palermo did not run that day.

The latrines, only half of which could be used, were in bad shape and quite dirty, largely due to lack of water.

All office furniture had been carried off by troops.

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# REPORT ON THE SITTING OF THE COMMISSION FOR WORK IN THE SCHOOL

Tuesday, January 12 . 1944

On invitation of Major Koopman there met in an Education Office the Commission for work in the School, composed of Prof. Gino Ferretti, Dean of the Faculty of Literature and Philosophy, Prof. Giuseppe Rogasi, Director of the Industrial School "F. Parlatore" and the teacher Filippo Greziano.

After a long debate, on invitation of Major Koopman, the Commission fixed the object of its investigations on the following points:

1) Psychological and social justification to the introduction of work and gymnastics in pre-elementary, elementary, secondary schools and eventually in the University.

2) Formation of teachers apt to work-teaching in Normal Schools with an eventual regular course in the University.

3) Abbreviated summer competitions for actual elementary teachers and for actual appointee teachers of work in the Schools of Avviamento. (Professional Schools)

4) How to make work more efficient in the Schools of Avviamento (Professional Schools.)

5) The problem of appointee teachers
6) The problem of raw materials
7) The problem of School-hours and location.

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The Commission met again with its three members and a represen - tative of elementary schools, Prof. Vincenzo Inglese in a room of the University on January 1st 1944 to discuss the first point of its programme on which it expressed its general justification.

The first educational institutions for a high-school culture, rose and were developped in Greece and in Rome in a social class which was deemed of noble and free men given to warlike, political and mental occupations, aiming only to rule, escaping so to manual labour considered the mean work of slaves. In fact, in condition of slavery was left the education which now we use to call pre-elementary and elementary for the teaching of handwriting, reading, reckoning, singing and gymnastics.

Mediaeval Universities, secondary and elementary schools of the so-called Middle-Ages were also schools of "spiritual" culture and of its instruments such as Reading, Handwriting, Reckoning, Grammar and Rethoric:

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so all this educational movement could be gathered in the lesson, that is: in the reading of books and in oral comments and explanations .

In modern world, mixed elementary schools have become the only source of general culture for the common people and universities have developped out of themselves different faculties of economy and commerce, whereas secondary schools have made more and more rooms for sperimental sciences.

Together with this educational modern movement, rose the first need of associating, at last, to the word the intuition of pictures in elementary schools and of experiment in Universities. So a realistic or technic secondary school, before joining itself to it, has fixed itself into a school which has continued to consider itself humanistic as essentially of poetical and mathematical language. But, in the meanwhile, it was required to make larger room, in elementary and secondary schools, for living expression on the side of children and boys for their natural constructive aptitude to be developped side by side with theorical study out of books. Now, whereas the idea of pre-elementary institutions founded on play, and of the introduction of free singing and drawing as a means of expression in elementary schools together with gymnastic drilling improved, still very few and discrepant were the attempts of turning effective forms of manual and technic work in elementary schools into means of education of will and power of expression; a thing which has long been wished by professors of pedagogy.

Meanwhile: 1) Modern society has transformed itself in its constitution and its problem regarding life and culture through the progress of a technic which was identified with the development of sciences and the efforts for a political and social re-organization of peoples.

2) The programmes of bio-psycological and social consciousness and pratical exigencies rising out of them has made clearer and clearer the fact that a school covering almost one third of new generation average life, and aiming to prepare ~~to prepare~~ us to special practical tasks of everyday life, has proved insufficient and has remained, on the whole, theorical and of purely verbal expression.

The bio-psycological consideration cannot induce us to neglect the fact that, owing to vital wants and as a moderation to vital effort in regard to surroundings, it seemed that a serious, progressive and lasting learning was based only on interest, and that interest expresses itself through action not only including different notions but also the fact that every progress wants pratical answers and monopolizations.

1884

Observation and memory should be specified and organized so that idea could take further steps and be multiplied in function of our active, practical and muscular connection with the processes we are interested in. This consciousness required that education of every grade or order, should be active or that it should be founded rather on the word of teachers than on the intuition, the "spirit of research" and the natural constructive and active aptitude of the pupils. Together with such didactic subjects the problem of making every school less formal and more inventive for children comes up again together with the need of completing it with singing, drawing, active technical and manual sense of building and verbal expression, which is already active in itself, but in a very low degree, and of substituting integral relations of actions with things and among persons, so that, when the verbal form is the only form used in school it deprives the educational

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process of every vital and social explication and effâciency.

The sociological considerations has made clearer for us that in the progress of human society,all other developments have appeared as not devisable in the development of technical and work problems,and that in modern democratic society,while on one hand work has become collective,on the other all workmen have taken an active part in the direction of society,so that while every workman knows the development of all form of cultural life,all cultivated people understand what work means : and so with both considerations every one is able to appreciate the activities of productive work.

Bio-psycology and sociology cooperates with the historical general considerations on human development in laying the fundation for teaching.

Humanity has developped itself little by little and has got free of the passions and obstacles scattered on its way,and on the base of its own interest,through meditations,the only way to summarize them up,could become an active part in the life of culture so that simpler interests and technical development have created more complex ones. It follows that,as we are in conditions to know only a part of it,it should be adviceble to let the new generations pass through those problems and developments of human formation and human work which have made historical and cultural progress possible. It is necessary then that schools of every rank should be organized as a society of researches and of integral and productive activities in a spontaneous passage of personal and general interest passing from play to work considered as free explication,concrete education and liberty. In such a manner the introduction of work is intended to require an active education and collaboration of the pupils aimining to the reciprocal help in the solution of problems about life and culture.

So,it appears that,only where connected with the problems of play and work,the so-called physical education is not an intruder in school life of every rank.

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After all these premises it should be studied the practical problem of making it possible for work not to be considered as an intruder in schools,causing loss of time for the pupils and the teachers but rather as a vital and indispensable part in the life of our schools.

For instance a type of work introduced both in elementary and secondary schools,like gymnastics,considered as a school-subject,has proved to be not vital in our schools - why ? Perhaps it depends on

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the fact that it was introduced material work in the schools which soon becomes a too one sided common thing,not interesting or amusing for children. Many kinds of work were introduced : net-work,book-binding, etc.,but all of them were found either difficult or impracticable,so that the pupils tried not to accomplish them and their families considered them useless.

If,therefore,we have to speak again about a re-introduction of work in schools,the thing shall be considered under a different point of view; that is as an attempt of introducing it in schools,as it has been already done with some success in other nations and somewhere in Italy. The essence of such attempts has been this : to introduce work as an integrant moment of all other school-subjects and not as a psysical exercise but rather as a need to find out the way to solve the problems of cultural history,science and social life through the agency of the different kinds of technic. For instance the boy who is going to understand what pre-history and post-history means - at a certain moment finds himself before the pictures of the huge building of old Egypt pyramids and obelisks and the problem of how building or erecting them soon rises in his mind,he soon thinks how could they manage to do such like works with primitive means or he thinks how could human mind invent the cart,the weaver's loom,the mill,etc. These are interesting subjects of experimental researches which become play and take at the same time the form of work. Such like problems keep childish interest awoke and require the interrupted assistence of the teachers.

A work like this could really play a vital part in elementary and secondary schools,as an experimental parenthesis in the teaching. In this experimental moment the teacher should not be the simple teacher speaking to his pupils but a scientist observing a number of individualy who help one another for a common work they have to accomplish.

The future teachers of natural sciences may be required to attend a course on history of technic or pratical technology or some course on agriculture. In such a manner natural science teachers will be able to teach simple works to the pupils of Normal Schools.

It would be also advicable to establish finishing courses for elementary teachers including not only history of technical agriculture, but also history of industrial work and professions,history of arts in reference to technic and at last sociology of work,child-psycology,and hygiene and psycotechnic of work.

On the base of these principle it is also possible to complete the programmes regarding work in schools. It will be necessary to start from the simple construction of tools and agricultural work to explain the problems of profession,industry and correlative exercises. These programmes are not to be substituted in feminine schools with simple needle-work and domestic economy because: 1) industry causes men and women to live together. 2) Women must understand and appreciate the efforts and the work of their husbands 3) Lady-teachers ought to teach in

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mixed schools in order to treat problems and exercises regarding also boys.
4) Boys and girls belonging to any social class should know and practise the mutuality of all forms of work to reach the highest expression of cultus ~~ES~~ so that it might increase in everybody human simpathy and the joy of collaboration.

Once accepted this principle, there comes out of it the delimitation of the so-called insupereable practical obstacles, of men apt to teach, of location and school-hours, as the most different school subjects will be utilized through the collaboration of the pupils. But all this will always require special school-hours and special teachers, and the towns where families are interested in such teachings will do their best to offer a small field, a smithy or at least schools in the open air. It is necessary here to say a few words on the connection between work, play and gymnastics.

It would be advicable to state a certain number of school-hours for work in order to help it in its development as a true educational discipline; but, as the school-hours to be used for work are very few, it would be necessary to consider it rather as a means of activity and gymnastic drilling or a scholastic-life implying movement and action than as a discipline in itself.

It would be desirable that during the gymnastic lesson the teacher should teach the psycological convenience of the different exercises (useful sometimes to correct bad habits acquired in school, such as the bending of the shoulders etc.) and completa single exercises with general drilling, he should also utilize now and then whole days for excursions with play and work. It would be good that for a period of a week or two the pupils should pass a whole period of play or work, before the end of the scholastic year, this work should be, possibly, social agriculture, work a construction with their relative theorical problems. Every piece of advice given on the subject in the new plan of studies for secondary schools are to be encouraged, and periods of social services should be also promoted among universatty students too.

The Commission thinks also possible a special teaching of needle-works and domestic economy in special schools for girls.

As regards the elementary schools these teachings will be included in the different problems in connection with all problems regarding life while in secondary schools it will be advicable to speak about the human body and dresses and about taylorism in work during the natural science or hygiene lesson.

It remains to discuss the technical problem of Professional-Schools. This will be the argument of another meeting of the Commission, in the meanwhile the Commission charges one of its members, prof. Filippo Graziano, to prepare the necessary element for its development .

PROFESSIONAL SCHOOLS

1851

After the premise that it is not possible to have a form of integral

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education without work considered as a practical activity directed to public welfare, work must be organized with all other teachings in the measure required by other general tuition and according to the possibil - ities of the pupils as a part of their general activity.

While on one hand it is necessary to consider work an active factor not only moral, social, spiritual and mental, but above all economic, it is also good to abandon the idea of the so-called crisis of under-valuation, thinking that the most important trouble of our nation is due to production in regard to soil and work, that is balance and harmony between production-power equalizing the natural need.

The Commission points out that these schools will prove themselves useless and will be no longer attended by pupils if they are not supplied with scientifical means for experiments and exercises. For instance a chemistrytuition which will be restricted to simple formulas and equivalen-ces will prove a mistake; the same will happen with physics and work.

So Professional Schools, which will on one hand complete the general culture of boys and on the other prepare them for technical work (compulsory till the age 14) besides the subjects of general culture: Italian, History, Geography, Mathematics, Natural Sciences, a foreign language, Drawing, elements of applied sciences, Tecinology, will bear them to a better profit. These schools may be directed towards iron-working, house-building weaving, mining, radio-technic, they may be for sailors, navigators, chemists, stone-cutters, photographers, graphic-arts etc., giving, of course, greater impulse to agricultural study in small towns and various industrial forms in large cities.

One of these schools may have one or more sections of practical applications to professional schools which last six years. One enters them with an elementary school diploma at the age of nine.

The elements of applied sciences have the aim to 1) let the boy know the progress of the economic and physic-use of the various motor-engines through which human work improved and was transformed from human muscles into chemical combination. 2) let somebody find out the economic reasons of the perfectioning of the simplest engine, good to facilitate and increase, within its capacity, human work. 3) let the boy solve practical problems and accustom them to express in words the relative reflections and observations.

All professional subjects are to be completed with prutical tuition - at least half the school-time should be devoted to these teachings.

For girls - according to these type of schools - there will be different practical tuitions. In professional agriculture schools, besides domistic economy, housekeeping, hygiene, cutting and serving, darning and mending, will be added also the manufecturing of baskets, strawchairs, textiles, gardening (cultivation of flowers and vegetables) rearing of domestic animals, agriculture, etc;

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The Commission,having pointed out the usefulness of work teaching in schools of every grade,states that work-teaching is to be introduced in schools as soon as possible,developed,connected and modified with the help of the observations that the Commission under the auspices of Prof.Ferretti,thought fit to do to make teaching more efficient.

The Commission in the meeting of January 18 thinks to have accomplished its task.

Col Hayes

Relazione nella seduta della Commissione
per il lavoro nella scuola.-

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Martedì 12 Gennaio 1944.

Per invito del Maggiore Koopman s'é riunita, in un Ufficio Alleato per l'educazione, la Commissione per il Lavor nella Scuo = la, costituita dal Prof. Gino Ferretti preside della facoltà di let= tere e filosofia, del prof. Giuseppe Rogasi preside dell'Asituto tec= nico " F. Parlatore " e dell'insegnate Filippo Graziani.

Dopo ampia discussione su invito del maggiore Koopman la Com= missione ha precisato l'oggetto delle sue indagini, nei seguenti punti:

1) Giustificazione psicologica e sociologica dell'introduzione del lavoro e dell'educazione fisica, nelle scuole pre elementa= ri, elementari, medie ed eventualmente nelle Università.
2) Formazione di professori idonei per il lavoro negli istituti magistrali con eventuale corso universitario normale.
3) Concorsi estivi abbreviati per gli attuali maestri delle scuo= le elementari e per gli attuali incaricati di lavoro nelle scuola di avviamento.
4) Come rendere meglio adeguato il lavoro nelle scuole di avvia= mento.
5) Il problema degli insegnanti incaricati.
6) Il problema delle materie prime.
7) Il problema degli orari e dei locali.

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La Commissione torna a riunirsi nei suoi tre membri, più un rappresentante invitato per le scuole elementari prof. Vincenzo Ingla= se, in un locale dell'Università il 15-1-1944, e discute il primo pun= to del suo programma sul quale essa formula così la sua giustificazione generale.

Le prime istituzioni educative per una cultura media supe= riore, nella nostra civiltà, sorsero e si svolsero in Grecia e Roma in seno a una classe sociale che si riteneva gli uomini nobili e li=

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nico "Perlatore" e dell'insegnate Filippo Graziano.

Dopo ampia discussione su invito del maggiore Koopman la Commissione ha precisato l'oggetto delle sue indagini,nei seguenti punti:

1) Giustificazione psicologica e sociologica dell'introduzione del lavoro e dell'educazione fisica,nelle scuole pre elementari,elementari,medie ed eventualmente nelle Università.
2) Formazione di professori idonei per il lavoro negli istituti magistrale con eventuale corso universitario normale.
3) Concorsi estivi abbreviati per gli attuali maestri delle scuole elementari e per gli attuali incaricati di lavoro nelle scuole di avviamento.
4) Come rendere meglio adeguato il lavoro nelle scuole di avviamento.
5) Il problema degli insegnanti incaricati.
6) Il problema delle materie prime.
7) Il problema degli orari e dei locali.

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La Commissione torna a riunirsi nei suoi tre membri,più un rappresentante invitato per le scuole elementari prof.Vincenzo Inglese,in un locale dell'Università il 15-1-1944,e discute il primo punto del suo programma sul quale essa formula così la sua giustificazione generale.

Le prime istituzioni educative per una cultura media superiore,nella nostra civiltà,sorsero e si svolsero in Grecia e Roma in seno a una classe sociale che si riteneva dei uomini nobili e liberi in quanto potesse applicare una attività guerresca,politica mentale di mero dominio sottraendosi a un lavoro manuale considerato ignobile e da schiavo. E a schiavitù fu lasciata l'educazione che oggi diremo pre elementare,e la elementare delle scritture e lettura, del calcolo,del canto,della ginnastica.

Le Università medioevali poi e le scuole medie e di elementi nel cosidetto medio evo furono anch'esse di culture "spirituali" e dei suoi strumenti come di lettura,scrittura,calcolo,grammatica e retorica:tutto questo movimento educativo poté dunque impugnarsi nella lezione cioé:nella lettura di libri é in comenti ed esplicazioni



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verbali.

Nel mondo moderno la scuola elementare mista divenendo di cultura generale per tutto il popolo e l'università é venuta costituendo nel suo seno facoltà;molteplici di economia e di tecnica superiore del lavoro.E la scuola media é venuta facendo sempre più largo posto alle scienze sperimentali.

In corrispondenza a tale movimento educativo moderno é sorta prima l'esigenza ad associare,per lo meno,alla parola,la intuizione delle figure,nella scuola elementare,sperimentando nelle università. E una scuola media realistica o tecnica é venuta prima che a fondersi,a affermarsi a una scuola che ha continuato a ritersi umanistica come essenzialmente di lingua poetica e di lingua matematica.Ma intanto si é presentata la esigenza di far posto sempre più largo nella scuola elementare e media,accanto allo approfondimento libresco intuitivo alla espressione da parte dei fanciulli e dei giovani,e alla loro costruttività.Mentre però é potuto attecchire l'idea di istituzioni pre elementari basate sul giuoco e quella di introdurre campo e disegno anche libero quale mezzi espressivi nelle scuole elementari,e mentre si é fatto un qualche posto alla ginnastica,ancora sporadici e contrastanti, avviati e spesso riabbandonati sono stati i tentativi per fare di forme effettive di lavoro manuale e tecnico da parte dei ragazzi nella scuola elementare e media,quel mezzo di educazione per la conoscenza scientifica e per lo sviluppo pratico individuale della volontà e del potere espressivo che da tempo é nei voti dei pedagogisti.

Intanto : 1)La società moderna si é tutta venuta trasformando nella sua costituzione e nei suoi problemi di vita e di cultura attraverso i progressi di una tecnica che é venuta facendo tutt'una cosa con lo sviluppo delle scienze e con gli sforzi per la riorganizzazione politica e sociale dei popoli.

2) I programmi della consapevolezza bio-psicologica e sociologica e le esigenze pratiche che ne son venute derivando ha reso sempre più chiara la insufficienza per la società moderna,di una scuola che,mentre si é sviluppata a richiedere quasi un terzo della vita media delle nuove generazioni e mentre ha voluto farci sempre più di preparazione generale alla vita ed alle mansioni speciali pra-

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La considerazione bie-psicologica non può farci trascinare il fatto che per bisogni vitali e di moderazione allo slancio alla vita in rapportoe all'ambiente mondano,é quindi sull'interesse, parea solo fondarsi un apprendimento serio e progressivo e durevole, e che l'interesse esiga si esplicarsi operando,e non solo può subire dà le nozioni che gli si differiscano e che ogni progresso

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del conoscere esiga risposte pratiche e di manopolazioni.

E che la osservazione e la memoria si precisi,si organizzi e l'ideazione si svolga e progredisca in funzione del moltiplicarsi dei rapporti attivi e pratici e muscolari nostri con le cose dei processi che ci interessano. Tale consapevolezza trae a richiedere che l'educazione di ogni grado e ordine si renda attiva o che si basi, più che sullaparola dei docenti,sia pure associata " all'intuizione" " sulla ricerca " e costruttività integrale,produttiva dei discendi. In corrispedenza a tale imperativo didattico riurgono i problemi del come rendere ogni scuola meno di esposizione magistrale e più di invenzione da aprte degli scolari e del come integrare col canto,col disegno,coll'esperienza e costruttività motoria manuale e tecnica l'espressione verbale,che é già essa stessa motoria ma in minimo grado é sostituire dei rapporti integrali di azioni con le cose e tra le persone,sicche,regnando essa da sola nella scuola venga ad allienare di fatto il processo educativo da ogni esplicazione vitale e sociale di attività.

La considerazione sociologica ci ha reso più chiaro che: nel progresso della società,umana,tutti gli altri sviluppi si sono presentati inscindibili nello svilppo dei problemi tecnici e di lavoro,e che nelle moderne società democratiche, mentre il lavoro si é venuto collettivizzando tutti i lavoratori si sono avviati a compartecipare sempre più alla condirezione delle società sicché sia della massima che ogni lavoratore si renda conto dello svolgimento di tutte le forme della vita culturale col lavoro viceversa con tutte le persone colte con queste due considerazioni,siano messe in grado di apprezzare personalmente le attività del lavoro " produttivo".

La bio-psicologia e la sociologia converge con la,considerazione storica generale dello sviluppo umano a fondamento della didattica:

L'umanità si é venuta man mano sviluppando e liberando dalla cecità delle passioni e degli ostacoli lungo il suo cammino e sulla base del giuoco nell'interesse proprio per mezzo delle mediazioni tecniche,per cui tale interesse han potuto concretarsi,sublimarsi, organizzarsi nella vita della cultura,per modo che l'interessè e gli sviluppi tecnici più primitivi e più semplici hanno potuto condizionare i più complessi. E ne consegue,non potendosi conoscere che nella

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venzione da parte degli scolari e del [illegible]
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dell'educazione convenga far passare le nuove generazioni per quei
problemi e sviluppi del costruire umano e del lavoro umanoche reso
possbile progresso storico culturale. E che quindi la scuola d'ogni
grado debba organizzarsi come una società di ricerca e di attività
integrale e produttiva in un passaggio spontaneo individuale e col=
lettivo dell'interesse,del giuoco ad un lavoro considerato e che si
svolga come libera esplicazione e come educazione concreta e libertà.



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E che la introduzione della scuola del lavoro costruttivo possa appunto valere a realizzare una sempre più attiva educazione e collaborazione degli scolari all'aiuto reciproco nella soluzione dei problemi della vita e della cultura.

E che solo connessa coi problemi del gioco e del lavoro anche la cosidetta educazione fisica non rimanga una intrusa nella vita di ogni ordine di scuole.

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Dopo di che s'impone il problema pratico del come far si che il lavoro possa non rimanere un intruso accosto alle altre discipline, non scorgesse il disagio e la disperazione di forza degli scolari e degli insegnanti, far parte davvero integrante e indispensabile nella vita delle nostre scuole.

Per esempio: un lavoro che introdotto tanto nelle scuole elementare, quanto nelle scuole medie così come la ginnastica introdotta come materia a sé è stato purtroppo che non costituito nelle nostre scuole qualche cosa di non vitale che non riuscisse a legarsi con le altre discipline; e perché? - Forse perché s'introdusse nelle scuole la materialità del lavoro, ed allora, il lavoro dovette diventare qualche cosa di troppo utilitario, di banale, di non interessante e di distraente, da altri abiti coltivati nelle scuole.

