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SARDINIA REG
MAY 1944 - AP

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SARDINIA REGION, MONTHLY REPORTS, GENERAL
MAY 1944 - APR. 1945

Minute

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To U.P. Ca Section.

you may be interested in this good
closing report on Education in Sardinia by Capt. Wagstaff.

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Edward Lawrence
Lt Col.

9/4.45

To Education.

②

An interesting + constructive report on
which Capt Wagstaff is to be congratulated.

You should send a copy to the Minister
of Public Instruction as containing some valuable
suggestions for the future which the Minister
might care to discuss with you.

19 Apr.

Y. H. H.

1924

HEADQUARTERS
ALLIED COMMISSION
SARDEGNA REGION

26 March 1945

Reference : ED/1753

Subject : Monthly Report for March 1945

To : Headquarters, Allied Commission,
Education Sub-Commission.

This months activities have been limited to: -

- (1) Discussing Education problems with various Authorities such as the High Commissioner's Education Official.
- (2) Discussing the formation of an English Speaking Club at Sassari University and one at Cagliari University with the respective Heads of the Universities.
- (3) Collecting and collating data for, and preparing, my final report.
- (4) Visiting one Boy Scouts meeting at which 72 were present.

G. Nagstaff 223

G.F.T. WAGSTAFF
Captain
Regional Education Officer

GFTW/gms.

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The law states that children must be sent to school between the ages of six and fourteen and lays down a simple procedure for dealing with absentees, but by reason of the inertia this law has never been enforced and it will take (in my opinion) very little short of a revolution to make the officials realize the necessity of enforcing the law so as to reduce the illiteracy in Sardinia now standing at 36% of the population. (This figure is taken from the Zone Handbook).

(b) GEOGRAPHY

The island is divided into four regions:-

(i) The industrial southwest which is a mining and industrial district. It is populated by poor people, but they are well fed and housed and the schools are modern and well kept. The average attendance is far above that of the rest of the island.

(ii) The wheat belt, from CAGLIARI to ORISTANO. This is a rich agricultural belt of wheat lands lying alongside the main arterial road from CAGLIARI to SASSARI. Here the conditions of the people vary very considerably. In some areas there are large numbers of small farmers whereas in others you have the large landowners and labourers. In the former case you have rich villages and usually contented, happy ones. In the latter case you have very poor villages and unless the (absentee) landlord is a good landlord, nothing is done for the village.

(iii) The Mountain area stretching from the southeast to the northeast including parts of each of the provinces. It narrows at the south and the north and is widest in the centre. In this area the people are deplorably poor and backward and in appearance the whole area resembles that of North Africa.

(iv) The Province of SASSARI (except for the small northeast corner). As a whole this a rich agricultural area divided into a few big farms and a large number of smallholdings. On the whole the whole the people are well off and in some villages great energy and initiative has been shown.

2. CONDITIONS IN JUNE 1944 AND ON 1ST APRIL 1945

(a) JUNE 1944

During a tour of the provinces and a visit to a large number of villages I found the following conditions:-

- (i) A large number of schools occupied by the Italian Military.
- (ii) A small number of schools occupied by the Civil Authorities.
- (iii) A small number of schools occupied by the Allied Military Authorities.

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(ii) The wheat belt, from GALLIARI to CANTANO. This is a rich agricultural belt of wheat lands lying alongside the main arterial road from GALLIARI to SASARI. Here the conditions of the people vary very considerably. In some areas there are large numbers of small farmers whereas in others you have the large landowners and labourers. In the former case you have rich villages and usually contented, happy ones. In the latter case you have very poor villages and unless the (absentee) landlord is a good landlord, nothing is done for the village.

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2. CONDITIONS IN JUNE 1944 AND ON 1ST APRIL 1945

(a) JUNE 1944

During a tour of the provinces and a visit to a large number of villages I found the following conditions:-

- (i) A large number of schools occupied by the Italian Military.
- (ii) A small number of schools occupied by the Civil Authorities.
- (iii) A small number of schools occupied by the Allied Military Authorities.
- (iv) A certain number of schools vacated by the Authorities awaiting repair, disinfection or cleaning.
- (v) A large number open and functioning after a fashion. By this I mean that some of the classrooms had been vacated and were functioning while others were still occupied or needed repair, etc. (It must be remembered that a village school may be spread about the village in a number of rooms and the school is deemed "open" even if only a few rooms are available).

(b) 1ST APRIL 1945

By this date the position had greatly improved and it would be a fair estimate
/to say.....