E gli esercizi ginnastici che con favorivo l'applicazione dell'attività motoria dei ragazzi e che decadeva in un tentativo di disciplina motoria estrinsica.

Per esempio: si cercò d'introdurre il lavoro d'intreccio, di rilegatoria, di falegnameria che apparivano lavori o troppo facili o inseguibili, giacché al lavoro come agli esercizi ginnastici cercavano sottrarsi, e le famiglie non ne vedevano costrutto.

Se dunque di una rientroduzione del lavoro dovrà parlarsi questo dovrà intendersi in tutt'altro modo da quello che si è ritenuto idoneo nelle nostre scuole, mentre per esempio, nel senso di una introduzione, più vitali tentativi meglio riusciti hanno offerto altre nazioni straniere e qualche sporadica iniziativa italiana. La sostanza di tali altri tentativi è stata questa: fare entrare il lavoro a momento integrale di tutte le altre discipline e prima che come esercitazione concreta, come necessità risultante dalla ricerca di espedienti da risolvere il problema di storia culturale, di scienza, di vita sociale, mediante ricorso a veri modi della tecnica; per esempio il fanciullo il quale è avviato a intendere la preistoria e la protostoria si trova a un certo momento alle enormi costruzioni metallitiche alle erezioni di piramidi e obelischi presentati da una civiltà come la Egiziana al trasporto e alla rimessa in opera di tale obelisco a Roma, allora il problema di meccanica s'impone

alla mente fanciullesca,come fu possibile con mezzi primitivi limitatissimi attuare questi lavori;oppure come fu possbile venire all'intenzione del carro,del telaio,del mulino,ecc. Ecco dei campi di ricerca per i fanciulli e di ricerca sperimentale che diventa giuoco,il quale trapassa e si sistema in lavoro.Ricerca che può manstenere desto l'interesse e portare il fanciullo di problema in problema sperimentandoli coi perchéche verranno

via via sorgendo, ai quali non potranno sottrarsi né alunni né insegnanti,ai quali tentativi di esercitazioni tecnica daranno le risposte che alla loro volta dovranno precisarsi nella trascrizione e calcolazione di matematica,ecc.

Un tale lavoro potrà essere veramente parte vitale dell'insegnamento elementare e dell'insegnamento medio,come appunto il;momento sperimentale in questi insegnamenti.Momento in cui lo sperimentatore non sarà il semplice insegnante coi ragazzi passivi dinanzi a lui,ma sarà l'intenta e operosa collettività dei ragazzi e di ragazzi che si daranno reciproco aiuto che sarà conseguito la socializzazione del;lavoro nella scuola.

Ma se si accetti un tale principio allora ne deriverà la soluzione del problema di insegnanti adeguati per il lavoro e cioé:

Ai futuri i segnanti in materie scientifiche e di disegno nelle scuole medie,potrà richiedersi che abbiano frequentato qualche corso di storia nella tecnica e di tecnologia pratica e qualche corso sia pure abbreviato di agraria.Ed allora gli insegnanti di scienze potranno alla loro volta iniziare ai più semplici lavori della tecnica ai giovani degli istituti magistrali. Mentre per gli attuali insegnanti elementari potranno istituirsi dei corsi di perfezionamento in cui siano materie sono solo una qualche storia dei problemi e della tecnica del lavoro agrario ma anche dei mestieri e del lavoro industriale con esercitazione crrelative e un qualche corso di storia dell'arte con riferimento alla tecnica,ed infine dei brevi corsi di sociologia del lavoro e di psicologia del fanciullo come costruttore,e di igiene del lavoro e psicotecnica del lavoro.

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Al principio esposto discende anche quali possono essere le integrazioni ai programmi riguardanti il lavoro. Dai programmi dovrà partirsi dalle più semplici costruzioni di utensili e di lavori agrari per venire ai problemi di mestiere e di industri e di esercitazioni correlative. E tali programmi non dovranno essere sostituiti nelle scuole femminili da semplici lavori di cucito e di economia domestica,perché:(1)l'industria accomuna maschi e femine.2)La donna deve comprendere e valutare con simpatia gli sforzi e i lavori del marito.3) Le future maestre potranno dovere insegnare in scuole miste e quindi trattare i problemi e le esercitazioni di lavoro riguanrdanti anche i maschi. 4)I fanciulli di ogni sesso e di ogni classe sociale devono vivere la solidarietà di tutte le forme di lavori per le esplicazio=

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ni più alte della cultura,sicché si accresca in ognuno la sim=
patia umana e la volontà gioiosa di collaborazione,si stimino
ugualmente fra loro.

Accettato questo principio ne discende anche alla delimi=
nazione dei cosidetti insuperabili ostacoli pratici,degli uomini
idonei che insegnano,dei locali e degli orari,perché allora le
più svariate materie potranno essere utilizzate col concorso
dei fanciulli e dei giovani,ma ci sarà sempre bisogno di insegnan=
ti e di orari speciali,e i comuni presseti delle famiglie che
si sono interessati a tali proficui insegnamenti di lavoro faran=
no del loro meglio per concorrere anche loro col campicello,con
la fucina attrezzata,con le scuole all'aperto.

Qualche parola conviene dire a questo punto sulla connes=
sione tra lavoro giuochi e ginnastica.Al lavoro principalmente
bisognerebbe dare unaconguo numero di ore per agevolarlo nel suo
sviluppo quale vera disciplina educativa,dato poi lo scarso nume=
ro di ore settimanali che può assegnarsi a questo insegnamento,
esso dovrebbe concepirsi più come una integrazione e un mezzo di
incitamenti ed esercizi fisici personali da parte dei ragazzi,
ed una vita scolastica che comportasse di continuo movimenti ed
esercizi che come un insegnamento bastevole a sé.

Il lavoro in altri termini dovrebbe rimanere quale inse=
gnamento bastevole sì,ma che compendia i giuochi e la ginnastica.

Nelle ore settimanali di ginnastica sarà da desiderare
che l'insegnante spieghi la convenienza fisiologia di questi o
quelli esercizi (compensativi spesso di abiti che la vita scola=
stica potrebbe indurre,per esempio:nello abbassamento delle spal=
le,nell'inerzia dei muscoli addominali,ecc.)e poi sarà da consigliar
si che l'insegnante integri gli esercizi personali raccomandati
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zi possono trascorrere tutt'un tempo in giuochi e lavori e possi=
bilmente in lavori di servizi sociali agricoli o di costruzioni,
chiamati a risolvere in questi casi anche i piccoli problemi re=
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nuovo piano di studi per la scuola media e periodo di servizi soci=
li sarebbero da consigliare anche fra studenti dell'Università.

La Commissione non rimane scettica su quello che potrebbe
essere un insegnamento speciale di lavori donneschi e di economia
domestica estesa a tutte le scuole femminili.

Circa le scuole elementari tali insegnamenti rientreranno
tra i vari problemi connessi con tutti gli altri problemi della
vita circa le scuole medie in sede di insegnamento di scienze e
di igiene é consigliabile nel parlare del corpo umano qualche
lezione sui vestiari più adatti alle loro parti tipiche,gli asse=
condamenti e i vizi della moda il tagliuyrismo applicato ai mo=
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vimenti in ogni lavoro e così via.

Rimane allora da discutere il problema tecnico delle scuole di avviamento al lavoro;su questo la Commissione si riserva ad un altra seduta,ed incarica il suo membro insegnante Graziani Filippo,a preparare gli elementi necessari per la sua trattazione.

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## SCUOLE D'AVVIAMENTO

Dopo la promessa che non si può concepire educazione integrale senza l'esercizio del lavoro inteso come attività pratica conoscenza applicabili e attività diretta alla produzione di utilità,sempre subordinata a coefficienti di valore morale-sociale e benessere generale,l'elemento lavoro deve essere pertanto organizzato con tutti gli altri insegnamenti,nella misura richiesta delle esigenze concrete del fatto educativo e a secondo la possibilità degli alunni nel quadro generale delle loro attività.

Fermo restando la necessità di andare incontro a un lavoro di attività questa molto complessa,poiché non é soltanto morale,sociale,spirituale,mentale,ma sopratutto economica, é bene uscire dalla cosidetta crisi di svalutazione,tenendo presente che il grande disagio che va affligendo sempre più la nazione,é dovuto al fattore principale:produzione,nel binomio terra lavoro che significa equilibrio ed armonia fra le forze produttive e adeguamento al consumo.

La Commissione a questo punto fa rilevare,che queste scuole risulteranno peggio che inutili e saranno fuggite dagli scolari ove non siano dotati di tutti i mezzi per gli esperimenti e per le esercitazioni pratiche,ad esempio un insegnamento di chimica che debba risolversi in un complesso di formule e di valenze sulla carta o sulla lavagna non potrà riuscire che un insegnamento così un insegnamento di fisica,o così un insegna-

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# SCUOLE D'AVVIAMENTO

Dopo la promessa che non si può concepire educazione integrale senza l'esercizio del lavoro inteso come attività pratica conoscenza applicabili e attività diretta alla produzione di utilità, sempre subordinata a coefficienti di valore morale-sociale e benessere generale, l'elemento lavoro deve essere pertanto organizzato con tutti gli altri insegnamenti, nella misura richiesta delle esigenze concrete del fatto educativo e a secondo la possibilità degli alunni nel quadro generale delle loro attività.

Fermo restando le necessità di andare incontro a un lavoro di attività questa molto complessa, poiché non é soltanto morale, sociale, spirituale, mentale, ma sopratutto economica, é bene uscire dalla cosidetta crisi di svalutazione, tenendo presente che il grande disagio che va affligendo sempre più la nazione, é dovuta al fattore principale: produzione, nel binomio terra lavoro che significa equilibrio ed armonia fra le forze produttive e adeguamento al consumo.

La Commissione a questo punto fa rilevare, che queste scuole risulteranno peggio che inutili e saranno fuggite dagli scolari ove non siano dotati di tutti i mezzi per gli esperimenti e per le esercitazioni pratiche, ad esempio un insegnamento di chimica che debba risolversi in un complesso di formule e di valenze sulla carta o sulla lavagna non potrà riuscire che un inganno: e così un insegnamento di fisica, e così un insegnamento di lavoro.

Così le scuole di avviamento al lavoro o professionali come sono state nominate ultimamente, che per un verso completeranno la cultura generale dei ragazzi, e per l'altro li prepareranno ai veri lavori tecnici (obbligatorio fino ai 14 anno di età), oltre alle materie di cultura generale: italiano, storia, geografia, matematica, scienze, naturali, una lingua straniera, disegno, elementi di scienze applicate, la tecnologia (ovvero le materie corrispondenti ai veri indirizzi) impegneranno gli alunni ad un migliore profitto. Queste scuole potranno essere orientate verso la lavorazione del ferro, artigieni, meccanici, lavorazione del legno, ad indirizzo edile, tessili, minatori.

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per radio tecnici,per marinai,meccanici navigatori,per chimici, minerari,lavoranti la pietra,fotografi,abbigliamento,arti grafi= che,ecc. dando sempre un maggiore impulso all'indirizzo agrario nei paesi o a vari opportuni indirizzi industriali nelle città.

Nota bene:una scuola può avere uno o più indirizzi di eser= citazioni pratiche alle scuole d'avviamento che hanno la durata di sei anni,vi si accede con la licenza dalle scuole elementari ~~dppp~~ o con un esame dopo aver compiuto il nono anno di età.

Gli elementi di scienza applicata hanno lo scopo (1)di ren= dere consapevoli i fanciulli del progresso dell'uso economico e fisico delle varie forze motrici in base a cui si è venuto tra= sformando e rendendo sempre più intelligenti il lavoro umano dei muscoli forza motrice,all'animale,all'acqua,al fuoco,alla combina= zione chimica a scoppio ecc. 2) far trovare le ragioni economiche fisiche del costituirsi e del perfezionarsi del più semplice mecca= nismo atti a facilitare ed estendere nella sua portata il lavoro umano;3)debbono partire del loro sviluppo dai problemi pratici, far trovare ai ragazzi espedienti per risolvere ed abituarli ad esprimere anche in parola l'esperienza e le riflessioni relative - questo per il maggiore numero delle ore settimanali.

Tutte le materie di carattere professionale si completano con le esercitazioni pratiche per lo meno la metà delle ore del= la scuola dovrebbe essere dedicata a questa attività.

Come per i fanciulli così per le fanciulle,e secondo l'indi= rizzo della scuola che frequenteranno avranno l'indirizzo delle speciali materie,Nella scuola d'avviamento ad indirizzo agrario, oltre all'economia domestica,al governo della casa,alla puericoltu= ra,igiene'alleesercitazione di taglio cucito e rammendo,rattoppo si aggiungeranno quella della lavorazione di ceste,panieri,fondali per sedie,infibri tessili,ricavata dell'agave nonché lavori rica= vati dall'ambodolosma,non esclusi la coltavazione di fiori e d'or taggi e l'allevamento degli animali da cortile,l'agricoltura ecc. Rilevando a questo modo l'utilità dell'insegnamento del lavoro nella scuola d'ogni grado,é necessario che esso,per le ragioni su esposte,venga subito attuato con ogni solerzia seguito e sviluppa= to,e man mano che si procede agevolato e corretto e modificato applicando largamente tutte le giuste osservazioni che la Commis= sione,auspice l'illustre,prof.G.Ferretti,ha creduto di fare per= chél'insegnamento in parola riesca veramente ed efficacemente

La Commissione

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La Commissione nella seduta del 18 u.s. con questa conclusio=
ne ritiene di avere adempiuto al proprio mandato.

La Commissione

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REPORT

ON THE EDUCATIONAL DIVISION

OF THE

ALLIED MILITARY GOVERNMENT

September-December 1943

January 1944

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# R E P O R T

## ON THE EDUCATIONAL DIVISION

## OF THE

## ALLIED MILITARY GOVERNMENT
September-December 1943

SICILY/ITALY
January 1944

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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 cl[illegible] 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

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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 realized that the control of schools and universities - of education -



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

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

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

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

Opening of Regional Organizations

Region I Education Office opened on 24th October with Major C. W. WASHBURNE (A) as temporary director. He was relieved by Major G. R. KOOPMAN (A) on 5th 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 G.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 comple= tely demolished, or nearly so, other buildings were usually requisti= oned 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 accomodate 90% of students (except in the province of Naples) by the middle of January.

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UNIVERSITIES

The rebuilding and repairing of the damage to Universities in Sicily is now in progress. Sums of 8,000,000 lire to Messina UUniversity and 2.000,000 lire to Catania University have been gra= nted for urgent reapirs. Repairs to Palermo University have been carried out without a special grant by the Civil Engineer of the City and considerable progress has been made.

The Faculty of Engineering of Palermo University has suggested that the long overdue reconstruction of the building should now be undertaken, rather than a patching of bomb damage. This wpuld 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 these 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.

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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 theiruse impossible. These were ordered to be confiscated.

Secondary school books were, on thewhole, 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 and 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,

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Plates for the original elementary text books were, in the past, distributed to various publishers - two in Sicily (IRES 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.

At the time of this report copies of both elementary programmes and programmes for the lower secondary schools have been distributed through

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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 school programmes are now going to press.

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.

Regior 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 delle Razze to Etnologia.

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Substitutions

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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 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 scheda.

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 | 5 |
| 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

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

Catania University:

| | |
|---|---|
| Titular professors appointed | 5 |
| Titular professors dismissed | 5 |
| 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 Captain GEYER reached Naples, as Acting Director of Education for the Region. Colongl HUME of the 15th Army Group, had handled preliminary university appointments including the confirmation of that of the Rector. It was only during the week of December 19, after Lt. Colonel KRAEGE became R.C.A.O. of Region III, that the University of Naples came under the supervision of the Acting Director of Education of Region III.

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 Cuomo,



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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 5
Titular professors transfered from Messina 2

Reale Accademia of Palermo

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Members suspended 12

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

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At Catania 22
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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.

SECTION III

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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.

## 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

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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.

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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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 reorganization of education need constant personal attention. The RCAO Region II realizing 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 [illegible] part of direct appeal but also direct and indirect pressure

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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. W. 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, expecially 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, became Acting Director of Education for Region I. He was also sent by General McSHERRY to Brindisi to make contact [illegible] and to Regions II and III and the 15th Army Group to

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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 excepted. The high standards of accommodation, cleanliness, hygiene as well as of good manners and discipline in the church schools are in startling contrast to those in the secular schools.

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

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

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

## SECTION VI

### Liaison and Coordination

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

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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 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



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

## SECTION VII

## 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 effectivness 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 RCLO who makes the formal order for payment.

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

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## APPENDIX B

## Text Books

| Title | Pages to be removed |
|---|---|
| **Scuola Elementare** | |
| Il libro della prima classe | 19, 57, 63, 67, 71, 95, 103, 113, 133, 143. |
| Libro 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 V. | 85, 87, 93, 101, 105, 109, 111, da 117, a 211 inclusa; 97; carta geografica dell'Italia odierna. |
| 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-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 658 |
| E. Ugolini.- Grammatica italiana. | 9, 29, 37, 113, 281, 283. |
| **Scuole Secondarie d'Avviamento** | |

| | |
|---|---|
| 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 odierna. |
| 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-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 658 |
| E. Ugolini.- Grammatica italiana. | 9, 29, 37, 113, 281, 283. |

Scuole Secondarie d'Avviamento

Books Approved

| | |
|---|---|
| Cipolla & Amato | : Aritmetica pratica (S.E.I.) |
| Lipparini | : L'idioma d'Italia (Signorelli) |
| Lizier | : Lezioni di storia, Vol I |
| E. Zanone | : Elementi di scienze fisiche e naturali (Paravia) |
| Bracalenti | : Corso di disegno professionale |

Books from which pages are to be removed

| | | |
|---|---|---|
| A. Lizier | : Lezioni di storia, Vol II. | Da 107 a 132. |

Istituti Tecnici

Books Approved

| | |
|---|---|
| G. Della Beffa | : Nozioni di chimica e mineralogia (Sec El Int) |
| Cipolla & Amato | : Algebra elementare (Sec El Int) |
| | : Elementi di matematica (Sec El Int) |
| | : Aritmetica pratica |

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Enriques : Nozioni di fisica e chimica (Ed Lib It)
Scialoja : Algebra ed elementi di analisi (Ed Trevisini)
De Lucca : Elementi di tecnologia meccanica, 2 volumi (Soc Ed Dante Alighieri)
Locatelli : Corso di meccanica e macchine (Ed Lib It)
Cesari : Principi di elettrotecnica (Soc G. Cesari)
De Franchis & Bartolozzi: Elementi di geometria (Ed Lib It)
Bozzola : Civiltà e lavoro nell'età moderna, Vol I (Ed Lib It)
Picturero-Burnengo: Elementi di analisi matematica (Paravia)
Severi : Nozioni di geometria

Books from which pages are to be removed

Bozzola : Civiltà e lavoro nell'età moderna, Vol II. 161, 194; pp 201 e 234.

Confiscated Books

Scuole Elementare

Il Libro della II Classe (Sussidiario)
Il Libro di Letture per la III Classe dei Centri Urbani.
Letture per la terza Classe dei Centri Rurali (Ed Istituto di Scuola)
Il Libro della IV Classe Elementare, Letture.

Scuole Secondarie

E. Ilardoli : Uomini e secoli, Letture storiche per la scuola media Vol III.
Biancorosso : Antologia.
T. Gribaudi : L'uomo ed il suo regno, Vol III (Soc Ed Int)
G. Sgroi : L'arte e la vita (Pironti, Napoli)
Vasile : Nuovo Fiore, Antologia, Vol I, II.

Ginnasio

Oberti-Valerio : Il libro di geografia, Vol II (Paravia)
Mangeroni : Corso di geografia, Vol III (Chiantrone)

Scuole Secondarie di Avviamento Professionale

Doria, Malagola, Rossi : L'Artigiano Antologia (Cappelli)Rom)

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Il libro di Lettura per la III Classe dei Centri Urbani.
Lettura per la terza Classe dei Centri Rurali (L'orto - la Scuola)
Il libro della IV Classe Elementare, Lettura.

Scuola Secondaria

E. Allodoli : Uomini e paesi, Letture storiche per la scuola media Vol III.
Biancorosso : Antologia.
T. Grionni : L'uomo ed il suo regno, Vol III (Soc. Ed. Int)
C. Sgroi : L'arte e la vita (Pirenti, Napoli)
Vasile : Nuovo Fiore, Antologia, Vol I, II.

Ginnasio

Oberti-Valenti : Il libro di geografia, Vol II (Paravia)
Mangeroni : Corso di geografia, Vol III (Chiantore)

Scuole Secondarie di Avviamento Professionale

Doria, Malogoli, Rossi : L'artigiano Antologia (Cappelli)Roma)



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DATA ..... PROVINCIA .....

# GOVERNO MILITARE ALLEATO

№ 2228

**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 .....

e 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 ?
*Where 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*) Sansepoleristi ..... *b*) Squadristi ..... *c*) M. V. S. N. ? .....

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

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c) Carica desiderata .....
*Position Desired*

4. Eravate inscritto al P. N. F.? *Where you a member of P. N. F.?* a) Da quando? *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) Sansepoleristi ..... b) Squadristi ..... c) M. V. S. N.? .....

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|---|---|
| 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 Antiaerea? *Antiaircraft Militia?* | |
| Milizia Artiglieria Marittima? *Naval Artillery Militia?* | |
| "Moschettieri del Duce"? *The Duce's Musketeers?* | |
| Battaglioni "M"? *"M" Battalions?* | |

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 dello 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).*

1852

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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<br>*Name of the Institute* | PERIODO DI SERVIZIO<br>*Length of Service* | MODO DI ASSUNZIONE<br>*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<br>*Source of Income* | MEDIA ANNUALE<br>*Yearly Average* | INTROITO DEL 1942<br>*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?*

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

| FONTI<br>*Source of Income* | MEDIA ANNUALE<br>*Yearly Average* | INTROITO DEL 1942<br>*Income in 1942* |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

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

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

IO 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* 1851
*Date*

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APPENDIX D

Persons 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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, 1950.

Report made by an officer on failures of information:

The Memorandum deals with personal reactions to the failure of information and reconnaissance services insofar as they effect 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 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 under the podesta of a Commune.

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4. Powers of Provveditori, Presidi, 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. W SHEURNE at the request of officers at the school and with the authority of the Educational Advisor of MG sent a reconnaissance report to the school it was found that copies of necessary materials such as the Schede Personale could not be obtained in AFHQ for inclusion in regional supplies.

Recommendations:

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

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

1849

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2. The same for curriculum documents.

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

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

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

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

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 EM/OR per Region | | | | 1 | 1 | 1 | 3 |

Notes: (a) May be WTS or WAAFS. (b) In addition each Province should have one Officer on whole-time Education work.

In addition civilian staff would be required as under:

HEADQUARTERS

Legal Officer for Universities: Professor Standard 1

: Professor Standard 1

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Shorthand-Typist | | | 1 | | 1 | | 1 |
| Filing Clerk | | | | | | 2(a) | 2 |
| Clerk/Typist | | | | | | | |
| 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 | 1 (b) | 1 | 1 | | | | 3 |
| Chief Clerk | | | | 1 | | | 1 |
| Shorthand-Typist | | | | | 1 | | 1 |
| Clerk | | | | | | 1 | 1 |
| Total EM/OR per Region | | | | 1 | 1 | 1 | 3 |

Notes: (a) May be TS or WAACS. (b) In addition each Province should have one Officer on whole-time Education al work.

In addition civilian staff would be required as under:

HQ DOMINIONS

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

EACH REGION

| | |
|---|---|
| Legal Officer of Professorial Stenor | 1 |
| Interpreters, Translators and Vernacular Typists | 2 |

TRANSPORT

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

Region
1 Car 4 seater 4x2



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7A/2.00 C. Pfaupre

Report given out by R.W. Creighton

REPORT ON VISIT TO PALERMO ELEMENTARY SCHOOL

OUTLINE

I. Introduction

A. Schools Visited
B. Part I=General Remarks
C. Part II=Particular schools visited

II. Part I = General Remarks

A. Buildings

1. Adequacy
2. Light
3. Heat
4. Cleanliness

B. Equipment

1. Furniture
2. Texts
3. Visual Aides
4. Blackboards
5. Pupil Equipment

C. Appearance of children

1. Cleanliness
2. Health

D. Teacher Personnel

1. Education
2. Experience
3. Efficiency

E. Procedure

1. Opening exercises
2. Discipline

III. Part II= Particular Schools

A. Perez
B. Aequa di Corseri
C. Bagheria

1846

1716

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# REPORT ON ELEMENTARY SCHOOLS, PALERMO PROVINCE

## INTRODUCTION

On 18 January, 1944, three elementary schools in the province of Palermo were visited, namely:

1. Perez, Via Perez, Palermo City
2. Acqua di Corsari, suburb of Palermo
3. Begheria, Comune of Begheria

This report on the visit to these schools is divided into two parts. Part I deals with all the schools in general, Part II with the individual schools.

## Part I - GENERAL REMARKS

### BUILDINGS

The buildings were, for the most part, quite old, but, except for those still under repair, appeared to be in fair condition. Several of the buildings were damaged by bombs, while others were used as billets by both Italian soldiers and later by Allied Forces. As yet it has not been possible to completely repair and recondition these buildings.

Light. Light is poor in most of the classrooms due largely ~~due largely~~ to the fact that most of the glass had been broken and many of these windows have been boarded up thus obstructing the light. However, the light is not poor enough to cause any serious difficulty.

Heat. There is no heat in the buildings. In addition many of the windows are still out. Thus it is necessary for the children to wear their coats in the classroom. For the most part there is little opportunity for the children to get the blood circulating freely as there is no break or recess during the session.

Cleanliness . The buildings, particularly the ones which had been repaired, appeared to be clean and pretty well kept. The buildings which had been used as billets were not as clean. In one of these buildings the Fascist inscriptions were still on some of the walls as well as signs written by the Allied troops

### EQUIPMENT

Furniture; In the classrooms the only furniture was a very small desk for the teacher and the combination type of wooden seat and desks for the pupils. These were in units seating from two to four children each. They were roughly-finished and impossible to adapt to the various sizes of the children.

1845

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Texts and Visual Aides. There were no visial aides in use or even available. The walls were completely void of any pictures or any material whatsoever. There were no maps. In order to teach geography, one teacher reported that when they could be found, tourist maps were being used. There were few or no text books available although some of the condemned texts were still being confiscated. One teacher had resurrected a pre-fascist text and was using it as well as he could.

Blackboards. There were no wall blackboards whatever. Instead each room had a small 4x4 moveable blackboard with stand. In at least one school where the walls had not been recently repaired or painted, the children were using the walls as blackboards.

Pupil Equipment. Particularly in the lower grades the pupils had practically no equipment, due to the scarcity and high price of paper, pencils and the like. It was largely because of this that the walls were being used as blackboards. The upper grades appeared to be more fortunate as the pupils had small notebooks, pencils, and pen and ink.

APPEARANCE OF CHILDREN

For the most part the children appeared to be adequately dressed, fairly well fed, and clean. This was not true of all children, however. It thus appeared that probably only the children of the more well to do families were attending school. Inqueries made tend to confirm this assumption.

TEACHER PERSONNEL

The teacher personnel was, on an average, much older than one would expect to find in the United States. One director said that the majority of teachers in that system had twenty or more years teaching experience. This director had thirty nine years experience. In this particular school there were over twenty teachers with thirty or more years experience and five beginning teachers. By far the majority of teachers were women. The impression given was that they were quite capable.

PROCEDURE

Opening exercises. The opening exercises in the schools consisted of brief religious songs and prayers. There was no such thing as home room or anything similar. Pupils went immediately to their particular rooms where these exercises were held and classes began immediately.

Discipline. Discipline was excellent from the standpoint of strict pupil behavior. However, it definitely gave the impression that it was the "heavy hand" type. Every child did exactly as everyone else in a mechanized sort of manner.

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It was deffieult for the teachers and the pupils to refrain from saluting as the visitors entered the room. However, in some instances when the rooms were entered the teachers called "Attente" and all pupils rose to their feet. Even though the command was not given in some instances, the children automatically rose to their feet in a body. This diseipline was more marked in the city schools than in the others.

GENERAL IMPRESSION

There was little opportunity to observe any actual classroom work. Thus it would be unfair to criticise the instructions. The impression received, however, was that in spite of difficulties encountered as lack of materials such as blackboards, books, maps, and uncomfortable working conditions as unheated rooms, boarded up windows, an effort was being made to accomplish as much as possible. The schools appeared orderly and well managed for the most part.

PART II INDIVIDUAL SCHOOLS VISITED

1; School ..... Perez
Adress ..... Via Perez, Palermo
Number of pupils..... 3000
Number of teachers..... 62
Dirsttrice..... Signorina BARRANCO Rosa

This schools consists of three school buildings which form s "Circolo Didattico". The central building which is by far the largest, has some 2000 pupils including a section for pre-school age children, ages four to six, and 36 teachers. This building was bedly damaged by the bombings and the entire lower floor is still undergoing repairs, the second floor only being used for classes.

The rooms are all large and have more then sufficient space for the numbers of pupils now attending school. The average nz number of pupils per class was around 40. The rooms are clean and in good condition, except for windows which have not been replaced. Some of these windows have been boarded up, others left open.

This school has the regular five grades. In addition it has five classes of "Parificati" which are supported partly by the Church and partly by the State. For these classes there are three Sisters and two civilian teachers. Also there is a section of kindergarden in this building.

Because only half of the building can be used at this time the day has been devided into three sessions as follows:

| | | | |
|---|---|---|---|
| 8:00 | = | 10:30 | Girls |
| 10:45 | = | 1:15 | Boys Section I |
| 1:30 | = | 4:00 | Boys Section II |

NARA

1779

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Thus the girls, being fewer in number, have only the one session while it is necessary to have two sessions to take care of the boys.

When the building is repaired and classes are functioning properly the girls occupy the second floor and the boys the lower floor.

3. School ..... school
Adress ..... Acqua di Corsari, suburban
Number of pupils ..... Via Acqua di Corsari, Palermo
Number of teachers..... 100
Latrines..... 4
Signa.ina PECORARO Giuseppina

This Circolo Didattico consists of three buildings in amongst the residential section, not separate school buildings. The classrooms are spacious and well kept but as usual no windows or heat. Also the light is poor.

In this school the classes were mixed, boys and girls. Consequently there was only the one session from 8:30 A.M. to 12:40 P.M. for all children including Kindergarden.

3. School ..... Bagheria
Adress ..... Comune of Bagheria
Number of pupils..... 1000
Number of teachers..... 42

This school was a large nice appearing building constructed some fifteen years ago. It had been used as billets by Italian soldiers and later by Allie troops. Signs left by both armies were still on the walls. The building was not as yet completely cleaned and repaires were still under way. There was a small gymnasium in a seperate building which had formerly been used by all the schools in the comune of Bagheria. At present there is still some army equipment in this building but is being reconditioned for use by the schools. The grounds are quite large and contained a soccer field.

This school holds two sessions, the first from 9:00 A.M. to 12:00 M. and the other from 1:00 to 4:00 P.M.

Of the teachers in the school 24 were absent on the day the school was visited. The reason given was that the train from Palermo did not run that day.

The latrines, only half of which could be used, were in bad shape and quite dirty, largely due to lack of water.

All office furniture had been carried off by troops.

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Rel. to Ref.

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GOVERNO MILITARE ALLEATO
QUARTIERE GENERALE REGIONALE
DELLA SICILIA

14/12/43.

MEMORANDA:
NO. 44:

NORME E ISTRUZIONI PER LA RIAPERTURA E
IL FUNZIONAMENTO DELLE SCUOLE

PREMESSA. Le seguenti norme e istruzioni, relative alla riapertura e al funzionamento delle scuole, sono state concretate d'accordo con i R. Provveditori agli Studi in apposita riunione.

La materia non contemplata nelle presenti disposizioni è regolata dalle leggi e dai regolamenti in vigore del cessato Governo Italiano.

Per quanto concerne l'organizzazione amministrativa e l'ordinamento didattico della scuola, nell'assenza di un Ministro regolare della Educazione Nazionale con giurisdizione sul territorio occupato in Italia, è intendimento del Governo Militare Alleato di non modificare la legislazione italiana, quando ciò non sia strettamente necessario al fine di eliminare il fascismo e non sia richiesto dalle necessità per il funzionamento della scuola.

Nello spirito di tale dichiarazione, le norme e istruzioni decretate al presente Regolamento entrano immediatamente in vigore per le scuole della Sicilia.

1. INSEGNANTI-

a. Gli insegnanti "vincitori" del concorso, svoltosi nei primi mesi del 1943, per cattedre di ruolo B delle scuole di secondo grado, saranno nominati "di ruolo", dal R. Provveditore agli Studi competente, previa presentazione, da parte degli interessati, delle partecipazioni di nomina avute [illegible] e ciò anche

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b. Gli insegnanti "incaricati" per il corrente anno scolastico saranno retribuiti, per dieci mesi, a far tempo dal 1° dicembre 1943. Avranno diritto alla retribuzione, sempre per dieci mesi, anche quegli "incaricati" che, per il corrente anno scolastico, non potranno compiere per intero l'anno di insegnamento, per mancanza di locali, ma a condizione che siano stati impegnati a prestare servizio presso il Provveditore agli Studi ed abbiano insegnato per un periodo di tempo superiore alla metà dell'anno scolastico.

c. E' sospesa, per il corrente anno scolastico, la distinzione fra grande e piccola sede. Sono, pertanto, autorizzati i "comandi" degli insegnanti di qualsiasi centro scolastico anche alle scuole delle grandi città.



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d. In eventuali reclami di insegnanti, nei casi in cui questi siano stati esclusi dal concorso perchè non iscritti al Partito, il R. Provveditore agli Studi competente si regolerà come appresso:

(1) Nominerà apposita Commissione col compito di esaminare i reclami e riferire sollecitamente sulle relative risultanze;

(2) Nel caso in cui, dalla relazione della Commissione anzidetta, risulti fondato il reclamo del ricorrente, nel senso che questi sia stato effettivamente privato del suo diritto a partecipare al concorso, allora il Provveditore agli Studi competente nominerà senz'altro una Commissione affinchè, indetto un concorso per l'insegnante interessato, questi sia sottoposto alle prescritte prove d'esame. Risultando l'esperimento favorevole al candidato, questi sarà considerato come vincitore dell'ultimo concorso Nazionale e, come tale, sarà nominato di ruolo dallo stesso Provveditore agli Studi, attribuendogli lo stipendio e gli assegni di legge. Una copia della relativa deliberazione e dei ruoli composti col procedimento di cui sopra sarà sollecitamente rimessa, da parte dei RR. Provveditori agli Studi interessati, attraverso la SCAO, all'Ufficio competente di questo Comando Militare Alleato.

e. Le vedove di militari delle Forze Armate Italiane, sempre che abbiano superato con esito favorevole almeno un triennio di prova nell'insegnamento, hanno diritto alla nomina come insegnanti di ruolo per le materie del loro insegnamento e saranno collocate nel grado loro spettante.
Ai RR. Provveditori agli Studi, che riceveranno le istanze delle insegnanti vedove anzidette, è fatto obbligo:

(1) Di esaminare le istanze stesse e, ove queste risultino fondate, deliberare la nomina in ruolo delle insegnanti vedove interessate;

(2) Di comunicare al competente ufficio di questo Comando Militare Alleato, attraverso la S.C.A.O., le generalità al completo, l'indirizzo e le qualifiche di ogni insegnante vedova nominata di ruolo.

f. I Provveditori agli Studi sono autorizzati ad assegnare a

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studi, attribuendogli le [illegible] legge. Una copia della relativa deliberazione e dei ruoli composti col procedimento di cui sopra sarà sollecitamente rimessa, da parte dei RR. Provveditori agli Studi interessati, attraverso la SCAO, all'Ufficio competente di questo Comando Militare Alleato.

e. Le vedove di militari delle Forze Armate Italiane, sempre che abbiano superato con esito favorevole almeno un triennio di prova nell'insegnamento, hanno diritto alla nomina come insegnanti di ruolo per le materie del loro insegnamento e saranno collocate nel grado loro spettante. Ai RR. Provveditori agli Studi, che riceveranno le istanze delle insegnanti vedove anzidette, è fatto obbligo:

(1) Di esaminare le istanze stesse e, ove questo risultino fondate, deliberare la nomina in ruolo delle insegnanti vedove interessate;

(2) Di comunicare al competente ufficio di questo Comando Militare Alleato, attraverso la S.C.A.O., le generalità al completo, l'indirizzo e le qualifiche di ogni insegnante vedova nominata di ruolo.

f. I Provveditori agli Studi sono autorizzati ad assegnare alle classi del primo anno dell'Istituto Magistrale Superiore, dell'Istituto Tecnico Superiore o dell'Istituto Scientifico Superiore gli insegnanti che avrebbero avuto diritto all'assegnazione, per le rispettive materie di insegnamento, a una classe di quarto anno della corrispondente scuola Secondaria Inferiore. Resta però inteso che tale assegnazione non implicherà alcuna variazione di stipendio nè modificherà l'attuale posizione in ruolo e condizione giuridica nè il complesso dei diritti e dei doveri degli insegnanti interessati.

2. IBETTORI E DIRETTORI-

I RR. Provveditori agli Studi sono autorizzati, ove nulla osti dalla S.C.A.O. e dal competente Ufficio del Governo Militare Alleato, di incaricare, per coprire posti vacanti, come Direttore

(2)

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di Scuola (Secondaria o elementare), Preside o Ispettore Scolastico persone di provata capacità ed esperienza, anche se non abbiano partecipato ai relativi concorsi. Resta però inteso che tali incarichi sono temporanei e revocabili e cesseranno appena saranno nominati, per concorso, i titolari dei rispettivi posti. Gli incaricati in parola saranno esentati dall'insegnamento, per la durata dell'incarico. Ad essi sarà corrisposto un compenso che adegui il loro stipendio a quello iniziale della tabella rispettiva.

3. ORGANIZZAZIONE AMMINISTRATIVA-

a. Le Scuole Secondarie Inferiori saranno:
   (1) Scuola Magistrale Inferiore
   (2) Istituto Tecnico Inferiore
   (3) Istituto Scientifico Inferiore
   (4) Ginnasio Inferiore

b. Ognuno dei suddetti tipi di Scuola Secondaria Inferiore consisterà in corsi di tre anni ciascuno, in conformità alle leggi e ai regolamenti prima vigenti per la Scuola Media Unica.

c. La licenza del corso inferiore dei quattro tipi d'Istituti anzidetti dà adito a qualunque Scuola Secondaria d'ordine Superiore.

d. Si autorizzano, pertanto, i RR. Provveditori agli Studi a permettere, in ogni tempo, il passaggio da un tipo di Scuola Secondaria Inferiore a un altro, all'infuori della Scuola d'Avviamento Professionale.

e. La misura delle tasse Scolastiche, uguale per ogni tipo di Scuola Secondaria Inferiore, è quella stessa dell'anno decorso per la Scuola Media Unica.

f. Le Scuole Secondarie Superiori saranno:
   (1) Scuola Magistrale Superiore- 4 anni
   (2) Istituto Tecnico Superiore- 4 anni
   (3) Istituto Scientifico- 5 anni
   (4) Ginnasio Superiore- 2 anni e Liceo Classico- 3 anni.

g. Le tasse Scolastiche per ognuna di tali Scuole Secondarie Superiori saranno della stessa misura di quelle del 1942-

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nica.

c. La licenza del corso inferiore dei quattro tipi d'Istituti anzidetti dà adito a qualunque Scuola Secondaria d'ordine Superiore.

d. Si autorizzano, pertanto, i RR. Provveditori agli Studi a permettere, in ogni tempo, il passaggio da un tipo di Scuola Secondaria Inferiore a un altro, all'infuori della Scuola d'avviamento Professionale.

e. La misura delle tasse Scolastiche, uguale per ogni tipo di Scuola Secondaria Inferiore, è quella stessa dell'anno decorso per la Scuola Media Unica.

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(1) Scuola Magistrale Superiore- 4 anni
(2) Istituto Tecnico Superiore- 4 anni
(3) Istituto Scientifico- 5 anni
(4) Ginnasio Superiore- 2 anni e Liceo Classico- 3 anni.

g. Le tasse Scolastiche per ognuna di tali Scuole Secondarie Superiori saranno della stessa misura di quelle del 1942-1943. Saranno conservati gli esoneri per le categorie richieste nel Regolamento vigente nel decorso anno.

4. PROGRAMMI.-

I programmi per il 1943-1944 per tutte le Scuole Elementari e Secondarie saranno quelli preparati da Commissioni di insegnanti Italiani e funzionari autorizzati dal competente Ufficio del Governo Militare Alleato. Tali programmi saranno pubblicati a cura dell'Ufficio anzidetto. I RR. Provveditori agli Studi sono responsabili dell'esecuzione scrupolosa di quest'ordine.

5. CLASSI DI SCUOLE SECONDARIE "DISTACCATE"-

Per i Comuni sprovvisti di Scuola Secondaria, sempre che un congruo numero di ragazzi ivi residenti ne manifestino il desiderio e non abbiano la possibilità di frequentarla in un centro Scolastico viciniore (per difficoltà di comunicazioni), il R. Provve-



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dittore agli Studi interessato, disposti gli opportuni accertamenti, è autorizzato a prendere accordi con le competenti autorità affinchè siano istituite classi "distaccate" dalla Scuola Secondaria di altro Comune.

6. LIBRI DI TESTO-

a. Scuole Elementari- In qualunque Scuola Elementare, pubblica o privata, potranno essere usati soltanto libri di testo preventivamente approvati dal competente Ufficio del Governo Militare Alleato.

b. Scuole Secondarie- In qualunque Scuola Secondaria, pubblica o privata, potranno essere usati soltanto libri preventivamente autorizzati dall'Ufficio suddetto. I libri non compresi negli elenchi già trasmessi o da trasmettere di libri approvati o respinti dal competente Ufficio del Governo Militare Alleato, saranno distinti in due categorie come segue:

(1) Libri di testo di Greco, Latino, Matematica, Scienze fisiche e naturali e libri d'indole puramente tecnica di scienze applicate ed Arte. Questi libri possono essere approvati dal R. Provveditore Agli Studi, previa autorizzazione della S.C.A.C., purchè un elenco di tali libri approvati sia mandato, dal Provveditore agli Studi, attraverso la S.C.A.C. stessa, al competente Ufficio Regionale con l'indicazione del titolo, dell'Autore, dell'editore e del prezzo di ogni copia.

(2) Libri di diverso genere che il R. Provveditore agli Studi desideri che siano approvati per l'uso nelle scuole della Sua giurisdizione. In questo caso, egli dovrà rimettere al competente Ufficio del Governo Militare Alleato, attraverso la S.C.A.C., un esemplare di ciascuno di tali libri e solo dopo che avrà ricevuto, da parte dell'Ufficio stesso, l'approvazione scritta dei libri proposti, potrà disporne l'uso.

c. PREZZI DEI LIBRI DI TESTO-

(1) Nessun libro di testo, pubblicato prima del 194[illegible], può essere venduto o comprato per un prezzo che su-

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di scienze applicate ed Arte. [illegible]
essere approvati dal R. Provveditore Agli Studi, previa autorizzazione della S.C.A.O., purchè un elenco di tali libri approvati sia mandato, dal Provveditore agli Studi, attraverso la S.C.A.O. stesso, al competente Ufficio Regionale con l'indicazione del titolo, dell'Autore, dell'editore e del prezzo di ogni copia.

(2) Libri di diverso genere che il R. Provveditore agli Studi desideri che siano approvati per l'uso nelle scuole della Sua giurisdizione. In questo caso, egli dovrà rimettere al competente Ufficio del Governo Militare Alleato, attraverso la S.C.A.O., un esemplare di ciascuno di tali libri e solo dopo che avrà ricevuto, da parte dell'Ufficio stesso, l'approvazione scritta dei libri proposti, potrà disporne l'uso.

c. PREZZI DEI LIBRI DI TESTO-

(1) Nessun libro di testo, pubblicato prima del 19[illegible], può essere venduto e comprato per un prezzo che superi del 70% il prezzo segnato sulla copertina.

(2) I libri di testo pubblicati dopo il 31 dicembre 19[illegible] non potranno essere venduti o acquistati ad un prezzo superiore al prezzo di copertina.

d. Nuovi libri di testo. E' fatto formale divieto di pubblicare nuovi libri di testo senza previa autorizzazione scritta del competente Ufficio del Governo Militare Alleato.

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(.)

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Por orden del Teniente Coronello, CHARLES POLETTI.