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HEADQUARTERS
ALLIED COMMISSION
SARDINIA REGION

3 April 1945

REFERENCE: ED/1753

SUBJECT: Final Report-State Education in Sardinia as at 1st April 1945

TO: Headquarters, Allied Commission (Education Sub-Commission).

To understand the past failures, present difficulties and future hopes of State Education in SARDINIA it is necessary first to understand the people and the geography of the Island.

1. (a) THE PEOPLE

SARDINIA has been conquered and overrun many times and each new influx has left its marks on the population, both physically and mentally. Fair hair and blue eyes can be seen in ASSARI, negro features in CACCHIARI, and between these two are every shade, type and colour of person.

About 70% of the Sardinians are peasants, that is to say they are poor people living from day to day without reserves of any kind. Their wages were adequate to pay their way in normal times but today with the enhanced prices of commodities they cannot afford to buy clothes, etc. and so are unshod and appear very badly clad. They are no worse off financially by reason of the war, they have always been poor and peasants, but their clothing position is definitely worse today than before the war.

This mixing of races, this lack of reserves, has had one definite effect on the population, it has prevented the development of any civic spirit, any civic esprit de corps among the population. If the individual can make a profit he will work very hard to make it by fair means or foul, but when it comes to doing anything for the common good, some difficulty beyond his control usually appears to arise and he just shrugs his shoulders and passes the responsibility on to someone else. Further, if he can pass the responsibility for making a decision on to someone else he will do so immediately. He will make no attempt to overcome difficulties by improvising and using substitute local resources or even by making preparation in anticipation of obvious orders.

A great deal has been written about the effects of Fascism but I believe that this inertia, this lack of initiative, is far more deep-rooted than anything which can be attributed to Fascism. While it cannot be said that SARDINIA is in a feudal state it would, I think, be true to say it has a feudal mentality and that democratic ideas and ways of working are not firmly established among Sardinians. Also with the invasion from the South and East has come a semi-Eastern mentality of doing as little as is necessary today and putting off until tomorrow anything which is difficult or which will mean a little hard work, in the hope that when tomorrow comes it will be possible still further to postpone the difficult task.

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A great deal has been written about the effects of fascism but I believe that this inertia, this lack of initiative, is far more deep-rooted than anything which can be attributed to fascism. While it cannot be said that SARDINIA is in a feudal state it would, I think, be true to say it has a feudal mentality and that democratic ideas and ways of working are not firmly established among Sardinians. Also with the invasion from the South and East has come a semi-Eastern mentality of doing as little as is necessary today and putting off until tomorrow anything which is difficult or which will mean a little hard work, in the hope that when tomorrow comes it will be possible still further to postpone the difficult task.

As long as no active work, especially physical, is necessitated, the Authorities are ready and eager to plan programmes and formulate ideas but it when it comes to putting them into operation that lack of energy becomes apparent.

The result of this inertia somewhere in the chain of command is that it has led to a spirit of cynicism in the ranks of the Civil Service. They have seen so many schemes well planned at the top fail to reach fruition simply because someone has failed to do his duty, or has just done the minimum. Somewhat naturally their attitude has become "what good is it if I carry out my part really well, someone else will not do his best and in the end nothing will be done". Further, this semi-Eastern outlook means that the Sardinian will work at his own speed and nothing will hurry him or deviate him from his usual course and speed. One example of this outlook is sufficient to illustrate it:-

/The law

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to say that 95% of the classrooms in the Island were available and in use. In CAGLIARI City which was very badly bombed, a great deal of work has been done on the repair of schools and some classrooms in two schools are now functioning and by means of double and treble shifts of school hours at least 50% of the children of CAGLIARI City are receiving some instruction.

Higher education throughout the Island managed to overcome nearly all the classroom difficulties and functioned all through 1944 even if only in a modified way, e.g. when a Liceo was bombed out of CAGLIARI City it almost at once opened in a village. Again both Universities opened, SASSARI fully and CAGLIARI partially in 1944 and for the 1944/45 scholastic year both are functioning, if not fully at least as well as, in the case of CAGLIARI, housing difficulties will permit.

3. PROBLEMS

(a) ABSENTEEISM

To say that 95% of the schools of SARDINIA are open does not mean that 95% of the children attend school. Every child who is of school age has to be registered at a school; lists of children assigned to each school in the Comune are sent to the Headmaster and the parents bring their children to the school for registration and the date of registration is entered against the child's name and the master signs the list. These lists are called *Elenco degli Obbligati* (lists of those compelled by law to attend school). From these lists are prepared the school roll, *Elenco degli Inscritti* (list of the inscribed) and it is the duty of the Headmaster to report to the Office of the Sindaco (if the school is situated at a Communal Headquarters) the names of any parents who fail to register their children. From the lists of the inscribed the classes are made up and each Master has a list of the children registered for his own class.