G. R. KOOPMAN
Major, AUS
Chief of Education Division
Sicily Region

DISTRIBUTION:

| | |
|---|---|
| SCAO's | 27 |
| RCAC SICILY | 3 |
| HQ. M.G. Educational Advisor | 25 |
| Chief of Education Division, SICILY REGION | 15 |
| | 70 |

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DISTRIBUTION:

| | |
|---|---|
| AGAO's | 27 |
| RCAO SICILY | 3 |
| HQ. A.C., Educational Advisor | 25 |
| Chief of Education Division, SICILY REGION | 15 |
| | 70 |



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7A/2.30

ALLIED MILITARY GOVERNMENT
SICILY REGION HEADQUARTERS
APO 391

15/12/43

OFFICIAL ORDER:
NO. 60:

Having been brought to the attention of the Allied Military Government that a "Diario Scolastico" published by "La Libreria dello Stato," Rome, is being bought and sold and used by school children although it has Fascist propaganda on many pages;

In view of Proclamation 2, Article II, Paragraph 2b, and Proclamation 2, Article V, Paragraph 3;

And since these Proclamations make the circulation of such literature punishable under Military Law;

In virtue of power conferred on me, I, CHARLES POLETTI, Lt. Colonel, Regional Civil Affairs Officer

ORDER

1. That Prefects issue orders to all booksellers, confiscating said "Diarii" and commanding that they be deposited with the nearest Sindaco.

2. That Prefects notify all Sindaci to receive and store said "Diarii" with confiscated text books and to hold them subject to orders of the Provveditore agli Studi of the Province.

3. That Provveditore agli Studi order all teachers to collect all such "Diarii" in the possession of children and to store them with confiscated text books pending further orders.

CHARLES POLETTI
Lt. Colonel
Regional Civil Affairs Officer

DISTRIBUTION:

3
Prefects (2) One for Provveditore agli Studi
REGIO I, Director of Education - 3

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1. That Prefects issue orders to all bookstores, confiscating said "Diarii" and commanding that they be deposited with the nearest Sindaco.

2. That Prefects notify all Sindaci to receive and store said "Diarii" with confiscated text books and to hold them subject to orders of the Provveditore agli Studi of the Province.

3. That Provveditore agli Studi order all teachers to collect all such "Diarii" in the possession of children and to store them with confiscated text books pending further orders.

CHARLES POLETTI
Lt. Colonel
Regional Civil Affairs Officer

DIST DISTRIBUTION:

8
Prefects (2) One for Provveditore agli Studi
ALCIO 1, Director of Education - 3
A.C.I.U., Educational Advisor - 5
Spares - 35

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GOVERNO MILITARE ALLEATO
COMMISSIONE REGIONALE DI CONTROLLO
DELLA SICILIA

15/11/43.

ORDINE UFFICIALE:

No. 50:

Considerato che il "Diario Scolastico" pubblicato dalla "Libreria dello Stato" di Roma, è stato venduto, comprato ed usato da ragazzi di scuola benchè molte delle sue pagine contenesse propaganda Fascista;

In vista del Paragrafo 2 dell'Articolo II del Proclama 2 e Paragrafo 3 dell'Articolo V del Proclama 7 e

Considerato che in base a questi Proclami la circolazione di tale letteratura è punibile dalla legge militare, In virtù dei poteri conferitimi, Io, Charles POLYK, Tenente Colonnello, Ufficiale Capo degli Affari Civili della Sicilia

O R D I N O

1. Che i prefetti diramino ordini a tutte le librerie per la confisca di detti "Diari" perchè vengano depositati presso il Sindaco più vicino;

2. Che i Prefetti ordinino tutti i Sindaci di ritirare e conservare detti "Diari" con i libri di testo confiscati e trattenerli in attesa di ordini del Provveditore agli Studi della Provincia.

3. Che i Provveditori agli Studi diano ordini a tutti gli insegnanti di raccogliere tali "Diari" in possesso dei ragazzi e conservarli insieme ai libri di testo confiscati fino ad ulteriori disposizioni.

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...ste i comandi, ...
ciale Capo degli Affari Civili della Sicilia

O R D I N E O

1. Che i prefetti diramino ordini a tutte le librerie per la confisca di detti "Diari" perchè vengano depositati presso il Sindaco più vicino;

2. Che i Prefetti avvertano tutti i Sindaci di ritirare e conservare detti "Diari" con i libri di testo confiscati e trattenerli in attesa di ordini del Provveditore agli Studi della Provincia.

3. Che i Provveditori agli Studi diano ordini a tutti gli insegnanti di raccogliere tali "Diari" in possesso dei ragazzi e conservarli insieme ai libri di testo confiscati fino ad ulteriori disposizioni.

CHARLES POLETTI
Tenente Colonnello
Ufficiale Capo degli Affari Civili
della Sicilia.

DISTRIBUTION:
B
Prefects 2 (one for Provveditore agli Studi)
Region 1, Director of Education 1
A.C.H.Q., Ed., Adviser 3
Files 25

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7A/2.30

GOVERNO MILITARE ALLEATO
QUARTIERE GENERALE REGIONALE
DELLA SICILIA 14/12/43.

MEMORANDA:
NO. 44:

NORME E ISTRUZIONI PER LA RIAPERTURA E
IL FUNZIONAMENTO DELLE SCUOLE

IRREGOLARITÀ. Le seguenti norme e istruzioni, relative alla riapertura e al funzionamento delle scuole, sono state concretate d'accordo con i R. Provveditori agli Studi in apposita riunione.

La materia non contemplata nelle presenti disposizioni è regolata dalle leggi e dai regolamenti in vigore del cessato Governo Italiano.

Per quanto concerne l'organizzazione amministrativa e l'ordinamento didattico della scuola, nell'assenza di un Ministro regolare della Educazione Nazionale con giurisdizione sul territorio occupato in Italia, è intendimento del Governo Militare Alleato di non modificare la legislazione italiana, quando ciò non sia strettamente necessario al fine di eliminare il fascismo e non sia richiesto dalle necessità per il funzionamento della scuola.

Nello spirito di tale dichiarazione, le norme e istruzioni decretate al presente Regolamento entrano immediatamente in vigore per le scuole della Sicilia.

1. INSEGNANTI.

a. Gli insegnanti "vincitori" del concorso, svoltosi nei primi mesi del 1943, per cattedre di ruolo B delle scuole di secondo grado, saranno nominati "di ruolo", dal R. Provveditore agli Studi competente, previa presentazione, da parte degli interessati, delle partecipazioni di nomina avute dal cessato Ministro dell'Educazione Nazionale; e ciò anche se non sia pervenuta, al RR. Provveditori agli studi interessati, la pubblicazione ufficiale della relativa graduat-

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rio occupato in Italia, e intendendo [illegible]
to di non modificare la legislazione italiana, quando ciò non
strettamente necessario al fine di eliminare il fascismo e non sia
richiesto dalle necessità per il funzionamento della scuola.

Nello spirito di tale dichiarazione, le norme e istruzioni
decretate dal presente Regolamento entrano immediatamente in vigo-
re per le scuole della Sicilia.

1. INSEGNANTI.

a. Gli insegnanti "vincitori" del concorso, svoltosi nei pri-
mi mesi del 1943, per cattedre di ruolo B delle scuole di
secondo grado, saranno nominati "di ruolo", dal R. Provve-
ditore agli Studi competente, previa presentazione, da par-
te degli interessati, delle partecipazioni di nomina avute
dal cessato Ministro dell'Educazione Nazionale; e ciò anche
se non sia pervenuta, ai RR. Provveditori agli studi inte-
ressati, la pubblicazione ufficiale delle relative gradua-
torie.

b. Gli insegnanti "incaricati" per il corrente anno scolastico
saranno retribuiti, per dieci mesi, e far tempo dal 1° di-
cembre 1943. Avranno diritto alla retribuzione, sempre per
dieci mesi, anche quegli "incaricati" che, per il corrente
anno scolastico, non potranno compiere per intero l'anno di
insegnamento, per mancanza di locali, ma a condizione che
siano stati impegnati a prestare servizio presso il Provve-
ditore agli Studi ed abbiano insegnato per un periodo di
tempo superiore alla metà dell'anno scolastico.

c. E' sospesa, per il corrente anno scolastico, la distinzio-
ne fra grande e piccola sede. Sono, pertanto, autorizzati
i "comandi" degli insegnanti di qualsiasi centro scolasti-
co anche alle scuole delle grandi città.

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d. Su eventuali reclami di insegnanti, nei casi in cui questi siano stati esclusi dal concorso perchè non iscritti al partito, il R. Provveditore agli Studi competente si regolerà come appresso:

(1) Nominerà apposita Commissione col compito di esaminare i reclami e riferire sollecitamente sulle relative risultanze;

(2) Nel caso in cui, dalla relazione della Commissione anzidetta, risulti fondato il reclamo del ricorrente, nel senso che questi sia stato effettivamente privato del suo diritto a partecipare al concorso, allora il Provveditore agli Studi competente nominerà senz'altro una Commissione affinchè, indetto un concorso per l'insegnante interessato, questi sia sottoposto alle prescritte prove d'esame. Risultando l'esperimento favorevole al candidato, questi sarà considerato come vincitore dell'ultimo concorso Nazionale e, come tale, sarà nominato di ruolo dallo stesso Provveditore agli Studi, attribuendogli lo stipendio e gli assegni di legge. Una copia della relativa deliberazione e dei ruoli composti col procedimento di cui sopra sarà sollecitamente rimessa, da parte dei RR. Provveditori agli Studi interessati, attraverso la SCAO, all'Ufficio competente di questo Comando Militare Alleato.

e. Le vedove di militari delle Forze Armate Italiane, sempre che abbiano superato con esito favorevole almeno un triennio di prova nell'insegnamento, hanno diritto alla nomina come insegnanti di ruolo per le materie del loro insegnamento e saranno collocate nel grado loro spettante.
Ai RR. Provveditori agli Studi, che riceveranno le istanze delle insegnanti vedove anzidette, è fatto obbligo:

(1) Di esaminare le istanze stesse e, ove queste risultino fondate, deliberare la nomina in ruolo delle insegnanti vedove interessate;

(2) Di comunicare al competente ufficio di questo Comando Militare Alleato, attraverso la S.C.A.O., le generalità al completo, l'indirizzo e le qualifiche di ogni insegnante vedova nominata di ruolo.

f. I Provveditori agli Studi sono autorizzati ad assegnare

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ruoli composti col procedimento di cui sopra sarà sollecitamente rimessa, da parte dei RR. Provveditori agli Studi interessati, attraverso la SCAO, all'Ufficio competente di questo Comando Militare Alleato.

e. Le vedove di militari delle Forze Armate Italiane, sempre che abbiano superato con esito favorevole almeno un triennio di prova nell'insegnamento, hanno diritto alla nomina come insegnanti di ruolo per le materie del loro insegnamento e saranno collocate nel grado loro spettante.
Ai RR. Provveditori agli Studi, che riceveranno le istanze delle insegnanti vedove anzidette, è fatto obbligo:

(1) Di esaminare le istanze stesse e, ove queste risultino fondate, deliberare la nomina in ruolo delle insegnanti vedove interessate;

(2) Di comunicare al competente ufficio di questo Comando Militare Alleato, attraverso la S.C.A.O., le generalità al completo, l'indirizzo e le qualifiche di ogni insegnante vedova nominata di ruolo.

f. I Provveditori agli Studi sono autorizzati ad assegnare alle classi del primo anno dell'Istituto Magistrale Superiore, dell'Istituto Tecnico Superiore o dell'Istituto Scientifico Superiore gli insegnanti che avrebbero avuto diritto all'assegnazione, per le rispettive materie di insegnamento, a una classe di quarto anno della corrispondente scuola Secondaria Inferiore. Resta però inteso che tale assegnazione non implicherà alcuna variazione di stipendio nè modificherà l'attuale posizione in ruolo o condizione giuridica nè il complesso dei diritti e dei doveri degli insegnanti interessati.

2. ISPETTORI E DIRETTORI.-

I RR. Provveditori agli Studi sono autorizzati, ove nulla osti dalla S.C.A.O. e dal competente Ufficio del Governo Militare Alleato, di incaricare, per coprire posti vacanti, come Direttore



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di Scuola (Secondaria o elementare), Preside o Ispettore Scolastico persone di provata capacità ed esperienza, anche se non abbiano partecipato ai relativi concorsi. Resta però inteso che tali incarichi sono temporanei e revocabili e cesseranno appena saranno nominati, per concorso, i titolari dei rispettivi posti. Gli incaricati in parola saranno esentati dall'insegnamento, per la durata dell'incarico. Ad essi sarà corrisposto un compenso che adegui il loro stipendio a quello iniziale della tabella rispettiva.

3. ORGANIZZAZIONE AMMINISTRATIVA.

a. Le Scuole Secondarie Inferiori saranno:
   (1) Scuola Magistrale Inferiore
   (2) Istituto Tecnico Inferiore
   (3) Istituto Scientifico Inferiore
   (4) Ginnasio Inferiore

b. Ognuno dei suddetti tipi di Scuola Secondaria Inferiore consisterà in corsi di tre anni ciascuno, in conformità alle leggi e ai regolamenti prima vigenti per la Scuola Media Unica.

c. La licenza del corso inferiore dei quattro tipi d'Istituti anzidetti dà adito a qualunque Scuola Secondaria d'ordine Superiore.

d. Si autorizzano, pertanto, i RR. Provveditori agli Studi a permettere, in ogni tempo, il passaggio da un tipo di Scuola Secondaria Inferiore a un altro, all'infuori della Scuola d'Avviamento Professionale.

e. La misura delle tasse Scolastiche, uguale per ogni tipo di Scuola Secondaria Inferiore, è quella stessa dell'anno decorso per la Scuola Media Unica.

f. Le Scuole Secondarie Superiori saranno:
   (1) Scuola Magistrale Superiore- 4 anni
   (2) Istituto Tecnico Superiore- 4 anni
   (3) Istituto Scientifico- 5 anni
   (4) Ginnasio Superiore- 2 anni e Liceo Classico- 3 anni.

g. Le tasse Scolastiche per ognuna di tali Scuole Secondarie Superiori saranno della stessa misura di quelle del 1942-

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sisterà in corsi di tre anni ciascuno, in [illegible]
leggi e ai regolamenti prima vigenti per la Scuola Media Unica.

c. La licenza del corso inferiore dei quattro tipi d'Istituti anzidetti dà adito a qualunque Scuola Secondaria d'ordine Superiore.

d. Si autorizzano, pertanto, i RR. Provveditori agli Studi a permettere, in ogni tempo, il passaggio da un tipo di Scuola Secondaria Inferiore a un altro, all'infuori della Scuola d'Avviamento Professionale.

e. La misura delle tasse Scolastiche, uguale per ogni tipo di Scuola Secondaria Inferiore, è quella stessa dell'anno decorso per la Scuola Media Unica.

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(3) Istituto Scientifico- 5 anni
(4) Ginnasio Superiore- 2 anni e Liceo Classico- 3 anni.

g. Le tasse Scolastiche per ognuna di tali Scuole Secondarie Superiori saranno della stessa misura di quello del 1942-1943. Saranno conservati gli esoneri per le categorie richiesti nel Regolamento vigente nel decorso anno.

4. PROGRAMMI-

I programmi per il 1943-1944 per tutte le Scuole Elementari e Secondarie saranno quelli preparati da Commissioni di insegnanti Italiani e funzionari autorizzati dal competente Ufficio del Governo Militare Alleato. Tali programmi saranno pubblicati a cura dell'Ufficio anzidetto. I RR. Provveditori agli Studi sono responsabili dell'esecuzione scrupolosa di quest'ordine.

5. CLASSI DI SCUOLE SECONDARIE "DISTACCATE"-

Per i Comuni sprovvisti di Scuola Secondaria, sempre che un congruo numero di ragazzi ivi residenti ne manifestino il desiderio e non abbiano la possibilità di frequentare in un centro scolastico viciniore (per difficoltà di comunicazioni), il R. Provve-

1932



Declassified E.O. 12356 Section 3.3/NNN No. 785016

dittore agli Studi interessato, disposti gli opportuni accertamenti, è autorizzato a prendere accordi con le competenti autorità affinchè siano istituite classi "distaccate" delle Scuole Secondarie di altro Comune.

6. LIBRI DI TESTO-

a. Scuole Elementari- In qualunque Scuola Elementare, pubblica o privata, potranno essere usati soltanto libri di testo preventivamente approvati dal competente Ufficio del Governo Militare Alleato.

b. Scuole Secondarie- In qualunque Scuola Secondaria, pubblica o privata, potranno essere usati soltanto libri preventivamente autorizzati dall'Ufficio suddetto. I libri non compresi negli elenchi già trasmessi o da trasmettere di libri approvati o respinti dal competente Ufficio del Governo Militare Alleato, saranno distinti in due categorie come segue:

(1) Libri di testo di Greco, Latino, Matematica, Scienze fisiche e naturali e libri d'indole puramente tecnica di scienze applicate ed Arte. Questi libri possono essere approvati dal R. Provveditore Agli Studi, previa autorizzazione della S.C.A.O., purchè un elenco di tali libri approvati sia mandato, dal Provveditore agli Studi, attraverso la S.C.A.O. stessa, al competente Ufficio Regionale con l'indicazione del titolo, dell'Autore, dell'editore e del prezzo di ogni copia.

(2) Libri di diverso genere che il R. Provveditore agli Studi desideri che siano approvati per l'uso nelle scuole della sua giurisdizione. In questo caso, egli dovrà rimettere al competente Ufficio del Governo Militare Alleato, attraverso la S.C.A.O., un esemplare di ciascuno di tali libri e solo dopo che avrà ricevuto, da parte dell'Ufficio stesso, l'approvazione scritta dei libri proposti, potrà disporne l'uso.

c. PREZZI DEI LIBRI DI TESTO-

(1) Nessun libro di testo, pubblicato prima del 1944, può essere venduto o comprato per un prezzo che superi del 70% il prezzo segnato sulla copertina.

Declassified E.O. 12356 Section 3.3/NND No. 785016

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c. PREZZI DEI LIBRI DI TESTO-

(1) Nessun libro di testo, pubblicato prima del 1941, può essere venduto e comprato per un prezzo che superi del 70% il prezzo segnato sulla copertina.

(2) I libri di testo pubblicati dopo il 31 Dicembre 1943 non potranno essere venduti o acquistati ad un prezzo superiore al prezzo di copertina.

d. Nuovi libri di testo- E' fatto formale divieto di pubblicare nuovi libri di testo senza previa autorizzazione scritta del competente Ufficio del Governo Militare Alleato.

1831

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Declassified E.O. 12356 Section 3.3/NND No. 785016

Per ordine del Tenente Colonnello, CHARLES POLETTI.

G. R. KOOPMAN
Major, AUS
Chief of Education Division
Sicily Region

DISTRIBUTION:

| | |
|---|---|
| SC.O's | 27 |
| ACAO SICILY | 3 |
| HQ. A.F., Educational Advisor | 25 |
| Chief of Education Division, SICILY REGION | 15 |
| | 70 |

Declassified E.O. 12356 Section 3.3/NND No. 785016

DISTRIBUTION:

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| | 70 |

Declassified E.O. 12356 Section 3.3/NND No. 785016

1830

File - Region 10 Reports

7A/2.30

ALLIED MILITARY GOVERNMENT
SICILY REGION HEADQUARTERS
APO 394

11/12/43

TO ARMED FORCES:
NO 44:

SPECIAL ORDERS AND AUTHORIZATIONS FOR
OPENING AND FUNCTIONING OF SCHOOLS

Introduction. The following orders and authorizations have resulted from a conference of the Provveditori agli Studi of Sicily, and are considered by them necessary and desirable in order to open and conduct the schools successfully during the period of Military Government. Except where these orders and authorizations negate, replace, or supplement existing Italian laws and regulations, all existing laws and regulations of the former Italian Government continue in full force. In general it is the policy of the Allied Military Government to avoid any changes in the legal situation, the administrative organization, or the school program, except where such changes are necessary to eliminate Fascism or to make schools function in the absence of a regular Ministry of education of the Italian Government with jurisdiction over occupied territory in Italy.

In accordance with the above statement the following policies, authorizations, and orders are hereby DECREED and are immediately effective in all parts of Sicily.

1. TEACHERS

a. Teachers who were "vincitori" in the "concorso" for the title of "ruolo E" in schools of the second grade, held in the spring of 1943, will, upon presentation of credentials from the Minister of Education, be given "ruolo" by the Provveditori agli Studi even though the official publication of the list of "vincitori" has not been received by the Provveditori.

c. Teachers "incaricati" employed for the school year 1943-44 will be paid for ten months, begining December 1, 1943. Teachers employed for this school year and unable to do a full year's work because of unavailability of school buildings, will nevertheless receive ten months pay provided they have been employed by Provveditore agli Studi and teach more than half the school year.

e. The distinction between "grande sede" and "piccola sede" is suspended for the year 1943-4. Teachers may therefore be transferred from any city to any other city.

d. When a teacher claims to have been excluded from a concorso because of Anti-Fascist sentiment, the Provveditore agli Studi to whom such teacher applies will proceed as follows:

(1) He will appoint a small commission to hear the claim. This commission will report its findings to the Provveditore agli Studi as soon as possible.

(2) The above mentioned commission reports that the teacher was in fact deprived of the opportunity to take the concorso because of not being

Declassified E.O. 12356 Section 3.3/NND No. 785016

a. Teachers who were "vincitori" in the "concorso" for the title of "Ruolo B" in schools of the second grade, held in the spring of 1943, will, upon presentation of credentials from the Minister of Education, be given "ruolo" by the Provveditori agli Studi even though the official publication of the list of "vincitori" has not been received by the Provveditori.

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(1) He will appoint a small commission to hear the claim. This commission will report its findings to the Provveditore agli Studi as soon as possible.

(2) The above mentioned commission reports that the teacher was in fact deprived of the opportunity to take the concorso because of not being fascist, the Provveditore agli Studi will immediately appoint a commission to hold a concorso for this teacher, and if the teacher is successful in the concorso he will be considered a "vincitore" of the last National Concorso. All Provveditori agli Studi will recognize this status and these rights in making appointments and fixing salaries. A record of all such "ruoli" issued by Provveditori agli Studi must be sent promptly to the Chief of the Education Division of the Region, through the Senior Civil Affairs Officer

e. Widows of Members of the armed forces of Italy, if they have had three or more years of successful teaching experience will continue to have the right to a "ruolo" in the subject and grade for which they are qualified. Any Provveditore agli Studi to whom such a widow applies is authorized and directed as follows:

(1) To investigate her claim, and if the claim is found to be valid, to issue a certificate of "ruolo" to the widow;

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(2) To recognize such certificates issued by any Provveditore agli Studi and accord teachers holding them all rights and privileges of any teacher with "ruolo".

(3) To notify the Chief of the Education Division of the Region, through the Senior Civil Affairs Officer, of the name, address and qualifications of each person to whom such a "ruolo" is issued.

f. Provveditori agli Studi are authorized to assign to classes in the first year of the Scuola Magistrale Superiore, the Istituto Tecnico Superiore or the Istituto Scientifico Superiore any teacher having qualifications which would have authorized him to each similar subjects in the fourth year of the corresponding inferior secondary schools. Such appointment will not, per se, in any way change the salary, status, or any of the rights or duties of the teachers concerned.

2. INSPECTORS AND DIRECTORS. The Provveditore agli Studi is authorized, subject to the approval of the Senior Civil Affairs Officer and the Regional Chief of the Education Division, to appoint any person whom he considers to have the requisite ability and experience to fill any vacancy as a School Director, Preside, or Inspector of secondary or elementary schools, even if that person has not passed the concorso for such a position, provided, however, such appointments shall be temporary and shall terminate when the successful candidates of the next succeeding concorso for Directors, Presidi, or Inspectors, respectively, has been announced. Such officials shall be exempt from teaching duties and shall receive compensation equivalent to that of persons initially assuming the same office. Such compensation shall continue throughout the period of employment of these temporarily appointed officials.

3. ADMINISTRATIVE ORGANIZATION. Inferior secondary schools shall be as follows:

a. (1) Scuola Magistrale Inferiore

(2) Istituto Tecnico Inferiore

(3) Istituto Scientifico Inferiore

(4) Ginnasio Inferiore

b. Each of those four types of inferior secondary schools shall have courses of three years in accordance with laws in effect last year for the Scuola Media Unica.

c. Certificate of graduation from any of the four types of inferior secondary school will admit any student to any type of superior secondary school.

d. Provveditori agli Studi are authorized to permit transfer at any time from one inferior secondary school to another, regardless of type of school, with the exception of the Scuola di Avviamento Professionale.

[illegible] inferior secondary school (Magistrale Tecnica,

Declassified E.O. 12356 Section 3.3/NND No. 785016

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d. Provveditori agli Studi are authorized to permit transfer at any time from one inferior secondary school to another, regardless of type of school, with the exception of the Scuola di Avviamento Professionale.

e. Fees for all four types of inferior secondary school (Magistrale Tecnica, Scientifica, and Ginnasio) shall be equal and shall be the same as those charged in 1942-3 for the Scuola Media Unica.

f. Superior secondary schools shall be as follows:

(1) Scuola Magistrale Superiore - four years

(2) Istituto Tecnico Superiore - five years

(3) Istituto Scientifico Superiore - Five years

(4) Ginnasio Superiore - two years, and Liceo Classico - three years

g. Fees for the superior secondary schools will be the same as in 1942-43. The exemptions provided in the regulations of 1942-43 [illegible] 1828 time to be granted.

4. PROGRAMS. Programs for 1943-4 for all elementary and secondary schools shall be those prepared by commissions of Italian Teachers and school officials authorized



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by the Education Division of the Allied Military Government and Published by authority of said Education Division. Provveditore agli Studi will be responsible for the execution of this order.

5. When a Provveditore agli Studi finds that in a commune there are a number of children desiring secondary education; that no secondary school exists in that commune; and that there is no adequate transportation available to enable children to attend an existing secondary school in a neighboring commune, the Provveditore is authorized to arrange with a secondary school in another commune to establish classes "distaccate" in the commune which needs them.

6. TEXT BOOKS

a. Elementary schools. Only those text books authorized by the Education Division of the Allied Military Government will be used in any public or private elementary school.

b. In all secondary schools, public and private, the text books used will be those authorized by the Allied Military Government. Lists of text books approved and condemned have already been issued by the Division of Education of the Allied Military Government. Books not included in these lists or the supplements thereto are to be treated under two categories as follows:

(1) Text books in Greek, Latin, Mathematics, Physical Sciences, and purely technical books in the applied sciences and arts may be approved by the Provveditore agli Studi, subject to the approval of the Senior Civil Affairs Officer, provided that a list of such approved books must be sent by the Provveditore agli Studi, through the Senior Civil Affairs Officer, to the Regional Chief of the Education Division with title, author, publisher and price of each.

(2) The Provveditore agli Studi shall send to the Regional Chief of the Education Division, through the Senior Civil Affairs Officer, a sample of each other book which he wishes to have approved for use in schools under his jurisdiction, and will use such books only after receiving, in writing, the approval of the Regional Chief of the Education Division.

c. PRICE OF TEXT BOOKS

(1) No text books published prior to 1940 shall be sold or bought for a price in excess of seventy percent (70%) above the price indicated on the cover.

(2) Text books published after December 31, 1943, shall not be sold or bought at a price above the retail price listed at the time of publication and printed thereon.

d. U.S. TEXT BOOKS. No text books shall be published except as authorized in writing by the Education Division of the Allied Military Government.

Declassified E.O. 12356 Section 3.3/NND No. 785016

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d. ALL TEXT BOOKS. No text books shall be published except as authorized in writing by the Education Division of the Allied Military Government.

By order of Lt. Colonel Charles POLETTI.

G. R. KOOPMAN
Major, AUS
Chief of Education Division
Sicily Region

DISTRIBUTION:

| | |
|---|---|
| ACAO's (3 cm) | - 27 |
| CAO SICILY | - 3 |
| All AG Education Adv. | - 25 |
| Chief of Education Division, SICILY REG | - 15 |
| Spare | - 35 |

- 8 -

Declassified E.O. 12356 Section 3.3/NND No. 785016

1827

Declassified E.O. 12356 Section 3.3/NND No. 785016

Copy for [redacted]. Washburn, attention eap Sec. II. T.V.S.

# ALLIED MILITARY GOVERNMENT

7A/20

SUBJECT: Visit to Eastern Sicily

TO: Lt. Col. Gayre

FILE No. .....

AMGOT HQ., SICILY

14 November 194 3

From November 9 to 13 I visited Messina, Catania, Syracuse and Caltanisseta to see the condition of the universities of Messina and Catania, and incidentally to learn what I could of the school situation in general wherever I went. (Doing some errands for Fine Arts Subtreated royally by all the A.C.A.O's whom I met, and was able to get through them a good deal of "vicarious experience."

I. Universities: The Rector at Messina was in Palermo, unfortunately for me; but I met the "Business Manager" and the Professor of English, who acted as my interpreter. I inspected a good many of the university buildings and the central library building. The chief problems here were presented as repairing damaged buildings (and there is much damage, but little beyond repair) and freedom of the buildings from troops. This latter is the problem at both universities visited; and 4,000 more Canadian troops were expected this week on the Eastern Coast. The Library is damaged less than most, and few books have been lost through pillage. Messina is crying for more English and American books. The schedas of all professors are in but as yet little report upon them. A late minister of education under Fascism tried to abolish the "Normale" and failed.

At Catania the Rector received our delayed addressee (for the opening) with thanks, and reported that the opening has been impressive with good speeches from both military and AMGOT officials. The Rector seemed pleased at the way things were going in general; but presented certain problems in detail:

1. The Problem of Retirement -- These Professors have now reached the age of retirement; but they are distinguished with many publications, are physically able, and he asks permission to continue them this year (is already continuing them, as I understood), out of deference to the lack of contact with the Mainland where there are younger scholars

Declassified E.O. 12356 Section 3.3/NND No. 785016

# ALLIED MILITARY GOVERNMENT

SUBJECT: FILE No.

TO: AMGOT HQ., SICILY

194

who can next year (but not now) be got to fill their places. I gave him permission to do this for one year, but cautioned against such precedents and reminded him of our joint desire to lower rather than to raise the age of retirement. (I proceed to confirm this authority after conference at Palermo.)

2. Problem of Replacing Professor of Pediatrics, deceased. An assistant whom the professor desired to succeed him and whom the faculty also desires has all the formal requirements, including distinguished publications but, due to disturbed conditions, has not won the "concor It seemed reasonable to regularize this desire, and I promised confirmation of this opinion.

3. Problem of Schedas. Are members of the universit, below the professors (for whom alone we have furnished 160 forms, and the remainderof which I brought with me) to fill out such forms? They are actually performing the duties, and I regularized this procedure subject to such changes in personnel as we may later feel called upon to make, after the examination of the 160 schedas or upon any other information we may receive.

4. Problem of Replacement Chairs. I sound the Rector out on his thought for new chairs. He wishes the Chair of Ethnology filled and mentioned no new chair. He appears pleased when I asked about extending the work in literatur to a more just recognition of British and American letters

5. I was re-impressed with the competence and energy of the Rector. His wife, who translated for us, is a gracious and intelligent woman. She reminded me of the Rector's continuous desire to have the chair at Naples in his field next year, but of his willingness to do the job required at Catania. He hopes the chair at Naples wil not be filled meanwhile.

6. The Picillo case is one on which the Rector feels strongly, and I think rightly. I promise S.C.A.O. Irish (Catanisseta) to write the Father a friendly letter explaining our reluctance to do by fiat what the university does not want done in this case.

1825

Declassified E.O. 12356 Section 3.3/NND No. 785016

# ALLIED MILITARY GOVERNMENT

SUBJECT: FILE No.

TO: AMGOT HQ., SICILY

II. Secondary Schools. I conferred, gratuitously, 194... with the Provviditore at Messina, at Catania; and talked with the S.C.A.O's at Syracuse, Ragusa, and Caltanissetta about school matters. I summarize certain observations and impressions:

1. Schools everywhere are planning to re-open in December; but progress will be slow and spotted due to confusion over Scuola Media order, schede problems, and most of all to damaged buildings (Messina) and troop occupancy of school buildings which are not damaged. The reports will be best in the provinces removed from the great cities.

2. I sounded out as daintily as I could (not to confuse them with our problem of disunity) the two Provviditores as to the desirability of the Scuola Media. He of Messina thought it a good innovation, as also the teaching without textbooks might, when the new wore off, improve teaching itself. He of Catania (including the Rector of the University) thought the innovation ought to be abolished.

3. The Provviditore at Catania has many problems and thinks that a conference of all the P's must be held at Palermo to get uniformity in solving common problems. None of them, apparently, have schedaa; they are not too clear about texts, etc. The sooner such a conference is held, the better I should think.

4. There are not many active fascists in the schools but Catania has a weird case, which has been submitted to the S.C.A.O. there.

5. To get the children off the streets and out of mischief is not an unimpressive reason to the men actually doing the provincial jobs for re-opening the schools.

T.V. Smith,
Lt. Col., U.S.A.

1824

Declassified E.O. 12356 Section 3.3/NND No. 785016

HEADQUARTERS
ISLAND BASE SECTION
Chaplain's Section

November 15, 1943

Rev. R. Borsari desires to confer with Major Washburne and Cols. Smith and Gayre concerning an educational problem. Rev. Borsari is the pastor of a Methodist Church which is now being utilized for religious services for military personnel.
Any favor extended to Rev. Borsari will be duly appreciated.

Samuel Teitelbaum

SAMUEL TEITELBAUM
Chaplain, Captain
Chaplain's Section

The Reverend has a peritioner who runs a private school promoted from Media Scuola to Normale and approved by the Ministry for its standards as late as May 1943 (The peritioner being present at the interview.) They report that their school has been closed by the Prefettore on the ground of low standards. They charge that this action is done for personal reasons on the part of a former teacher in the school (paid 2400 lire a month) who acts in order to swell his own private fees in the same field of endeavor. This teacher is a fascist but it is not charged that the action is on political grounds, but rather on personal grounds.

We report these facts to Major Washburne with the suggestion that a commission of enquiry be instituted (a la Italian custom) as to the merits of the case. It is reported as urgent becauseof the early reopening of schools, in the light of the ruination thus inflicted upon the complainant.

T.V.S.
11-14-43
(Professor Catanelli Interpreting.

Declassified E.O. 12356 Section 3.3/NND No. 785016

The Refer to file

# ALLIED MILITARY GOVERNMENT

7A 12.1

SUBJECT: Visit to Eastern Sicily

FILE No.

TO: Lt. Col. Gayre

AMGOT HQ., SICILY
14 November 194 3

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1382

Declassified E.O. 12356 Section 3.3/NND No. 785016

# ALLIED MILITARY GOVERNMENT

SUBJECT: FILE No.

TO: AMGOT HQ., SICILY

194

who can next year (but not now) be got to fill their places. I gave him permission to do this for one year, but cautioned against such precedents and reminded him of our joint desire to lower rather than to raise the age of retirement. (I promised to confirm this authority after conference at Palermo.)

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18321

Declassified E.O. 12356 Section 3.3/NND No. 785016

# ALLIED MILITARY GOVERNMENT

SUBJECT:

FILE No.

TO: AMGOT HQ., SICILY

194

II. Secondary Schools. I conferred, gratuitously, with the Provviditore at Messina, at Catania; and talked with the S.C.A.C's at Syracuse, Ragusa, and Caltanissetta about school matters. I summarize certain observations and impressions:

1. Schools everywhere are planning to re-open in December; but progress will be slow and spotted due to confusion over Scuola Media order, scheda problems, and most of all to damaged buildings (Messina) and troop occupancy of school buildings which are not damaged. The reports will be best in the provinces removed from the great cities.

2. I sounded out as daintily as I could (not to confuse them with our problem of disunity) the two Provveditorix as to the desirability of the Scuola Media. He of Messina thought it a good innovation, as also the teaching without textbooks might, when the new wore off, improve teaching itself. He of Catania (including the Rector of the University) thought the innovation ought to be abolished.

3. The Provveditore at Catania has many problems and thinks that a conference of all the P'e must be held at Palermo to get uniformity in solving common problems. None of them, apparently, have schedas; they are not too clear about texts, etc. The sooner such a conference is held, the better I should think.

4. There are not many active fascists in the schools but Catania has a weird case, which has been submitted to the S.C.A.C. there.

5. To get the children off the streets and out of mischief is not an unimpressive reason to the men actually doing the provincial jobs for re-opening the schools.

T.V. Smith,
Lt. Col., U.S.A.

Copy to Mj. Washburne.

1920

# ALLIED MILITARY GOVERNMENT

SUBJECT:

FILE No.

TO: Col. Smith

AMGOT HQ. SICILY

194

1. Retirement: Yes. I think this is the only way out at this stage. We will continue them for 1 year. Meanwhile find out what chairs are involved & we will proceed to appoint their successors with effect from 1944.

2. Concorso - Since you have been away I have not had an order to establish a commission here as the 20th. Now. & begin a "concorso" for all new professors.

I suggest the Rector be told that he should send their name as a candidate for this vacancy.

3. All must fill up Schedas but I think we need only consider titular professors for the moment.

4. Chair of Ethnology: Had he any use for the appointment?

5. I have received papers university not to

Declassified E.O. 12356 Sec. 3.3/NND No. 785016

Concorso - Sono [illegible] [illegible] [illegible]

Return to

7A 12.00

# ALLIED MILITARY GOVERNMENT

SUBJECT: State of Education in Sicily

TO: CCAO,CSO

FILE No. AMGOT 8962/ED

AMGOT HQ. SICILY

Palermo 29 Oct. 1943

I think it is opportune at this stage to give you an account of the present state of Education in Sicily.

I BUILDINGS.

A Bomb-Damaged: A census is being carried out on the extent of the damage. When this is completed, the report will be put before you. Meanwhile it can be stated that in some Provinces it is very slight, whereas in others, such as Catania, Messina, and Palermo it is of a considerable order.

B The Normal State of the Buildings: The condition of the school buildings in many of the towns of Sicily is inconceivably bad and is a condemnation of Fascist neglect of the Educational System. Piano dei Greci, in the Province of Palermo, is typical. In this town there are three school buildings. The boys' school is the upper floor of the local gaol. The rooms are like cells with a window for lighting. The walls and floors are of stone. There are no cupboards, equipment, or sanitation. Such refinements as playgrounds do not exist. When I visited this school, I had to leave it hurriedly, for the whole party had, in less than one minute, our legs covered by dozens of fleas. We spent ten minutes brushing them off in the street to the general interest of the population. This verminous condition was undoubtedly due to the prison beneath the school and perhaps too the fact that evacuees from Palermo had been housed in the school.

The girls' school consisted of similar rooms around a cold, dark, courtyard. No sunlight could possibly enter the rooms.

The third building was a girls' school run by the local Convent. The three rooms of the school here were clean and in very much better conditions than in the State Schools just mentioned. Even so they were far below the standard to be

Declassified E.O. 12356 Section 3.3/NNN No. 786016

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The third building was a girls' school run by the local Convent. The three rooms of the school here were clean and in very much better conditions than in the State Schools just mentioned. Even so they were far below the standard to be found even in the poorer and older English Church Schools.

In brief all these schools would be condemned out of hand in any part of the British Empire.

Therefore, when thinking of Elementary Education we must disabuse our minds of anything but the lowest standards. To give the Italian people a decent education a progressive and sustained drive would have to be undertaken against the slum conditions of their schools.

II DISTRIBUTION OF ELEMENTARY SCHOOLS.

There are far too few schools. As a result even in the country the classes are far too big.

1818

Declassified E.O. 12356 Section 3.3/NSC Memo 1/25/96 18501c

# ALLIED MILITARY GOVERNMENT

SUBJECT: State of Education in Sicily.(Contd) FILE No. AMGOT 8862/ED

TO: CCAO,CSO AMGOT HQ. SICILY

Palermo 29 Oct. 1943

III QUALITY OF THE EDUCATIONAL TRAINING IN THE ELEMENTARY SCHOOLS.

The standard of these schools is low.This is due partly to lack of modern equipment and facilities.For instance the schools do not have libraries from which the children can borrow books:globes and maps are few.But a chief reason for the low standard of education(apart from the general lowering influence of Fascism on education) lies in the teachers themselves.The training of teachers is inadequate,and the inducement to become teachers,and undergo an intensive training,is little because of the low rates of pay.

Therefore,before a higher standard of education can be achieved the salaries of the teachers will have to be raised.

When these salaries have been raised then a higher standard of training should be demanded.As the University standards are not, in my opinion,very high,it would not be unreasonable to demand a University degree as the minimum qualification for the position of headmaster or assistant headmaster of each elementary school.This would encourage graduates to become ordinary teachers.In addition,those possessing the diploma of the Liceo should be admitted (after a short course in teaching method)as teachers in elementary schools.At the moment they are debarred and the elementary school teachers are drawn from the"Magistrale Superiore" type of school,which is of a lower educational standard than the Liceo.

The amount of work done in the elementary schools is too little.-About 4 1/2 hours comprises the school day and this should be increased to 5 1/2 hours.

Declassified E.O. 12356 Sec. 3.3/NND 785016

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The amount of work done in the elementary schools is too little. About 4 1/2 hours comprises the school day and this should be increased to 5 1/2 hours.

Furthermore, under the influence of Fascism more and more time has been devoted to practical subjects of a handicraft nature. This policy ought to be reversed and more time devoted to education.

By raising the standard of education for teachers it will be possible to reduce the total number of badly qualified aspirants to appointments. At present every one who completes one course of the "Magistrale Superiore" type of schools is permitted to teach.

The examinations in operation in Italy before Fascism, and only occasionally held afterwards, for examining teachers must be revived as early as possible. This is already being undertaken. By this means the number of permanently employed qualified teachers will be increased and the standard of teaching raised.



Declassified E.O. 12356 Section 3.3/NNB No. 785016

# ALLIED MILITARY GOVERNMENT

SUBJECT: State of Education in Sicily.(Contd). FILE No. AMGOT 3852/(2)

TO: CCAO,980

AMGOT HQ., SICILY

Palermo 29 Oct. 1943

The curricula of the schools require a complete overhaul. The conception of education has not moved much past the mid-nineteenth century. There is, as a result, an undue emphasis upon classical subjects and sufficient attention is not given to scientific matters. Religion probably plays too great a part in its present form. (This is not suggesting that the time given to religion should be reduced. But it is doubtful if so much space should be given to "Adam and Eve", "Cain and Abel", and "Noah".)

In controlling the education of the territory an effort is being made, with the consent of the Italian Educationalists, to recast it along more modern lines without, at the same time, breaking away from the traditional development of Italian Education.

## IV TEXT BOOKS.

In my report of 1s September, it was shown that the text books were completely permeated with Fascism and were unusable in their present form. Committees of Italian Education have been working upon these books, under the direction of this Division (Major WASHBURNE, superintending their work) and considerable progress has been made in a remarkably short space of time. As a result of this there are 6 text books which, by the removal of pages, can be used as a stop-gap. The remainder must be discarded. To make good, immediately, the lack of such Text books the committee working under Major WASHBURNE, is producing rapidly draft revisions. These will be put into use as soon as possible.

permeated

## V SUBJECTS AND METHODS TO BE USED IN THE TRANSITIONAL PERIOD.

It will probably be necessary to re-open the schools before the new texts are ready. To meet this situation [illegible] prepared for all school teachers

Declassified P.O. 12356 Section 3.3/NNB No. 789016

is being made, with the consent of the Italian Educationalists, to recast it along more modern lines without, at the same time, breaking away from the traditional development of Italian Education.

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V SUBJECTS AND METHODS TO BE USED IN THE TRANSITIONAL PERIOD.

It will probably be necessary to re-open the schools before the new texts are ready. To meet this situation instructions are being prepared for all school teachers informing them how they are to carry out their duties until the text books are ready.

VI UNIVERSITIES.

Every effort is being made to get the universities back into order as soon as possible. Apart from the question of repairs to buildings destroyed through the War, there are big problems involved in all Fascist elements and propaganda. Consequently every professor's record is being examined and the worst are being removed.



Declassified E.O. 12356 Section 3.3/NND No. 785016

# ALLIED MILITARY GOVERNMENT

SUBJECT: State of Education in Sicily.(Contd) FILE No. ~~AMGOT 3562/ED~~

TO: CCAO,CSO

AMGOT HQ. SICILY

Palermo 29 Oct 194 3

Chairs,such as "The History and Doctrine of Fascism",and "The Corporative State",must be abolished or converted into other chairs.All this takes time and careful investigation. Furthermore,so far as is possible these changes must be wrought within the framework of Italian procedure. Otherwise changes which we now make will have no lasting value as they would otherwise be invalid under Italian law.