The legal procedure for controlling absenteeism is as follows:-

The Class Master reports the name of the absentee to the Headmaster who makes out a form (called *Denuncia*), which he presents to the Sindaco or to the Directors as the case may be. The Sindaco must send these forms on to the Carabinieri to call on the parents and, if necessary, to bring them before the Courts. The above is the theory but what actually happens is that the children of the really poor cease to attend school as soon as they become economically useful to their parents and, as far as I can see, no steps are being taken, or in fact have ever been taken, to take penal action against the parents. In the industrial area around CARRONIA the officials are more enlightened and further there are no opportunities for child labour. A tour revealed almost 100% at school in that area. In the other areas, especially the agricultural areas, as soon as a child can earn (or assist in earning) a few Lire a week he/she leaves school. The following set of figures can be used as an example:-

Class	Average Age	Compelled by law	Inscribed on School Register	Present
				20

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Class	Average Age	Compelled by law	Inscribed on School Register	Present
Class I	6 years - 6 months	100	100	97
Class II	7 years - 6 months	100	99	97
Class III	9 years	80	78	70
Class IV	10 years - 3 months	60	54	40
Class V	11 years - 6 months	35	25	10

In village schools only a small percentage are sufficiently intelligent to reach the fifth class and I have seen a lad of 13½ years of age in Class III. It is noticeable that the number of inscribed also drops in the higher classes

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and this is caused usually by parents who move from one Comune to another and fail to register in the new Comune. In theory each move of a child is supposed to be notified by the school to the Sindaco who is supposed to send the registration particulars to the Sindaco of the new area where the child now resides.

Again, as soon as the parents wish to take the child away he ceases to attend (say in Class IV) and they do not trouble to register him in Class V at all.

If the administration was functioning properly this conduct would immediately lead to penal proceedings, but in SARDINIA it is just ignored and the children of the poorest of the poor either do not go to school at all or go until they commence to be economically useful to their parents and then they cease to attend. In CAGLIARI City a large number of children can always be seen on the outskirts of the port. These children have either never been to school or have left at about 10 years of age and some of them earn a few lire by carrying bags etc. In SASSARI City I was present at a meal given to really poor children by the SASSARI University Students Union and 26 out of the 26 children present (of school age) who were asked, had not been to school in 1944.

In the agricultural districts in seed and harvest time classes IV and V practically cease to function. In one village in NUORO Province during my June 1944 tour, three were present out of a total of 26 in Class V. The Master admitted freely that the children were out helping their parents gather in the grain.

I have spoken to many Sindacos about the problems and most of them have either never been interested in education at all or have been too busy with problems of a higher priority to take any real interest for the moment. From those interested I have always received the same answer: "The parents are too poor to provide the children with clothes, shoes, etc and so cannot send them to school" (this does not prevent the children from running about the streets). With regard to Classes IV and V the answer has always been: "The parents are so desperately poor and the children help them to earn a little more and so they keep them away from school". With the exception of one Sindaco (who was a Schoolmaster in the village) not one had any idea that he was doing wrong in not enforcing the law. Their case was that the parents were so desperately poor that in these difficult times they needed all the help they could possibly get and it would be most unjust to start now to enforce a law which had never been enforced before.

While very often the Schoolmasters (using the same argument as the Sindaci) do not "defence" absenteeism, I am satisfied that in the majority of cases the fault lies with the Sindacos and not with the Masters. I have seen copies of many forms sent in by the Masters on which no further action has been taken. The results of the above are:

- (i) That education in SARDINIA is virtually on a voluntary basis.
- (ii) The children of the really poor cease school at about the age of 10 years.
- (iii) 35% of the population are illiterate.

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While very often the schoolmasters (using the same argument as the Sindaci) do not "denounce" absentees, I am satisfied that in the majority of cases the fault lies with the Sindacos and not with the Masters. I have seen copies of many forms sent in by the Masters on which no further action has been taken. The results of the above are:

- (i) That education in SARDINIA is virtually on a voluntary basis.
- (ii) The children of the really poor cease school at about the age of 10 years.
- (iii) 50% of the population are illiterate.

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(b) SCHOOL ACCOMMODATION

Prior to Fascism very little was done for education in SARDINIA by the Italian Government, but with the rise of Fascism a real effort was made in the country districts to help schools. As a result it can be said that village schools divide themselves into two types:

- (i) The new Fascist built school, usually a well built modern building, all under one roof, easy to clean and repair.
- (ii) The "school" consisting of a number of separate buildings or even single classrooms scattered throughout the village, usually very old and now nearly always in a bad state of repair.

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In the case of (i) I found, almost without exception, that the school was well kept and very clean whereas in (ii) while it was quite normal to find the actual classroom clean it was the exception to find the stairs or the approaches clean.

Again, I found that the whole standard of the school in (i) was usually far better than in (ii).

The (i) school was built with an idea for the future and the classrooms are sufficiently large and numerous to house any reasonable increase in the population, but in the case of (ii) the rooms are usually too small and very often very badly lit and conditions are far from good.

If the authorities started to enforce the law and 100% of the children really attended school the classrooms in the (ii) group would be totally inadequate and conditions would become chaotic unless the local authorities either built further schools or requisitioned extra accommodation.

There is a definite shortage of school furniture in SANDRINI, but the problem will right itself when the war is over though, even now, it could be eased if Communes with a surplus of such furniture (and there are some) would be willing to lend it to less fortunate neighbouring ones.

(c) TEACHING STAFF

A large number of these are drawn from the ex-pupils of the Scuola Magistrale Superiore and while some of the teachers appear excellent the majority leave a lot to be desired and in some cases appear very bad. While naturally conditions are abnormal at present I am satisfied that there are a large number of teachers who are, for various reasons, unsuitable. On the whole the teachers of GALLIARI Province are far above the average. GALLIARI is a bad second and it was in the Province of NUORO that I found the worst teachers. There are various reasons for this state of affairs, the chief being:

Firstly the salary of the school teacher is so low (by modern standards) that the best type of person is not attracted to the profession.

Secondly, in the backward areas there is no accommodation available for teachers. If they are not the sons or daughters of villagers and so the trend has been to employ a teacher whose relations live in the village. As the standard of intelligence in the village is naturally lower than in the city, so the master is usually less able than one found in the city. On my tour I could, almost without a mistake pick out the city educated mistress from the village educated mistress. I could not be sure in every case with the masters though here too there was a difference.

It was very noticeable that where the staff was drawn from outside the village the school was better run than in the cases where the teachers came from the village itself.

Thirdly, once a teacher is appointed he/she may remain almost for life in the same village with practically no contact with the outside world and as he/she is usually one of the villagers it is very difficult to "denance" the parents

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Thirdly, once a teacher is appointed he/she may remain almost for life in the same village with practically no contact with the outside world and as he/she is usually one of the villagers it is very difficult to "defence" the parents of some child if you have been their neighbours for fifteen years. Further, the lack of contact with the outside world makes a teacher very narrow minded and rigid in his outlook and unwilling to help new ideas and new programmes.

The above three problems are ones of national importance which cannot be solved in a year or even in five years but besides these long term problems the Italian Government has many short term ones as well. Some of the chief of these are:

(i) School Lunches

Food has been assigned to the Italian Authorities and so far as "orders" are concerned, school lunches should be served throughout the island. In fact, with the exception of the industrial southwest, very few Communes are serving meals though a large number have started organising and planning for serving

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them at some not too distant date in the future.

This problem demonstrates perhaps better than any the Sardinian lack of ability to improvise or co-operate for the common good.

Firstly, a few Sindaces are too lazy even to start a committee to consider the problems, the majority have reached the planning stage without expending too much energy, but here their efforts have ceased and no meals are being served. Secondly, while it is true to say that there is a shortage of cooking utensils no effort seems to have been made to have a house-to-house canvass for utensils. They are all waiting for the Allies or the Government to bring the utensils into the villages.

(ii) Text Books

As the Fascist text books ^{were} withdrawn there was a great shortage of these throughout Italy and in SARDINIA there was a complete lack of all books for a considerable period. Under the aegis of Allied Commission a total of 5,000 books of all the five classes were imported and distributed so that each class had at least one book for the start of the scholastic year 1944/45. Since November 1944 a trickle of new text books has come in from NAPLES, purchased and distributed by the firm of Dessi Brothers (Librarians of CAGLIARI).

(iii) Scholastic Materials

The Island is fortunate to have chalk and paint in abundance and after considerable effort by the Allied Commission these were distributed so that every village has a blackboard and an adequate supply of chalk. Copy books were in short supply and were costing as much as 50 Lire on the "free market" but with the aid of some belonging to the rural schools (now closed) a few children have been provided.