The first faculties which will be opened will be the practical Sciences,such as Medicine,Engineering,Veterinary Science,and Dentistry.Philosophy and Letters can only be opened later after we are assured of the complete separation of learning from Fascist teaching.

VII CORRUPTION.

One of the greatest difficulties with which we have to deal is the manifestation of every form of corruption.No scruples are shown at all in "jockeying" for positions,employing nepotism,and getting friends benefited irrespective of whether they are qualified for appointments or not.This increases our work because no recommendation can be accepted on its face value from even the most respectable people without a series of cross-checks on its accuracy.

VIII IMPROPER POLITICAL AND SECTARIAN PRESSURE.

It is clearly realised by all thinking people that the control of Education would be the greatest possible gain for their party aspirations after the occupation is over.As a consequence every form of pressure,some of it clearly improper,is exerted by all parties.There was a flagrant case of this sort when a high Allied provincial

Declassified E.O. 12356 Section 3.3/NNN No. 785016

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It is clearly realised by all thinking people that the control of Education would be the greatest possible gain for their party aspirations after the occupation is over. As a consequence every form of pressure, some of it clearly improper, is exerted by all parties. There was a flagrant case of this sort when a high Allied provincial official tried to bring pressure to bear against the appointment of a Dean of Faculty on the ground that he was not by a high church dignitary. The only grounds for appointments which we have recognised, or will recognise, are academical and not political or sectarian. This improper pressure is one of the worst legacies of Fascism and will be a long time before a democratic objectivity is developed in the minds of the Italians.

IX FINANCIAL PROBLEMS

The rebuilding of university and schools raises a big financial problem which has involved elaborating a procedure with the Chief Officer, which we believe now runs smoothly and efficiently.

1815

Finance

Declassified E.O. 12356 Section 3.3/NND No. 785016

# ALLIED MILITARY GOVERNMENT

SUBJECT: State of Education in Sicily.(Contd) FILE No. AMGOT 3862/ED

TO: CC.O,CSO AMGOT HQ. SICILY

Palermo 29 Oct. 1943

There are many much more difficult questions to be decided,some of which are now under discussion. For instance we do not subsidise private or church schools.But some of these drew part of their funds from associations in Rome, which in their turn were state-subsidised.Such problems call for close examination to arrive at a true estimate of the figure which originated from the Treasury.When that has been done it is hoped that some means may be worked out with the C.R.C. to cover such cases.

X THE SCUOLA MEDIA.

It is not intended to go into the technalities of secondary education in Italy here.Many of the problems are the same as for the elementary schools and the universities.There is,however,the position of the Scuola Media to be mentioned:The scuola Media was one of the few good things elaborated under the Fascist regime for it opened the way to a more modern educational system.Up till then the Liceo and Gimnasio type of education had set the tone for all Italian secondary education.It is,therefore,not proposed to close these schools but merely,as with all others, to cleanse them from Fascism.A complication has,however, arisen through the fact that it is believed that it is the intention of the Badoglio Government to abolish these schools.It is,as a consequence,essential to have early discussions with the Italian Minister of Education on this matter.

We believe that any such precipitate action on his part would be retrogressive.

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G.R. GAYRE
Lt.COL.AGC
Educational Adviser
Hq AMGOT



Declassified E.O. 12356 Section 3.3/NSC No. 785016

7A/2.1

ALLIED MILITARY GOVERNMENT

SUBJECT: State of Education in Sicily FILE NO. AMGOT 3862/ED

TO : CCAO, CSC AMGOT HQ., SICILY

Palermo 29 Oct. 1943

I think it is opportune at this stage to give you an account of the present state of Education in Sicily.

I BUILDINGS.

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B The Normal State of the Buildings: The condition of the school buildings in many of the towns of Sicily is inconceivably bad and is a condemnation of Fascist neglect of the Educational System. Piano dei Greci, in the Province of Palermo, is typical. In this town there are three school buildings. The boys' school is the upper floor of the local geol. The rooms are like cells with a window for lighting. The walls and floors are of stone. There are no cupboards, equipment, or sanitation. Such refinements as playgrounds do not exist. When I visited this school, I had to leave it hurriedly, for the whole party had, in less than one minute, our legs covered by dozens of flees. We spent ten minutes brushing them off in the street, to the general interest of the population. This verminous condition was undoubtedly due to the prison beneath the school and perhaps, too, the fact the evacuees from Palermo had been housed in the school.

The girls' school consisted of similar rooms around a cold, dark courtyard. No sunlight could possibly enter the rooms.

The third building was a girls' school run by the local Convent. The three rooms of the school here were clean and in very much better condition than in the State Schools just mentioned. Even so, they were far below the standard to be found even in the poorer and older English Church Schools.

In brief, all these schools would be condemned out of hand in any part of the British Empire.

Therefore, when thinking of Elementary Education we must disabuse our minds of anything but the lowest standards. To give the Italian people a decent education a progressive and sustained

Declassified E.O. 12356 Sec. 3.3/NND No. 785016

7A/2.1

ALLIED MILITARY GOVERNMENT

SUBJECT: State of Education in Sicily FILE NO. AMGOT 8662/ED

TO : CCAC, CSC AMGOT HQ., SICILY

Palermo 29 Oct. 1943

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II DISTRIBUTION OF ELEMENTARY SCHOOLS.

There are far two few schools. As a result even in the country the classes are far too big.

III QUALITY OF THE EDUCATIONAL TRAINING IN THE ELEMENTARY SCHOOLS.

The standard of these schools is low. This is due partly to lack of modern equipment and facilities. For instance the schools do not have libraries from which the children can borrow books; globes and maps are few. But a chief reason for the low standard of education (apart from the general lowering influence of Fascism on education) lies in the teachers themselves. The training of teachers is inedequate, and the inducement to become teachers, and undergo an intensive training, is little because of the low rates of pay.

1813



Declassified E.O. 12356 Section 3.3/NND No. 185016

Therefore, before a higher standard of education can be achieved the salaries of the teachers will have to be raised.

When these salaries have been raised then a higher standard of training should be demanded. As the University standards are not, in my opinion, very high, it would not be unreasonable to demand a University degree as the minimum qualification for the position of headmaster or assistant headmaster of each elementary school. This would encourage graduates to become ordinary teachers. In addition, those possessing the diploma of the Liceo should be admitted (after a short course in teaching methods) as teachers in elementary schools. At the moment they are debarred and the elementary school teachers are drawn from the "Magistrale Superiore" type of school, which is of a lower educational standard than the Liceo.

The amount of work done in the elementary schools is too little. About 4-1/2 hours comprises the school day and this should be increased to 5-1/2 hours.

Furthermore, under the influence of Fascism more and more time has been devoted to practical subjects of a handicraft nature. This policy ought to be reversed and more time devoted to education.

By raising the standard of education for teachers it will be possible to reduce the total number of badly qualified aspirants to appointments. At present everyone who completes one course of the "Magistrale Superiore" type of schools is permitted to teach.

The examinations in operation in Italy before Fascism, and only occasionally held afterwards, for examining teachers, must be revived as early as possible. This is already being undertaken. By this means the number of permanently employed qualified teachers will be increased and the standard of teaching raised.

The curricula of the schools require a complete overhaul. The conception of education has not moved much past the mid-nineteenth century. There is, as a result, an undue emphasis upon classical subjects and sufficient attention is not given to scientific matters. Religion probably plays too great a part in its present form. (This is not suggesting that the time given to religion should be reduced. But it is doubtful if so much space should be given to "Adam and EVE", "Cain and Abel", and "Noah".)

In controlling the education of the territory an effort is being made, with the consent of the Italian Educationalists, to recast it along more modern lines without, at the same time, breaking away from the traditional development of Italian Education.

IV TEXT BOOKS.

Declassified E.O. 12356 Section 3.3/NND No. 785016

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V SUBJECTS AND METHODS TO BE USED IN THE TRANSITIONAL PERIOD.

It will probably be necessary to re-open the schools before the new texts are ready. To meet this situation, instructions are being prepared for all school teachers, informing them how they are to carry out their duties until the text-books are ready.



Declassified E.O. 12356 Section 3.3/NND No. 785014

VI UNIVERSITIES.

Every effort is being made to get the universities back into order as soon as possible. Apart from the question of repairs to buildings destroyed through the War, there are big problems involved in all Fascist elements and propaganda. Consequently, every professor's record is being examined and the worst are being removed. Chairs, such as "The History and Doctrine of Fascism", and "the Corporative State" must be abolished or converted into other chairs. All this takes time and careful investigation. Furthermore, so far as is possible these changes must be wrought within the framework of Italian procedure. Otherwise changes which we now make will have no lasting value as they would otherwise be invalid under Italian law.

The first faculties which will be opened will be the practical Sciences, such as Medicine, Engineering, Veterinary Science, and Dentistry. Philosophy and Letters can only be opened later after we are assured of the complete separation of learning from Fascist teaching.

VII CORRUPTION

One of the greatest difficulties with which we have to deal is the manifestation of every form of corruption. No scruples are shown at all in "jockeying" for positions, employing nepotism, and getting friends benefited irrespective of whether they are qualified for appointments or not. This increases our work because no recommendation can be accepted on its face value from even the most respectable people without a series of cross-checks on its accuracy.

VIII IMPROPER POLITICAL AND SECTARIAN PRESSURE.

It is clearly realized by all thinking people that the control of Education would be the greatest possible gain for their party aspirations after the occupation is over. As a consequence every form of pressure, some of it clearly improper, is exerted by all parties. There was a flagrant case of this sort when a high Allied provincial official tried to bring pressure to bear against the appointment of a Dean of Faculty on the ground that he was not wanted by a high church dignitary. The only grounds for appointments which we have recognized, or will recognize, are academical and not political or sectarian. This improper pressure is one of the worst legacies of Fascism and it will be a long time before a democratic objectivity is developed in the minds of the Italians.

IX FINANCIAL PROBLEMS

The rebuilding of university and schools raises a big financial problem which has involved elaborating a procedure with the Chief Finance Officer, which we believe now runs smoothly and efficiently.

Declassified E.O. 12356 Section 3.3/NND No. 785016

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IX FINANCIAL PROBLEMS

The rebuilding of university and schools raises a big financial problem which has involved elaborating a procedure with the Chief Finance Officer, which we believe now runs smoothly and efficiently.

There are many much more difficult questions to be decided, some of which are now under discussion. For instance we do not subsidize private or church schools. But some of these drew part of their funds from associations in Rome, which in their turn were state-subsidized. Such problems call for close examination to arrive at a true estimate of the figure which originated from the Treasury. When that has been done it is hoped that some means may be worked out with the C.F.O. to cover such cases.

X THE SCUOLA MEDIA.

It is not intended to go into the technicalities of secondary education in Italy here. Many of the problems are the same as for the elementary schools and the universities. There is, however, the position of the Scuola Media to be mentioned: The Scuola Media was one of the few good things elaborated under the Fascist regime, for it opened the way to a more modern educational system. Up till then the Liceo and Gimnasia type of education had set the tone for all Italian secondary education. It is, therefore, not proposed to close these schools, but merely, as with all others, to cleanse them from Fascism. A complication has, however, arisen through the fact that it is believed that it is the intention of the Badoglio Government to abolish these schools.



F 1811.

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It is, as a consequence,.essential to have early discussions with the Italian Minister of Education on this matter.

We believe that any such precipitate action on his part would be retrogressive.

C. R. GAYRE
LT.COL.AEC
Educational Advisor
HQ AMGOT

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Declassified E.O. 12356 Section 3.3/NND No. 785016

1810

# ALLIED MILITARY GOVERNMENT

SUBJECT: REPORT ON PRESENT STATUS AMGOT EDUCATION.

TO:

FILE No.

AMGOT HQ., SICILY

30/X/43 194

1. School buildings. Many damaged. Whole ones often used for billeting troops and for evacuees. Standards of light, equipment, and hygiene usually deplorably low. Repairs necessary to prevent danger and damage are officially authorised. SCAOs to submit estimates of cost and time to make damaged buildings usable for school purposes.

2. Opening of schools. No definite date for general opening set as yet. Individual schools may be opened when buildings and vetted staff are available, but for the moment no texts are to be used. Necessity of early opening of schools is fully recognized by HQ and steps are being taken to make this possible. (In Pantelleria schools are now open and functioning in private homes. Pantelleria is trying to get texts from Malta and Cairo.)

3. State examinations. These have been authorized, to be held some time between 3-16 November and arrangements are underway.

4. Personnel. The selection of a Provveditore for each of the nine provinces of Sicily is underway. The one for Palermo has been appointed. Appointment is by Major Gayre, after vetting. Teaching personnel all over province is filling out questionnaires (prepared by Major Raffa) for vetting. (see Annex 5)

5. Education Committees. By authority of the COAC all SCAOs have been instructed to form Provincial Education Committees composed half of approved representatives of the Provveditore, half of such persons as representatives of universities, important schools and colleges, private schools, and organisations concerned with educational and cultural problems (Annex 5). Self-formed groups expressing an interest and willingness to work should, if investigation proves them reliable, also be represented. These

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HQ and steps are being taken to make this possible.(In Pantelleria schools are now open and functioning in private homes.Pantelleria is trying to get texts from Malta and Cairo.)

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5. Education Committees. By authority of the SCAC all SCACs have been instructed to form Provincial Education Committees composed half of approved representatives of the Provveditore, half of such persons as representatives of universities, important schools and colleges, private schools, and organisations concerned with educational and cultural problems(Annex 5). Self-formed groups expressing an interest and willingness to work should, if investigation proves them reliable, also be represented. These committees(which have no concern with church schools), report on an established form, through the SCAC, concerning:

(a) Costs of repairing various categories of schools(Elementary, Higher State, and Private; Colleges and Universities.)

(b) Number of buildings of each category in province

(I) Number destroyed
(II) Number damaged but repairable
(III) Number undamaged but occupied by troops or earmarked as temporary hostels for bombed-out civilians.
(IV) Number of undamaged, unoccupied schools available.

(c) Number of pupils(average) in whole province.

(I) Number involved in each of the classifications (b)(I),(II),(III),(IV) above, for each category (a-above).

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# ALLIED MILITARY GOVERNMENT

SUBJECT:

TO:

(2)

FILE No.

AMGOT HQ., SICILY

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(d) Teachers. Number before occupation;number who have fled, number sick or incapacitated;net number available. Committee will see that these available fill out Political Intelligance Section,questionnaire for vetting(annex 5).

(I) State school teachers.
(II) Private school teachers.

(e) Subjects to be taught.(1)Elementary schools: Committees to work on principle of three Rs being started first,then handcrafts and sciences.History and geography to be carefully considered and avoid perpetuation of authoritarian principles

(II) Higher schools:(a)basic subjects will be mathematics,Italian language,modern and classical languages,(b) the sciences and their application,(c)history,philosophy,anthropology, civics and political geography require careful thought and planning by the committee before authority can be given for these subjects to be restarted.

(III) Colleges,universities,etc.(a) Committees for present views on subjects which can be established, in order of priority,and in terms of available accomodations and facilities.Subjects liable to raise controversial political issues will not be sanctioned and even objective treatment of such subjects must be delayed for full consideration.(b) Report what,if any courses may be contomed for students already enrolled.

(f) Text books.Committees to report on availability of suitable

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(II) Higher schools: (a) basic subjects will be mathematics, Italian language, modern and classical languages, (b) the sciences and their application, (c) history, philosophy, anthropology, civics and political geography require careful thought and planning by the committee before authority can be given for these subjects to be restarted.

(III) Colleges, universities, etc. (a) Committees for present views on subjects which can be established, in order of priority, and in terms of available accomodations and facilities. Subjects liable to raise controversial political issues will not be sanctioned and even objective treatment of such subjects must be delayed for full consideration. (b) Report what, if any courses may be continued for students already enrolled.

(f) Text books. Committees to report on availability of suitable texts, usable in above curriculum (e).

The detailed forms for the Provincial Education Committees to fill in have been distributed and are begining to come back completed, through the SCAOs to the Educational Adviser.

6. Text book revision.

(a) Present situation. All books for the elementary school contain Fascist propaganda. In the book for the first grade this is confined to a dozen or so scattered pages which could easily be removed, as they evidenly were bodily inserted in an otherwise harmless, well-printed and illustrated text book. Certain other books can be used by removal of the last third or half, without destroying the values in the early part. The majority are so permeated with Fascist doctrine as to be wholly unusable.



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# ALLIED MILITARY GOVERNMENT

SUBJECT:

TO:

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(3)

A complete file is not yet available but is being gathered. Secondary school books are said to be, for the most part innocuos and usable.

(b) Program:

(I) Committees of Italian teachers and school inspectors are being set up in Palermo, under AMGOT guidance, to examine all text books and note which can be used in toto, in part, or not at all.

(II) All text books are being called in through the Provincial Education Committees and SCAOs for (a) redistribution if approved; (b) the removal of objectionable pages and redistribution, where practicable; (c) to be made into pulp for printing new text books, in those cases where present books are not usable.

(III) The text book committees in Palermo are about to prepare teaching outlines for mimeographing and distribution to replace, temporarily, unusable text books.

(IV) A higher committees will then rewrite such unusable texts for temporary use until permanent texts can be gradually prepared. The temporary texts will be printed as soon as paper or paper mills are avilable. (Note: it is possible that such texts are being prepared now in London, or that the typesetting and mat making, or even the publishing, could be done there. Major Cayre is investigating this situation.)

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(III) The text book committees in Palermo are about to prepare teaching outlines for mimeographing and distribution to replace,temporarily,unusable text books.

(IV) A higher committees will then rewrite such unusable texts for temporary use until permanent texts can be gradually prepared.The temporary texts will be printed as soon as paper or paper mills are avilable.(Note:it is possible that such texts are being prepared now in London, or that the typesetting and mat making,or even the publishing,could be done there.Major Gayre is investigating this situation.)

(V) The Provincial Education Committees will help set up small groups of teachers to begin the considerat on of lasting changes in program and curriculum,and "permanent" text books.These groups it is proposed,will be coordinated and will act in an advisory capacity to a national commission which will presumably be set up to effectuate basic reconstruction of Italian education.

7. Liaison. It is recognized that the period of Military Government will be relatively brief, to be followed by a period of Allied Civilian Control, then by an autonomous Italian Government.It is therefore essential that liaison be established between AMGOT education and the Allied Civilian Agency to follow and also between AMGOT education and the provisional Italian government,so that plans and activities initiated by AMGOT can be continued and developed by its successors.

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# ALLIED MILITARY GOVERNMENT

SUBJECT:

TO:

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AMGOT HQ., SICILY

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(4)

To this end a request is being made that a representative of the Allied Civilian Agency charged with education be attached to each regional Director of Education. A further request is being made that AMGOT education be put into direct contact, for liaison purposes, with the Minister of Education in the Badoglio Government.

8. A letter has been prepared for all SCAOs, (subject to the approval of the CCAO, and to go out over his signature) instructing them as follows:-

(a) Provveditori, Rectors of Universities, and University Professors will be nominated by the Regional Directors of Education subject to approval by the Adviser in Education and official appointment by the CCAO.

(b) Teachers, school directors and inspectors will be appointed by the provveditori, after approval by the Regional Director of Education. CAOs and SCAOs may temporarily suspend and may recommend dismissal of school personnel provided they send a full statement as to cause trough the SCAO to the Regional Director of Education and Fine Arts for review and final decision. CAOs and SCAOs may freely nominate properly qualified school personnel for appointment to school position by the Provveditore. The Provveditore alone is authorised, subject to the approval by the Regional Director of Education, to make the actual appointments after determining the fitness of the candidate for the position.

9. The Director of Education and Fine Arts for Region 4, Major Carleton Washburne, arrived in Palermo on 8 October. He has familiarised himself with the work of the Educational Adviser to date and is temporarily acting as his deputy, charged with

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(a) Provveditori, Rectors of Universities, and University Professors will be nominated by the Regional Directors of Education subject to approval by the Adviser in Education and official appointment by the CCAC.

(b) Teachers, school directors and inspectors will be appointed by the provveditori, after approval by the Regional Director of Education. CAOs and SCAOs may temporarily suspend and may recommend dismissal of school personnel provided they send a full statement as to cause trough the SCAO to the Regional Director of Education and Fine Arts for review and final decision. CAOs and SCAOs may freely nominate properly qualified school personnel for appointment to school position by the Provveditore. The Provveditore alone is authorized, subject to the approval by the Regional Director of Education, to make the actual appointments after determining the fitness of the candidate for the position.

9. The Director of Education and Fine Arts for Region 4, Major Carleton Washburne, arrived in Palermo on 8 October. He has familiarised himself with the work of the Educational Adviser to date and is temporarily acting as his deputy, charged with the responsibility of carrying through the text book programme (para 8). He is also participating in the formulation of national AMGOT educational policies, at the same time he has been in touch with the work of the Adviser in Fine Arts and has arranged to send a file showing the headquarters and Sicilian work in this field to the Regional Director still in Tizi Ouzu.

10. The Educational Adviser has recommended that other Regional Directors of Education and Fine Arts be brought to AMGOT Headquarters for a similar apprenticeship and acquaintance with the experience already gained before going into their respective regions.

# 1806

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Declassified E.O. 12356 Section 3.3/NND No. 785016

Subject: Report on Education

To: Educational Adviser
AMG HQ. Sicily

3 Nov. 43
AMG HQ.
Region 2
Ref. EC1/42/7

1. The request for a monthly report on Education in Region 2 which should reach your HQ. not later than 1 November arrived at this HQ. at 1800 hours on 2 November.

2. In the absence of the R.C.A.C., who is in Palermo, it is impossible to give a detailed report. The following, however, is the general situation in the Region.

3. Religious institutions of learning have been advised that they may resume their normal activities, but no other educational institutions are presently open. Provincial Committees have been formed in accordance with the HQ. directive of 14 September (AMGOT/3874/B/Ed;), but to date their reports have not been received at this HQ. We are informed that in the Province of Catanzaro, despite the destruction of some school buildings the officials believe that instruction could be resumed as soon as permission to do so is granted. It is believed that the same situation prevails throughout the whole Region.

4. As soon as more detailed information has been received it will be forwarded to you.

G.H. McCaffrey, Lt. Col. Inf.
R.C.A.O., Region 2

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HEADQUARTERS
ALLIED MILITARY GOVERNMENT
APO 394
Education Sub-Commission

ED/GEG/tjr

30 November 1943

Monthly Report for November 1943

Universities.

Arrangements were made for the opening of the three Sicilian Universities. The University of Catania opened on 4th of November. Palermo University opening is arranged for 5th or December. Extensive damage to the University buildings at Messina has delayed opening, but it is hoped that sufficient repairs may be carried out to enable this University to open in January.

Schools.

Arrangements have been made to open about 75 per cent of the schools in Sicily on 1st December. The opening of the remainder will depend on the time of their evacuation by troops and in some cases on repairs. One Church school at Marsala is already open.

The committee appointed to examine text-books has completed its work and a sufficient number of books is available for immediate requirements; some few pages containing fascist teaching having been removed.

Similar arrangements are in hand in Region II.

Other Institutions.

A check has been made of the personnel of other educational and scholarly institutions to ensure their freedom from notorious fascists.

Personnel.

Captain A.A.VESSELO arrived from North Africa and after a study of methods, was despatched to Region II on temporary assignment, to organise educational matters there.

Lt. Colonel T.V.SMITH proceeded to the seat of Italian Government where he remains as liaison officer and adviser.

Major C.R.KOOPMAN and Captain W.H.GEYER arrived from North Africa and are at present studying the school system and the work which has been done.

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Division of Regional and National Authority.

Owing to the agreement reached with Lt. Colonel C.POLETTI a smoothly working arrangement has been evolved which defines completely the fields of Regional and A.M.G.

Liaison.

Lt. Colonel WYATT paid a visit to Brindisi and committed with the Italian Under-Secretary for Education in the Italian Government.

Two broadcasts were prepared and recorded during the month, in consultation with Finzi. The first was a brief report of the opening of the first school. The second was a talk on the work of the Division, the plans for re-opening of Universities and schools and the removal of fascist elements from education.

W. E. GAITSKELL
Lt. Colonel, A.C.
Educational Adviser.

Declassified E.O. 12356 Section 3.3/NND No. 785016

File under Monthly Reports

Nulla osta alla censura si rimanda dal protocollo

Subject: Schools, Province of Matera

7 Nov. 43
AMG HQ.
Region 2
Ref. EC1/42/13

To: Educational Adviser
AMG HQ., Sicily

1. The C.A.O. for Matera Province has asked us to inform you that the Educational Committee of Matera Province has completed recommendations and detailed programs for all grades, eliminating the use of Fascist books. The entire plan of the Committee is based on the assumption that no new books, to replace the old, will be available. School buildings in the Province of Matera suffered no damage, and with the elimination of pro-Fascist teachers from their staffs the institutions can all be safely re-opened. The removal of politically objectionable teachers awaits the arrival of the pro-formas prepared by the Political Intelligence Section.

Lieut Col W. Horace Craig

for C.H. McCaffrey, Lt. Col. Inf.,
R.C.A.O., Region 2

Look Gaspe to see.

1812

Declassified E.O. 12356 Section 3.3/NND No. 785016

File on Reports

HEADQUARTERS
REGION 3, ALLIED MILITARY GOVERNMENT
APO 464, U.S. Army

File No. 350. 4 November 1943

SUBJECT: Monthly Report on State of Education in Region 3.

TO : AMG Headquarters, Sicily.

1. The usual situation in regard to school buildings has been found in Region 3; some have been completely or partially destroyed, some are occupied by troops, refugees or civil agencies. Requests have been sent to all CCAOs to furnish detailed information on the physical condition of all schools in their area and to what extent they can be rehabilitated in the near future.

2. Numerous conferences have been held with the Provveditore Agli Studi of Region 3 with reference to the possibilities of opening schools, the instructor staffs and existing text-books that may still be used. It is indicated that a certain percentage of school buildings is available, that sufficient instructors are at hand and that courses for which only undesirable text-books exist, can for the current year, be taught orally.

3. The following progress has been initiated:

a. Permission has been granted to elementary, secondary schools and the University of Naples to hold necessary preliminary examinations at once.

b. Plans are in progress to open elementary and secondary schools by 1 January 1944.

c. There are no plans for the opening of Universities for the current scholastic year.

d. Permission has been given for elementary rural schools to open immediately if buildings and instructors are available.

e. Permission has been given for religious schools to open where physically possible.

f. Requests of all private schools of a non-religious nature to reopen are being considered individually.

For the Commanding Officer:

DNB
DOUGLAS N. BATSON,
1st Lt., CMP,
Actg Asst Adjutant General.

# 1801

Declassified E.O. 12356 Section 3.3/NND No. 785016

HEADQUARTERS
ALLIED MILITARY GOVERNMENT
(Near Testament)
APO 394
Education Sub-Commission

AMG 0607/E/ED

23 December 1943

SUBJECT: Monthly Report for December 1943.

TO: The Administrative Directorate.

1. Universities

Palermo University opened on 5th December. At the opening ceremony honorary degrees were conferred upon General Lord Rennell, General Alexander, General Patton and Lt. Colonel Poletti. Lt.Col. T.V. Smith, Major Aldo Raffa.

Further changes were made in University staffs and further appointments confirmed. A summary of the changes made will appear in a later report.

2. Schools

Programmes of Studies were issued for schools. These consist of a series of pamphlets as a guide to teachers on plans and methods. The printing of the new text-books has been placed in hand and courses of supply of paper found.

3. Other Institutions

Committees of the Royal Academy of Palermo and the Academy of Science were formed for the removal of fascist members and the election of others.

4. Personnel

Major R. H. COLEMAN took over the office of Educational Director, Region I and Captain D. H. GWYER the corresponding office in Region III. Lt. Colonel T. F. WHITE was recalled from Brindisi and proceeded under orders to England.

5. Regions

Reports from Regions I, II and III indicate that the work of establishing sound starts and opening arrangements for opening of schools is proceeding well. Two Provveditori agli Studi have been dismissed for fascist activity in Region II and have been replaced by suitable successors. Two School Directors have been appointed. In Region III, one Provveditore



1800

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HEADQUARTERS D/WHS/tjr
ALLIED MILITARY GOVERNMENT
(Rear Detachment)
APO 394
Education Sub-Commission

AMG 8607/B/ED 28 December 1943

SUBJECT: Monthly Report for December 1943.

TO: The Administrative Directorate.

1. Universities

Palermo University opened on 5th December. At the opening ceremony honorary degrees were conferred upon General PATTON, General Lord RENNELL, General McSHERRY and Lt. Colonel GAYRE and Lord Plender. Lt.Col. T.V. Smith, Major Aldo Raffa.

Further changes were made in University Staffs and further appointments confirmed. A summary of the changes made will appear in a later report.

2. Schools

"Programmes of Studies" were issued for schools. These consist of a series of pamphlets as a guide to teachers on plans and methods. The printing of the new text-books has been placed in hand and sources of supply of paper found.

3. Other Institutions

Committees of the Royal Academy of Palermo and the Academy of Science were formed for the removal of fascist members and the election of others.

4. Personnel

Major G. R. KOOPMAN took over the office of Educational Director, Region I and Captain C. H. GAYER the corresponding office in Region III. Lt. Colonel T. V. SMITH was recalled from Brindisi and proceeded under orders to England.

5. Regions

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5. Regions

Reports from Regions I, II and III indicate that the work of establishing sound staffs and opening or preparations for opening of schools is proceeding well. Two Provveditori agli Studi have been dismissed for fascist activity in Region II and have been replaced by suitable successors. Two School Directors have been appointed. In Region III, one Provveditore



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has been removed and a replacement found. In this region it is hoped to open schools to provide for 90% of the children (excluding Naples province, where difficulties are great through overcrowding, and occupation by troops of school buildings) by January 1st.

6. The Badoglio Government, Ministry of Education, on 14 December sent a letter to the Provveditore agli Studi of Matera Province (Region II) ordering a Dr. Nicola Minervini to assume the presidency of the Liceo Ginnasio of Matera on 1 January 1944. This is one of a series of similar incidents in which departments of the Badoglio Government have attempted to usurp the powers of A.M.G. in Region II. Action to bring these irregularities to the notice of the Badoglio Government has been taken by R.C.A.O., Region II.

7. Miscellaneous

Lt. Colonel GAYRE visited Catania where he made investigations at the University into some members of the staff. These are awaiting completion.

A complete report on the activities of the Educational Division under Allied Military Government is in course of preparation.

For the Educational Adviser:

W. E. SHERWOOD
Major, RE.

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7A/20 28 Dec. 43

SECTION I

INTRODUCTION.

Duty alone was in our hands in the beginning of September. Buildings were destroyed or damaged, some critically and irreplaceable. 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 Governors to those of the appropriate civilian authorities.

The production of school text books was next in importance. There should have been provided 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 suitable 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 much of the old ones as were still usable, so that the schools could begin teaching. Always for dealing with this formidable task had, owing to lack of inter-ion planning, to be worked out in the field, moving as one,



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noting 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 instructions 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 most important that influences representing every shade of opinion and every point of view were to be brought to bear by those who realized that the control of schools and universities - of education - means the control of the destiny of the new Italy. Very 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 newly unknown mechanics of democratic government.

Territories 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)

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## Recruitment of Staff

No staff was provided in the planning stage, nor until the arrival of Lt. Colonel C. R. GATES as Educational Adviser on 5th 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. GATES (R) |
| 10th October | Major H. H. SHERWOOD (R) |
| 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 reported to the U.K. |
| 4th November | Captain A. A. VERRILLO (R) This officer left immediately to act as Regional Director, Region II, and has never been effective on HQ staff. |
| 5th November | 2nd Lieutenant H. T. COXON (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 T. ADDISON (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.

## Opening of Regional Headquarters

Region I Education Office opened on 14th October with Major C. T. ADDISON (A) as temporary director. He was relieved by Major D. R. ROBERTS (A) on 5th December.

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

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

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SECTION II

PUBLIC ACCOMMODATIONS

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 devastated 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 50% of students (except in the province of Naples) by the middle of January.

Universities

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

The Faculty of Engineering of Palermo University has suggested that the long overdue reconstruction of the building should now be undertaken, rather than a patching of bomb damage. This would involve the expenditure of 70,000,000 lire, and whether

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7/ 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 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 Salerno whole laboratories were occupied and much unnecessary damage done. At Messina a manuscript containing the results 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. 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 has to meet in the Study of the Rector's house.

Despite all these drawbacks the three universities of Sicily are all functioning in every faculty. Natural class, 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 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 2% 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

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education; there was a great variety of these books and teachers had freedom to choose for themselves the ones which they preferred.

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

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

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

Prefects were instructed to order all book sellers to deposit confiscated books with the nearest Gladeso, 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 PCAC's, to approve secondary school text books in the fields of Latin and Greek and the classical sciences and purely technical books, provided lists of such approved books were sent to the

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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 will leave removed in a temporary expedient, and only less undesirable than giving children and teachers no books at all. The confiscation of books having serious-ly reduced the number of books available and necessary for the elementary schools, a programme of re-writing the 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 com-pletion of the work and was succeeded by Professor Barresi. 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 (Ilio and Lodo, 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.

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. There should be on sale about 10 January. Preliminary steps have been taken toward getting paper for Readers III and IV, using the product of the paper mill in Foggia & imported newsprint, or a combination of both.

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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 CCAO'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 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.

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 school programmes are now going to press.

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 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 cont'd

Schedae (personal questionnaires) have been required of all school officials of the nine provinces of the Sicily Region but not all have been received as this date. Of the 280 which have come in, all have been examined and 25 officials have been found unemployable on facts revealed by the Schedae. Others have been found unsuitable after investigation has disclosed facts which did not appear on the schedae.

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 Ragusa. 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 still study.

University Chairs

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

Abolitions

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

Substitutions

1. Economia politica corporativa to Diritto del Lavoro.
2. Demografia generale e demografia comparata della Razza 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.

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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 costituzionale italiano comparato to Diritto pubblico comparato.

Few 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 has been created at Palermo University.

Universities: Dismissals and Appointments

The schedas of 140 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 |

Messina University:

| | |
|---|---|
| Titular professors appointed | 15 |
| Titular professors dismissed | 3 |

Catania University:

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

Reale Accademia of Palermo

| | |
|---|---|
| Members dismissed | 14 |
| Members suspended | 12 |

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

| | |
|---|---|
| At Palermo | 19 |
| At Catania | 22 |
| At Messina | 34 including 23 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 Captain GRIER reached Naples, as Acting Director of Education for the Region, Colonel HUME of the 15th Army Group, had handled preliminary university appointments including the confirmation of that of the Rector. It was only during the week of December 19, after Lt. Colonel KRAUCH became A.C.A.O. of Region III, that the University of Naples came under the supervision of the Acting Director of Education of Region III.

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 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 Office 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 fill in 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

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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 1) 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 case 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.

## SECTION III

## RE-EDUCATION

### Schools

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

The remains 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.

### 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

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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 Universities still continued delay also in the approval of teachers and in the establishment of administrative and International 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.

### 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

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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 M.G.A.O., Region I.

## SECTION V

### Reasons for Delays, Defects and Failures

#### Staff

The inadequacy of staff all through with operations has been responsible for delays that would have been calculated 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 all phases of the reorganisation of education need constant personal attention. The MG/G 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 have 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 accepted 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

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make the diagnosis, 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 has 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 Advizer 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 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 Advizer 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

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any branch of the Allied Military Government. The lack of personnel and the fact that the Education Officer had to work single handed for a month, carrying 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. K. WATKINS) was available. He was immediately put on the text book problem. But to gather the text books, examine them, and get the faulty parts 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 ROBERTSON to Bologna to make contact with the Italian Government, and to Regions II and III and the 15th Army Group to take preliminary steps towards opening the schools in those regions.

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 was 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 even 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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5 Welfare in schools

Conditions in the minor schools especially were appalling. The putting in order of schools, often ramshackle, 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 misdirected energy. 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 provides 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.

SECTION VI

Liaison and coordination

In the course of actual field work contact and co-operative effort are had to be maintained with many other organisations such as U.N.R.R.A. Intelligence and Security.

In all these cases there should have been a planned relationship from the start. For example, much of the work of U.N.R.R.A. is "educative" in the broad sense, and several broadcasts have been written for U.N.R.R.A. by the Education Division. But much more might have been done, and owing to lack of co-ordination many important

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however, such as the re-opening of the universities were not adequately exploited as propaganda.

The Arts and Monuments Division is another case in point. In the original A.M.G. it was separate from Education. In the reorganization as projected at that stage it was a part of Education. On the suggestion of the Education Adviser to Major-General AFHQ and Deputy Commander Mediterranean Command, the A.M.G. 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 the Arts and Monuments cause under the Italian Ministry of Education in any case. It is believed that the Arts should have been a separate sub-division under Education.

## SECTION VII

### Conclusion

As a result of experience in Italy it is now 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. Many failures in Italy have been, in spite of the utilization of every available brain, can be traced directly to the 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 and the importance of education once recognized, there have been some achievements also which may be developed to greater effectiveness with the co-operation of the new Italian Government.

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Educational o School system in Sicily 9/1/43 File No 8

Minister of National Education

(Provincial) Provveditore agli Studii

Amgot has set up a committee of Headmasters to deal with problem of re-opening schools, exams.

Church Schools (Some are under the Provveditore.)

Inst

1st. class Primary Schools (Elementaria)

2nd class Secondary Schools (Media)

3rd class Higher Schools.

Regia Universi

Classical schools

Technical Schools (Some of these are independent of the Provveditorato)

Salaries are being paid through Provincial F.O. & Regio Tesoro.

Text-books: There is a suggested committee under the Rector, Palermo University, for revision of texts for Palermo Province.

Payments of
& Salaries
& Maintenance costs } are made through Dr. Becker, the Prov. F.O. + the Regio Tesoro.

Extraordinary payments are made through Col. Greffley-Smith, C.F.O., + Lt-Col. Spofford CSO, & hea
+ if approved by the Prov. F.O.

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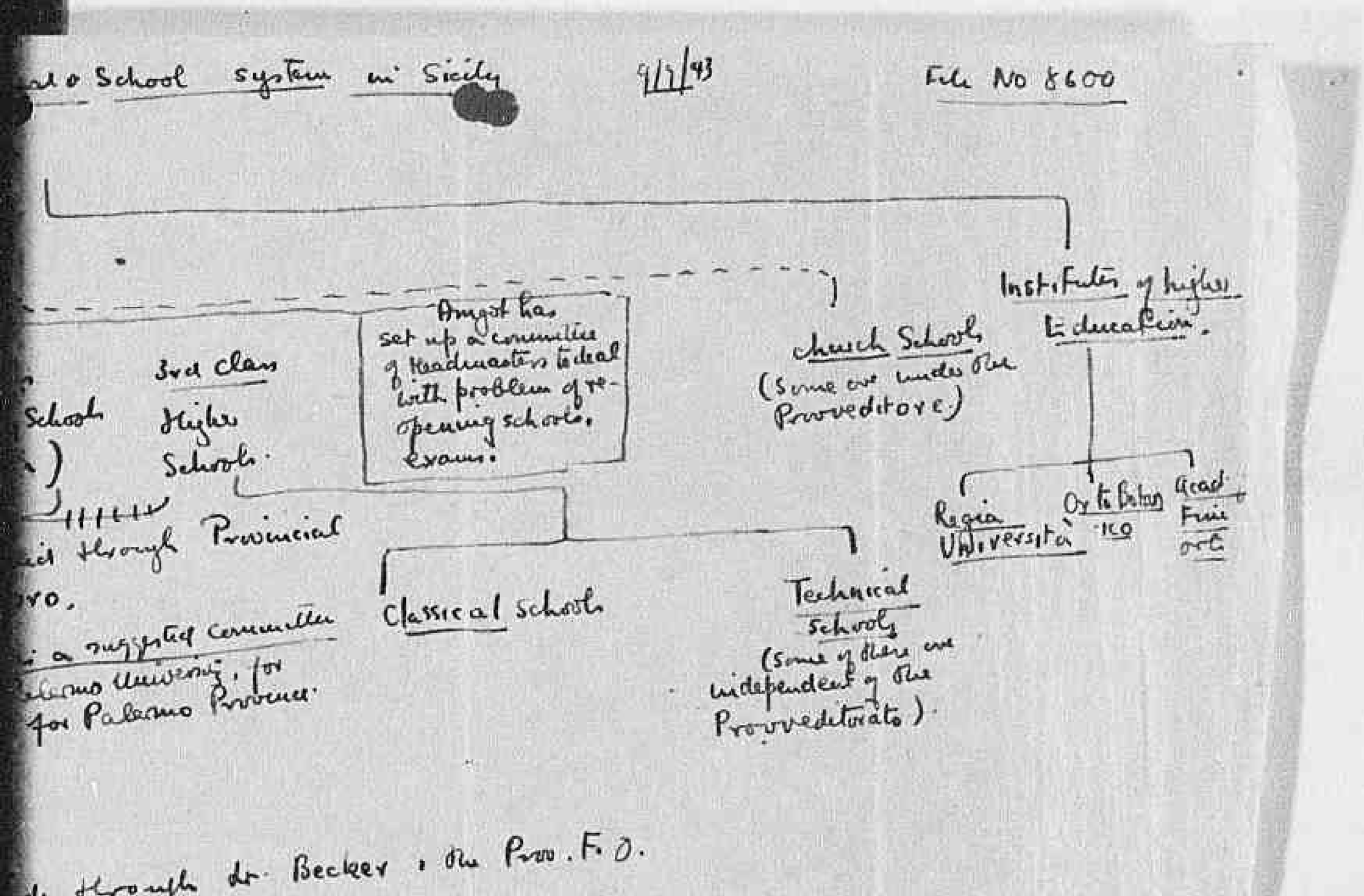


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File No. ~~8600~~ Amgot/8862/Ed Subject: ~~General~~ Education : Sicily : Reports

7A/2.0

Ref.
FA & M
Interference

AMGOT Hq.
7 Sept. 1943.

Memorandum to: Major Gayre, Adviser on Education.
Subject : Education.

1. Education is divided into three levels, primary (elementaria), secondary (media), and higher. The first two fall under the Provveditore agli Studii, who is distinct for each Province and depended direct from the Ministry of National Education.

2. For the present, therefore, it is better to deal with primary and secondary education on the provincial level, trying to ensure some uniformity of procedure but allowing each province to set up its own committees and having salaries paid through the Provincial FO and Regio Tesoro.

3. In Palermo Province, Major Hancock has been in touch with the Secretary of the Provveditorato (there is no Provveditore) and has set up a Committee of headmasters to deal with the problem of reopening schools, finding locations, setting the exams for promotion (oral), etc. The Rector of the University, Dr. Leotta, has offered to set up a Committee to revise text-books. If the General approves Major Hancock's memo, signed by Poletti, it might serve as the basis for a circular to other provincial SCAOs and municipal CAOs.

4. Education at the secondary level is divided into classical and technical. A lot of the technical schools are independent of the Provveditorato and will have to be deal with separately. A memo from the Tecnico Industriale is attached. I have done nothing about it. Similar is the Liceo artistico, administered under the Accademia di Belle Arti.

5. Church education is complicated. Certain church schools operated as private schools pari passu and under the general supervision of the Provveditore. I am not clear as to their extent and nature and the General as so far authorized the operation only of elementary schools. See Col. Farley-Smith's note.

6. The Institutions of Higher education are mostly autonomous, depending from the Ministry of Education. The most important here is the Regia Università, which has a large complex of Institutes as well as the traditional faculties. A report is submitted.

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3. In Palermo [illegible], the Secretary of the Provveditorato (there is no [illegible]) and has set up a Committee of headmasters to deal with the problem of reopening schools, finding locations, setting the exams for promotion (oral), etc. The Rector of the University, Dr. Leotta, has offered to set up a Committee to revise textbooks. If the General approves Major Hancock's memo, signed by Poletti, it might serve as the basis for a circular to other provincial SCAOs and municipal CAOs.

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7. I have also dealt with the Conservatory of Music, the Academy of Fine Arts, and the Orto Botanico for those sections which are independent of the University. See the respective files.

8. Various problems arise: payment of salaries, expenses of maintenance; and extraordinary expenses for repair, purchase of equipment, and the like. Dependent on the decision whether to reopen is the question of the extent to which maintenance will be paid and repairs undertaken. It is agreed that all salaries will be paid as before the occupation, with, for the moment, supplements given for special war work and the like. Arrangements for salaries and maintenance funds are made through Lt. Becker of the Provincial FO and the Regio Tesoro.

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Extraordinary expenses must go to Col. Grafftey-Smith, CFO , to Lt. Col. Spofford, CSO, and to General Lord Rennell, CCAO, and then if approved, to the Provincial FO. This applies to all provinces.