Again, Dessi Brothers have imported about 20,000 copy books (quaderni) printed at NAPLES and have sold them at the legal price, distributing them fairly to each of the provinces. A further 26,000 copy books have been printed in SARDINIA from paper provided by the Allies. These are in the process of distribution now.

4. THE FUTURE

(a) ABSENTEEISM

To make democracy work it is essential to have an educated electorate, or at least an electorate who can read and write, so it seems to me that if the Italian Government really means to have a democracy it will have to educate the "masses", not the 64% who go to school voluntarily but the 36% who will not go and who do not wish to, or cannot afford, even with free education, to be educated.

There appears to be two solutions to this problem. Either to enforce the law by pains, penalties and punishments or to alter the law and make a grant to the

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There appears to be two solutions to this problem. Either to enforce the ^{Day 7} by pains, penalties and punishments or to alter the law and make a grant to the parents, not as under Fascism for merely having a child but in the form of payment for sending the child to school. The Fascists paid about L.10,000 for each child, this sum being divided in the right proportions for attendance at school would prevent the economic urge of the parent to have his child earning as soon as possible from being effective.

It is in Classes IV and V that absenteeism is so high and comparatively large grants could be paid for attendance at these Classes while in I, II and III the grants could be nominal, as attendance is, on the whole, very good.

If this second alternative was put into force then heavy penalties should be imposed on parents who still keep their children away from school. Then again administration should be made stricter and Sindacos should be made to enforce the law against the parents of the absentee child and a stricter control should be

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kept of registration when a parent moves from ^aCommune to another.

(b) SCHOOL ACCOMMODATION

To improve this a large scale building programme will be necessitated because it appears that the only way to run a school efficiently is to have it all in one building.

(c) TEACHING STAFF

A close watch will have to be kept on the Scuola Magistrale Superiore and this will have to be efficiently managed and staffed by capable teachers in touch with the latest ideas, and perhaps a system of refresher courses for the teachers every five years might be instituted to keep them up to date with new ideas.

Certainly there will have to be an overhaul of teachers and a number of dismissals and replacements before it can be said that SARDINIA has an efficient teaching staff. This applies to Directors of schools and Headmasters as well as the actual class teachers. While not suggesting that teachers should be moved too often it is suggested that a teacher should not always remain in the same village, and once the housing problems are solved there should be no difficulty in sending a teacher from a village school to a city school and vice versa.

The question of housing teachers in the villages is not an easy one but with a certain amount of good will and public spirit it ought to be possible to find lodgings or, if not, to build a hostel where the number of teachers warrants it in every village. Again, the question of pay, pensions and promotions will have to be investigated and increases made if a better type of person is to be attracted to the profession.

(d) THE GROUP "WAP PROBLEMS"

These should solve themselves as soon as adequate supplies are available provided good will and energy are shown and provided the officials are willing to co-operate and work for the common good.

(e) CONCLUSION

Given a stable Central Government, an overhaul of the officials of the local government, replacement of unmitable teaching staff and the infusion of a new spirit into the local spirit in SARDINIA there is no reason why illiteracy should not be stamped out.

It is essential, however, that a willingness to work for the common good, a civic spirit, is inculcated into the officials and the teaching staff because without this all plans, no matter how well formulated, will fail and come to nothing. Unless there is a Civil Service capable and willing to carry out the details of

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(c) THE "CROST" WAR PROBLEMS"

These should solve themselves as soon as adequate supplies are available provided good will and energy are shown and provided the officials are willing to co-operate and work for the common good.

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It is essential, however, that a willingness to work for the common good, a civic spirit, is inculcated into the officials and the teaching staff because without this all plans, no matter how well formulated, will fail and come to nothing unless there is a Civil Service capable and willing to carry out the details of the scheme which, even now, are so able planned "at the top".

As stated in the first paragraph, this report only applies to the position in the State Schools. I have only visited one Asilo and I have been informed by Lt. Col. TRIGGS (Provincial Commissioner) that the Catholic Church has done an immense amount of work among the really poor both with regard to actual assistance and with regard to education as well, and further, this report is not meant as a criticism of the Provveditoré Agli Studi who have worked as well as circumstances beyond their control will permit.

G. F. W. Wagstaff Capt

G. F. W. WAGSTAFF,
Captain,
Regional Education Officer.

GFW/roh

HEADQUARTERS
ALLIED COMMISSION
SARDEGNA REGION

31st January 1945. *68*

Ref. Edn/1753.

Subject : Monthly Report.

To : H.Q., Allied Commission, Education Sub-Commission.

1. I visited some schools both in Cagliari City and in Cagliari Province. The schools in Cagliari Province appear slowly but steadily to be returning to their normal prewar condition.

2. All the schools I visited had received their quota of the first set of text books which had been distributed.

3. 16,823 Elementary school text books actually arrived in Sardinia during January and they are being distributed through normal civilian channels.

4. No quaderni (copy books) have been sent. Sig. Dessi was able to purchase 4,000 in Naples and these are being distributed by him to sell to the children at Lire 5.5 each.

For the Regional Commissioner,

CFM/cjm

G. F. L. WAGSTAFF
G.F.L. WAGSTAFF.
Captain.
Regional Education Officer.

*Education S/c*HEADQUARTERS
ALLIED COMMISSION
SARDEGNA REGION

28th December 1944

Reference : EDN/1753

Subject : Monthly Report for December 1944.

To : Education Sub-Commission,
Headquarters, Allied Commission.

1. In December, I visited some more schools in CAGLIARI Province and while, on the whole, they were functioning better than those of the other Provinces, the same trends were clearly noticeable, e.g. :

Absenteeism in Classes IV and V.

2. The Elementary Schools of CAGLIARI City opened in mid-December.

3. A start has been made in organising the programme for mid-day meals in the Elementary Schools and it is hoped to get the scheme functioning in the New Year.

4. As yet - no Text Books, Exercise Books (Quaderni) or other scholastic material have arrived in SARDINIA.

For the Regional Commissioner,

C.F.T. MACSTAFF.
Captain.

Regional Education Officer.

OPTW/rjs.

1214

HEADQUARTERS
ALLIED COMMISSION
SARDEGNA REGION

2nd December 1944.

Ref. Edn/1753.

Subject : Monthly Report for November 1944.

To : H.Q., A.C., Education Sub-Commission.

I made a tour of some of the schools of Sardinia between the 13th and 22nd November 1944 inclusive to see how the schools had started the scholastic year 1944/1945.

As the distances between the villages are so great I was more interested in the physical condition of the buildings and the presence or absence of the children rather than in the actual teaching doctrines. I have divided the report under various heads and into two principal divisions:- I Elementary Schools and II High Schools.

I Elementary Schools.

A. Fascism. I was given the Fascist salute by quite a number of children in the mountain districts of Nuoro Province and by one boy in Sassari Province. I did not notice any salutes in the 1st class and the 5th class, a few in the second class, the largest majority in the 3rd and a few in the fourth class. In many schools the vacant space on the walls to the left of the Cross told its tale. On the right was always the King then the Cross and then a vacant space.

As regards the books the teachers were using some of the old Fascist books but the F for Fascio has been deleted and F for Farina had been inserted and I for Impero had been turned into I for Inglese.

In class V the whole of the History book had been withdrawn and the Geography book had been cut about e.g. the Mediterranean was no longer called "Mare Nostrum". Some of the old Quaderni (copy books) used by the children (and bought by them) still had the old Fascist Balilla picture on the back page and one type of copy book had a stiffener binding showing a map of Italy and Africa marking Italian Colonies green.

These two copy books were old ones. (The school hadn't

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These two copy books were old ones (the school hadn't been open for two years in the case of the Fascist Balilla picture and the book was nearly finished; and in the case of the colonies the Master thought there was no harm in using it. 1213

In Oniferi (Province of Nuoro) a master referred to the head boy of the class as "Capo Squadra" and in this school was a picture of an expuill who had fallen in the Spanish War.

/Continued

B. Size of Classes. By reason of the poor attendance at school there was only Orgosolo, where a joint class of boys and girls was held that there were more than 50 in the room.

C. Teaching Standards. It is very hard to say what the standard of teaching is in any class but to judge from the standard of apparent intelligence of the masters I should say it were fairly low. With the exception of a few schools I was not impressed by the teachers.

D. Text Books and Materials. Very very short indeed; some schools are completely without books, all are without history and letture books as these have been forbidden.

Pens. Only in the 5th class did I see any of these.

Pencils. About two per form was the average.

Copy Books. The children in the less poor districts had bought them at lire 25 each and in some districts two children were sharing them.

Chalk. Some districts were using roughly heun local chalk where this was available.

E. Cleanliness.

1) Buildings. With a few exceptions none of the class rooms or passages would compare favourably with elementary schools I have seen in England and in some cases the schools were positively filthy.