9. I have had approved certain expenses for the Orto Botanico. I have in for approval the estimates for the Academy of Fine Arts and a special initial grant to the University for certain repairs already in process. I am waiting a reply from the Conservatory of Music on whether they will store temporarily in the Teatro Massimo or find a building. They are badly bombed out. I am waiting for the estimates on the University from the Provincial Office.

10. The names of some of the people are;
Regia Universita
Rector, Professor Leotta, surgeon . Efficient
Director, Dr. Iannico (I think). So-so.
Orto Botanico
Director, Professor Bruno (very nice)
Vice director, Dr. Deleo (very nice).
Conservatory of Music.
Honorary president and Director on continent.
Acting personnel are the
Academic secretary and archivist, Prof. Tuzzo - fair
Head of Teatro Massimo, Dr. Raccuglia. Good
Economo, Dr. Muglia. Just arrived, seems good
Academy of Fine Arts.
Honorary President is here - I think it is Spadafora.
Director has fled.
Acting director Professor Catalano (professor of painting) is quite competent but excitable.
There is a very good Economo, whose name I do not know.

11. For the time being, I will keep the Archives of the State, the National Library. The Academy of Sciences is not likely to be a problem immediately. I have seen the President, a retired Professor of Latin, Prof. Columba.

Mason Hammond
Capt. AC
Adviser on Fine Arts and Monuments.

Declassified E.O. 12356 Section 3.3/NSC Memo, 11/24/98, NSC 185016

21/7/43 Returned by Capt Hammond 7A/2.30

EDUCATION

At Messina, the University buildings in the center of the city are so badly ruined as to be useless. Most of the contents were gone, whether to storage or looted, I do not know. The outlying scientific institutes are in fair condition save for roofs and windows but are occupied by military installations. School buildings in Messina and perhaps elsewhere would take a good deal of repair to reopen. I found no responsible official though I hunted for a Professor Siracusa at Gnazirri, a suburb. He had left however. I understand that the Rector came to Palermo and saw Major Seyre. The books from the library are not at Brontë.

At Catania, the University has been badly hit and parts are occupied by troops. Lt. Col. Lord Wellesley has been in touch with the Rector and hopes to get the Medical School open. Schools are either damaged or occupied by troops and it is unlikely that the army will vacate. At Leontini, schools are ready for use. At Augusta they are xx damaged xxxxxxx xxxxxxx but could be repaired.

At Siracusa, Lt. Col. Prance and Capt. Rutherford felt that the teachers are so impregnated with fascism that to reopen schools is impossible. I xxxld not get any statement on buildings.

At Caltagirone, Capt. Corbin has refugees in schools. He would like to reopen but must house refugees. At Caltagirone there was an important technical school for ceramics, the Regia Scuola di Ceramica, under the direction of Ing. Cav. Luigi Galvano. This school was badly hit. The part used for instruction could, however, be repaired and most of the machines are salvaged. Capt. Corbin wishes to reopen the school as the industry is of great local importance. It is recommended that the instructional part be repaired and reopened and that if possible arrangements be made for reopening the factory as soon as possible. Cav. Galvano is to submit estimates for transmission to Major Seyre. At Caltagirone, also, the corner of a seminary in the xx- xxx monastery of San Francesco, was hit. The Bishop had his apartment there and is now forced to live quite far out of town in xx convent, from which it is hard for him to do business. He is to submit an estimate to see if repairs are justified.

At Caltanissetta, Major Gilles and Capt. Pereira reported that Col. Lipari has gone ahead to form a Committee under the [illegible] to revise text-books and

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At Caltanissetta, Major Gilles and Capt. Pereira reported that Col. Irish has gone ahead to form a Committee under the Provveditore (not too good a man) to revise text-books and plans to reopen the schools as usual. All salaries since the occupation have been paid. 45 new teachers are being added for instruction. It was recommended that Col. Irish submit a report to the General in view of the General's views on the subject.

At Enna, Lt. Col. Hood reported schools damaged throughout province but repairable. The schools not house refugees. He would like to reopen if he can house refugees. All infant schools (run by church) are operating, but are not compulsory.

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E 111
File Report, Rome 1940

Maj. D'Arbbura
7A | 2.0

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, and sold to the children through publishing houses and book stores. It consisted of from one to three books for each grade as indicated below. Secondary school books, on the other hand, were published privately and merely had to be approved by 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, early in October, was to try 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, and a collection of 54 secondary school text books, which, however, were a small fraction, probably, 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 so that they could be of some use if the offensive pages were cut out. A decree was therefore issued ordering book stores to cut out specified pages from certain books before selling them, and ordering teachers to see that such pages were removed from any books used by their pupils.

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

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

Prefects were ordered to notify all book stores to deposit confiscated books with the nearest Indaco, 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.

The following list shows :

a) the complete series of elementary school books, with an indication after each of whether it was to be confiscated or the number of leaves that would have to be cut out before it was sold or used; and

b) the secondary school books which were to be similarly treated.

Lists of these books, with specification as to the exact pages to be removed from each usable one, and lists of approved secondary school books were sent to all S C A O 's; Prefects and Provveditori agli Studi in all Regions under Allied Military Government, and, for information, to the Italian Government.

Elementary Text-Books

1st Class - Reader, remove 10 leaves

2nd Class - Reader, city schools-remove 28 leaves

- Reader, rural schools -remove 23 leaves

- Arithmetic, Geography, etc., (Confiscate)

3rd Class - Reader, city (Confiscate)

- Reader, rural (Confiscate)

- Arith, geogr, etc., (Confiscate)

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4th Class -Reader (Confiscate)

-Religion; Grammar, History (remove 5 leaves )

-Arithmetic, Geography (Confiscate)

5th Class -Reader remove 33 leaves

- Religion, Grammar, history remove 23 leaves

- Arithmetic, Geography, language (Confiscate)

Secondary Text-Books

Anthology - "Aurora" remove 14 leaves

Anthology - "Aprile" remove 32 leaves

Grammar, by F.Ugolini remove 6 leaves

History, by A;Lizier, vol II remove 24 leaves

Civilization and Work, by Bozzole, Vol II remove 36 leaves

History and Anthology, by Pedrini, Vol II remove 12 leaves

Geography "Imago Hundi" by Crinò remove 7 leaves

Nine other books listed for confiscation; Thirty eight books listed as approved.

Because of the incompleteneds of the listing of secondary school books ordersdwere issued to Provveditori agli Studi authorizing them, subject to the approval of theer respective S C A O '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 Regional Director of Education (via the S C A O ) for transmission to the Education Advisor. In other fields, a semple 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 to send a list of such books approved to the Education Advisor. In this way it is hoped gradually to complete the list of secondary school books approved or disapproved.

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C A O 's are being asked to arrange for spot-checks on book stores and schools as to whether these orders are being carried out.

The use of certain books with leaves removed is a temporary expedient, and only less undesirable than giving children and teachers no books. The confiscated books leave, furthermore serious gaps in the books available and necessary for the elementary schools. Therefore a program of rewriting the offensive pages was undertaken.

For this work the Chief Inspector of Elementary Schools in Palermo Province was asked to select a group of competent elementary teachers to rewrite the Fascist pages of elementary text books. He likewise selected a competent editor for this work (Prof. Baresi), who, under the supervision of the Education Adviser, prepared all rewritten material for the press. This material is now practically complete and part of it is in proof.

Plates for the original elementary text books were, in the past distributed to various publishers-two in Sicily (IRES 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 the Education Adviser 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 being a lack of paper in Sicily, the Education Adviser sent an acting Deputy to Naples to try to get paper shipped to Italy for the Books for Regions 1 and 2.

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Satisfactori arrangements appear to have been made, but at the time of this report the actual paper has not arrived. Printing and distribution will begin as soon as paper is available. Preliminary steps have been taken toward getting paper for Regions 3 and 4 -possibly using the paper mill in Foggia, possibly using imported newsprint, on a combination of both.

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B IV

## 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 "Program" or general course of study laid down for them, it was early desired by the Education Advisor 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 two such committees which actually submitted material were those of Palermo and Matera.

The Palermo Committee was somewhat augmented to serve as a general Committee, and it produced a comprehensive report and course of study. It was found, however, that the majority of this committee represented an antiquated, somewhat reactionary educational viewpoint, and tended to undo some of the good as well as the bad features introduced by the Fascist regime. Furthermore, it went beyond its instructions by changing the system of secondary education established by Italian law. It was therfore necessary to take two steps before using the work of this committee.

First, the most eminent educationist available, the president of the faculty of pedagogy and letters of the University of Palermo, was retained by the Chairman of the Palermo Committee as a counselor. Second, a subcommittee 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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The counselor retained found it impossible to effect a compromise between the minority and majority views of the Palermo Committee and therefore prepared a separate report for elementary school in the form of advice as to the modernization of the Italian school system. The plan to print this separately and distribute it with the basic program prepared by the Committee was, in principle, approved by the Palermo Committee. The counselor, as by far the best qualified person in the field of pedagogy, also wrote the course of study in pedagogy for the "Scuola Magistrale" or normal high school. When the decision to have him do this was reached the Committee had been disbanded, but the plan was submitted to the Chairman and had his approval.

The subcommittee on reconciling the work of the Committee with the Italian legal school organization prepared the final copy of the secondary school programs, incorporating the recommendations of the Palermo Committee with no changes in basic content.

An Italian educator recommended by the counselor and approved by the Chairman of the Palermo Committee, was retained by the Education Advisor as editorial assistant to incorporate with the report of the Palermo Committee that of the Matera Committee, which did not differ materially. He also prepared all the material for the press. At the time of this report copies of both elementary "programs" and "programs" for the lower secondary schools have been distributed, through the Provveditore agli Studi, to all teachers in Sicily and samples for reprinting have been sent to Regions 2 and 3 and the 15th Army Group. Copies have also been sent for information to the Italian Government. The Upper Secondary school programs are almost all written and are going to press at the time this report is being prepared.

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II

For the production of Text Books the failure to provide, for paper, ink, etc., before invasion has been a serious handicap.

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B- IV

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 Captain Geyer reached Naples, as Acting Director of Education, Col. Hume of the 5th Army Group, had handled preliminary university appointments, including the confirmation of the president. It was only during the week of December 19, after Lt. Col. Fraigie became R C A O of Region 3, that the University of Naples came under the supervision of the Acting Director of Education of Region 3.

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D- II

Delays in production of Text Books

The Text Book program 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, orking out all policies and directing education in all occupied territorylfurther delayed work on the text books. When an Acting Deputy Education Adviser arrived in early October, he was immediately put on the text book problem. But to gather the text books, examine them, and get the fascist parts rewritten was a time-consuming job, especially since he also had to supervise the preparation of instructions to teachers ("Programs"), conduct innumerable interviews, find secretarial help, aid the Education Adviser with his many responsibilities, and, early in November, became Acting Director of Education for Sicily. He was also sent by General Mc Sherry to Brindisi to make contact with the Italian Government, and to Regions 2 and 3 and the 15 th 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 rewritten text books constituted a serious problem, and resulted in another trip by the Acting Deputy to Naples to try to secure paper. The lack of prime materials is still delaying the text book production, but it is hoped that

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by using the high quality newsprint imported from the United States, and such flat paper is available in Naples, production can soon begin.

As already indicated manuscript is now practically complete.

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Provveditori agli Studi - Region 3

Captain George Geyer, Acting Director of Education for Region 3, has been at work since his arrival there in checking the personnel of the Provveditori agli Studi and of the Inspectors and Directors of his Region. He has obtained "Schede Personali " for each and is engaged in making and confirming appointments .

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Overview of the situation.

When AMGOT was first established in Palermo, Captain Mason Hammond, as Advisor to AMGOT in Fine Arts and Monuments, pinch-hit for education. He gathered some data and received some excellent suggestions (surprisingly progressive and modern in their conception) from volunteer local committees eager to go to work.

On 9 September it was announced that Major G.H.Gayre (British anthropologist) had been assigned to AMGOT Headquarters as Advisor in Education. As such he will probably direct and coordinate the work of the Regional Directors of Education and Fine Arts, insofar as the educational part of their work is concerned, while, for the time being at least, the work of Regional Directors in regard to Art and Antiquities will be probably coordinated by Capt.Hammond.

Major Gayre went to work at once, vigorously. His general point of view is indicated in the following excerpts from his reports:

10 Sept."....The C.S.O.....has put clearly the immediate morale and political grounds which necessitate an early opening of the schools."

"In addition we must also regard the early opening of the schools and colleges from the point of view of Allied long-time policy. It is a generally accepted principle that we must banish the will to war from Italy and Germany, and this has been implanted by many years of perverted education. The immediate heart-sickness of the Italian people may have temporarily obscured the results of this teaching. But it is to be feared that with the rigors of war passing into the background of memory the results of the ideological teachings of Fascism and Nazism will reassert themselves in some new and undesirable form.....consequently we must set our hopes on re-education if we are to restore the peoples of Italy and Germany to political and social sanity."

This statement is followed by recommendations:

(a) for informing SCAOs that re-opening of all schools and colleges be carried out as soon as practically possible; this involving restoration of buildings and finding alternative accommodation.

(b) for having SCAOs set up educational committees - see later part of this report.

(c) for having SCAOs submit to the educational advisor for vetting names of all teachers to be re-employed.

(d) for all text books to be sent to the Educational Advisor before being brought into use.

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(b) for having SCAOs set up educational committees - see later part of this report.

(c) for having SCAOs submit to the educational advisor for vetting names of all teachers to be re-employed.

(d) for all text books to be sent to the Educational Advisor before being brought into use.

(e) for extraordinary expenditures to be sent by SCAOs to the Educational Advisor for approval before being submitted to the COAO through the C.F.O. for approval.

These recommendations were concurred in and strongly recommended for approval by the Chief Staff Officer, Col. Spofford. On 14 Sept. orders were sent to SCAOs covering the major items, and on 15 September Major Coyne reported in part as follows:

> ".....Not only have we the physical problem of opening the actual school buildings and the big task of examining the history of each teacher so as to exclude all ardent Fascists, but we have not a single text book which can be used. Furthermore, the Italian teacher virtually cannot teach without a text book, so reliant has he become upon this method.....Therefore it is necessary to begin working on a set of temporary text books immediately. I propose therefore establishing a small committee of prominent Italian educationalists to produce the basis for books to be used in 1943-4."

The C.A.O. has recommended approval of the appointment of the committees, and a study of the printing and paper problem.

The following report shows, in brief summary, the results of Major Coyne's investigations and actions to date.



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# REPORT ON PRESENT STATUS AMGOT EDUCATION.

1. School buildings. Many damaged. Whole ones often used for billeting troops and for evacues. Standards of light, equipment, and hygiene usually deplorably low. Repairs necessary to prevent danger and damage are officially authorized. SCAOs to submit estimates of cost and time to make damaged buildings usable for school purposes.

2. Opening of Schools. No definite date for general opening set as yet. Individual schools may be opened when buildings and vetted staff are available, but for the moment no texts are to be used. Necessity of early opening of schools is fully recognized by HQ and steps are being taken to make this possible. (In Pantelleria schools are now open and functioning in private homes. Pantelleria is trying to get texts from Malta or Cairo.)

3. State examinations. These have been authorized, to be held some time between 3 - 15 November and arrangements are underway.

4. Personnel. The selection of a Provedittore for each of the nine provinces of Sicily is underway. The one for Palermo has been appointed. Appointment is by Major Gayre, after vetting. Teaching personnel all over province is filling out questionnaires (prepared by Major Raffa) for vetting. (see Annex 5).

5. Education Committees. By authority of The CCAO all SCAOs have been instructed to form Provincial Education Committees composed half of approved representatives of the Provveditore, half of such persons as representatives of universities, important schools and colleges, private schools, and organizations concerned with educational and cultural problems (Annex 3). Self-formed groups expressing an interest and willingness to work should, if investigation proves them reliable, also be represented. These committees (which have no con cern with Church schools), report on an established form, through the SCAO, concerning:

(a) Costs of repairing various categories of schools (Elementary, Higher, State, and Private; Colleges and Universities.)

(b) Number of buildings of each category in province
  (i) Number destroyed
  (ii) Number damaged but reparable
  (iii) Number undamaged but occupied by troops or earmarked as temporary hostels for bombed-out civilians.
  (iv) Number of undamaged, unoccupied schools available.

(c) Number of pupils (average) in whole province.

  (i) Number involved in each of the classifications (b)(i), (ii), (iii), (iv) above, for each category (a - above)

(d) Teachers. Number before occupation; number who have fled; number sick or incapacitated; net number available. Committee will see that those available fill out Political Intelligence Section, questionnaire for vetting (annex 5)
  (i) State school teachers.
  (ii) Private school teachers

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(d) Teachers. Number before occupation; number who have fled; number sick or incapacitated; net number available. Committee will see that those available fill out Political Intelligence Section, questionnaire for vetting (annex 5)
(i) State school teachers.
(ii) Private school teachers.

(e) Subjects to be taught. (i) Elementary schools: Committees to work on principle of three Rs being started first, then handcrafts and sciences. History and geography to be carefully considered and avoid perpetuation of authoritarian principles.

(ii) Higher schools: (a) basic subjects will be mathematics, Italian language, modern and classical languages, (b) the sciences and their application, (c) history, philosophy, anthropology, civics and political geography require careful thought and planning by the committee before authority can be given for these subjects to be restarted.

(iii) Colleges, universities, etc. (a) Committees to present views on subjects which can be established, in order of priority, and in terms of available accommodations and facilities. Subjects liable to raise controversial political issues will not be sanctioned and even objective treatment of such subjects must be delayed for full consideration. (b) Report what, if any, courses may be continued for students already enrolled.

(f) Text books. Committees to report on availability of suitable texts, usable in above curriculum (e).

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The detailed forms for the Provincial Education Committees to fill in have been distributed and are beginning to come back completed, through the SCAOs to the Educational Adviser.

6. Text book revision.

(a) Present situation. All books for the elementary school contain Fascist propaganda. In the book for the first grade this is confined to a dozen or so scattered pages which could easily be removed, as they evidently were bodily inserted in an otherwise harmless, well-printed and illustrated text book. Certain other books can be used by removal of the last third or half, without destroying the values in the early part. The majority are so permeated with Fascist doctrine as to be wholly unusable. A complete file is not yet available but is being gathered. Secondary school books are said to be, for the most part, innocuous and usable.

(b) Program:

(i) Committees of Italian teachers and school inspectors are being set up in Palermo, under AMGOT guidance, to examine all text books and note which can be used in toto, in part, or not at all.

(ii) All text books are being called in through the Provincial Education Committees and SCAOs for (a) redistribution if approved; (b) the removal of objectionable pages and redistribution, where practicable; (c) to be made into pulp for printing new text books, in those cases where present books are not usable.

(iii) The text book committee in Palermo are about to prepare teaching outlines for mimeographing and distribution to replace, temporarily, unusable text books.

(iv) A higher committee will then rewrite such unusable texts for temporary use until permanent texts can be gradually prepared. The temporary texts will be printed as soon as paper or paper mills are available. (Note: It is possible that such texts are being prepared now in London, or that the typesetting and mat making, or even the publishing, could be done there. Major Coyne is investigating this situation.)

(v) The Provincial Education Committees will help set up small groups of teachers to begin the consideration of leading changes in program and curriculum, and "permanent" text books. These groups it is proposed, will be coordinated and will act in an advisory capacity to a national commission which will presumably be set up to effectuate basic reconstruction of Italian education.

7. Liaison. It is recognized that the period of Military Government will be relatively brief, to be followed by a period of Allied Civilian Control and then by an autonomous Italian Government. It is therefore essential that liaison be established between AMGOT education and the Allied Civilian Agency to follow and also between AMGOT education and the provisional Italian government, so that plans and activities initiated by AMGOT can be continued and developed by its successors.

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not usable.

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(v) The Provincial Education Committees will help set up small groups of teachers to begin the consideration of lasting changes in program and curriculum, and "permanent" text books. These groups it is proposed, will be coordinated and will act in an advisory capacity to a national commission which will presumably be set up to effectuate basic reconstruction of Italian education.

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8. A letter has been prepared for all RCAOs, (subject to the approval of the CCAO, and to go out over his signature) instructing them as follows:-

(a) Provveditori, Rectors of Universities, and University Professors will be nominated by the Regional Directors of Education subject to approval by the Adviser in Education and official appointment by the CCAO.

(b) Teachers, school directors and inspectors will be appointed by the provveditori, after approval by the Regional Director of Education. CAOs and DAOs may temporarily suspend and may recommend dismissal of school personnel provided they send a full statement as to cause through the CCAO to the Regional Director of Education and

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Fine Arts for review and final decision. CAOs and SCAOs may freely nominate properly qualified school personnel for appointment to school positions by the Provveditore. The Provveditore alone is authorized, subject to the approval of the Regional Director of Education, to make the actual appointments after determining the fitness of the candidate for the position.

9. The Director of Education and Fine Arts for Region 4, Major Carleton Washburne, arrived in Palermo on 8 October. He has familiarised himself with the work of the Educational Adviser to date and is temporarily acting as his deputy, charged with the responsibility of carrying through the text book programme (para 6). He is also participating in the formulation of national AMGOT educational policies, at the same time he has been in touch with the work of the Advisor in Fine Arts and has arranged to send a file showing the headquarters and Sicilian work in this field to the Regional Directors still in Tizi Ouzu.

10. The Educational Advisor has recommended that other Regional Directors of Education and Fine Arts be brought to AMGOT Headquarters for a similar apprenticeship and acquaintance with the experience already gained before going into their respective regions.

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Annex 5

# 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 .....

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

2. Indirizzo ..... *a)* Residenza permanente .....

3. Professione .....

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

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

*a)* 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? ..... | ..... |

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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 nel 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" ..... | ..... |
| 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 in 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 dei 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? .....

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*k)* Capo-nucleo? .....

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

.....

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

.....

*n)* Una posizione autorevole dei Fasci Femminili? .....

*o)* Qualche altra carica nel Partito? .....

Quale? .....

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

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

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

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

| | PERIODO DI SERVIZIO |
|---|---|
| *a)* In una Corporazione? ..... | |
| Quale? ..... | |
| Denominazione della carica ..... | ..... |
| *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? ..... Del Nord Africa? .....

*g)* Avete goduto di qualche esonero dal servizio militare? .....

Per qual motivo? .....

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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? ..... Del Nord Africa? .....

*g)* Avete goduto di qualche esonero dal servizio militare? .....

Per qual motivo? .....

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

Periodo di appartenenza? .....

GIURO CHE LE PRECEDENTI DICHIARAZIONI SONO VERE.

*Firma* .....

*Data* .....

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

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