In Sorso (Province of Sassari) there was a very bad smell in the building and in Sarule (Province of Nuoro) the school was filthy while even in other places many classrooms were not as clean as they should be.

2) Children. In some cases the children were filthy and their feet were crusted with mud and sores while in others they were well turned out and clean. I noticed in some schools that the children of the less poor were kept apart from the children of the really poor e.g. At Osile (Province of Sassari) Class I, B, boys were all very poor and unshod while class I B mixed boys and girls were all well shod and were mainly of a different class to the other group.

F. Mid-Day Meal. I was assured that if such a meal was provided absence from school would be greatly reduced as it would be a great inducement for the poor parents to send their children to school.

G. Repairs to Schools. A large number of the schools have many broken windows some caused by previous military occupation and some

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G. Repairs to Schools. A large number of the schools have many broken windows some caused by previous military occupation and some by fair wear and tear and nothing can be done to replace these windows.

In the schools where there is glass there is usually a good attendance whereas in the others it is a question of weather.

H. Clothing and Boots. 1) Clothes. On the whole the children are better clad than I had expected but I was told that those who were not able to be well clad just did not attend the schools.

2) Boots/Shoes. An average of 60% of those at school were badly shod or were without shoes of any kind.

/Continued

More girls had sandals than the boys and more boys were completely barefooted than the girls.

I was informed that a large amount of the absenteeisms was due to lack of shoes.

I. Absenteeism 36% of the population of Sardinia are illiterate and unless something is done to enforce the law this percentage will remain illiterate.

I was met with 3 reasons for absence from school.

- 1) A lack of transportation facilities.
- 2) Lack of clothes and shoes.
- 3) Poverty of the parents - children help to earn a few extra liras.

As to (1) in some of the villages a bus service used to bring in the children living in the outlying districts - this has ceased.

2) I was informed that a large percent of these who were not properly shod were kept away from school by the parents.

3) From the figures of absence in classes IV and V it is quite obvious that as soon as the children can earn a few lire a week the parents of the really poor cease sending their children to school. In sowing and harvest time these two forms almost close down and the children are in the fields helping their parents. It is very noticeable that in the same industrial areas round Carbonia or Iglesias the percent of absence is very low even though the parents are very poor. The reason for this is that there is no outlet for employing the children and so to get rid of them from the house they are sent to school.

II High Schools

1) General. On the whole very satisfactory. While I had not the time to visit all the classes or go deeply into the studies, it was quite evident that a totally different atmosphere prevailed here than to that in the Elementary Schools.

A. Fascism I had not received a single Fascist salute anywhere.

B. Teaching Standard. The Masters and Mistresses whom I spoke to seem very keen and intelligent and the classes seemed quick to appreciate any points made.

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A. Fascism I had not received a single Fascist salute anywhere.

B. Teaching Standard. The Masters and Mistresses whom I spoke to seem very keen and intelligent and the classes seemed quick to appreciate any points made.

C. Text Books and Materials. All History and Literature books had been withdrawn and these two subjects were being taught orally and from non official (non Fascist) books e.g. the Italian classes and pre Fascist books were being used.

The pupils all had exercise books and pens and pencils and there was chalk everywhere and even squared paper in the Mathematic class.

/Continued

D. Cleanliness Most of these schools are housed in new buildings and are therefore easy to keep clean but nevertheless the standard of cleanliness which I saw was very high indeed.

E. Equipment and Clothing. I was very struck by the amount of improvisation and general turn out of these schools. The pupils were on the whole very well dressed and spotlessly clean and almost without exception reassembled well shod.

F. Absenteeism. Absenteeism was fairly high but this was attributed to transport difficulties especially in Nuoro City where quite a large number of the pupils lived in villages around but could not get in.

Of the city scholars only a very small number were absent and in most cases their absence was accounted for.

2) Scuola Avviamento The one exception to the above "atmosphere" was at the Scuola Avviamento. This is a continuation of the Elementary School and up to 14 it is obligatory. The number enrolled was very small and were all of the poorer classes (not poorest classes, I checked Classes 1 and 2 of Nuoro, P. of Schedule, and the lowest parent was a carpenter). If the parents can possibly pay they prefer to send their children to the Scuola Modia where they get a better education. As a result of this the atmosphere was one of the Elementary School. "It is the law and we have got to obey it, but only just", and I felt that the standard of education here was very low.

Conclusions 1) I visited 33 elementary schools (all of which should have been open by law) and found 19 open and functioning

- 1 where they had cleaned and repaired the school and where they had registered the pupils but had not started lessons.
- 13 totally shut, or where they had just started on repairs and/or cleaning.

2) As a result of my visit I make the following criticisms and suggestions for Elementary Schools--

Criticisms

- 1) Lack of supervision caused largely by lack of transport e.g. the Provveditore Agli Studi cannot go round his province to see if his orders are being carried out.

Suggestions

- 1) Provide the Provveditore Agli Studi with the use of a car.
- 2) The Prefect and other higher officials to visit some of the schools from time to time when they go on tour.

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Criticisms

i) Lack of supervision caused largely by lack of transport e.g. the Provveditore Agli Studi cannot go round his province to see if his orders are being carried out.

ii) Dirty conditions of the schools.

Suggestions

1) Provide the Provveditore Agli Studi with the use of a car.
2) The Prefect and other higher officials to visit some of the schools from time to time when they go on tour.

Medico Provinciale should try and visit the schools when on tour.

/Continued

Criticisms

iii) Lack of initiative in using local resources.

iv) Absenteeism and lack of enforcement of the law and general lack of interest in Elementary Education.

Suggestions

Two examples will be sufficient:-

a) Chalk is available on the island; it is only a question of collecting it and distributing it to areas which lack local supplies.
b) Paper for the children to write on in some villages has been collected by a house to house collection by the children under the direction of the Head Master - if it can be done in one area, I feel sure that such collections in the larger areas would provide some results.

1) Perhaps the greatest inducement for parents to send their children to school will be the provision of some hot food in the middle of the day - in fact this inducement may partially solve the problem of absenteeism but nevertheless I feel that

2) Greater interest should be taken in educating the children of the poorest of the poor by every official in every department and especially that the Sindaco should be made personally responsible for the condition of and attendance at his schools.

3) A few stern examples should be made of parents who fail to send their children to school.

2) High Schools. I visited 10 of these and found all open and functioning. Considering all the difficulties these schools are functioning extremely well.

4) General. a) The lesser officials of Sardinia have still to be convinced of the necessity of making everyone literate as soon as possible - their attitude is "we have more important problems to face now, such as shortage of clothes or poverty of the people but when things return to normal we can then turn to education".
b) While there are long sighted educationalists to be found on the island, the majority of the masters I met felt themselves overcome by their present difficulties and as a result they were making no real effort themselves to overcome them.
c) There is a spirit of *laissez faire* and defeatism and a lack of

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b) While there are long sighted educationalists to be found on the island, the majority of the masters I met felt themselves overcome by their present difficulties and as a result they were making no real effort themselves to overcome them.

c) There is a spirit of laissez faire and defeatism and a lack of initiative among the teachers.

For the Regional Commissioner,

G. F. L. Wagsstaff

G. F. L. WAGSTAFF.

Captain.

Regional Education Officer.

HEADQUARTERS
ALLIED COMMISSION
SARDEGNA REGION

2nd November 1944. (4A)

Reference : Ean/1753.

Subject : Monthly Report for October 1944.

To : H.Q., A.C., Education Sub-Commission. ✓

1. During October the pace of repairing of schools was accelerated considerably and a visit to two schools showed that a real effort is being made to repair the schools quickly.

2. No text books or other scholastic materials have yet been received.

HEADQUARTERS

5 NOV 1944

A. C. C.

For the Regional Commissioner,

*G.F.T. Wastaff*G.F.T. WASTAFF.
Captain.
Secretariat.

Ean/cjm.

HEADQUARTERS
ALLIED CONTROL COMMISSION
SARDINIA REGION

3rd October 1944

To : H.Q., A.C.C., Education Sub-Commission

Subject : Monthly Report for September 1944.

Reference: Edn/1753

During September strenuous efforts were made to accelerate the pace of the repair of schools in Cagliari City. A meeting was held at the High Commissioner's office and the High Commissioner ordered that absolute priority be given to the repair of schools and that all available material be released at once.

The chief shortages still are:-

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

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

No further text books or any scholastic materials have been received during the month and if some are not received by the 15th October the schools will not be able to function properly this year - a letter has already being sent to the Education Sub-Commission on this matter (reference Edn/1755 of 30th September)

He states that
Illiteracy is particularly high in Sardinia being 36% of the population and this Headquarters will be very grateful if the Italian Authorities here could be supplied with even a small quantity of books and scholastic materials

Wagstaff

GFM/cjm

G. F. T. WAGSTAFF
Captain

Regional Educational Officer

1207

HEADQUARTERS
ALLIED CONTROL COMMISSION
REGION 6

6071
HEADQUARTERS
21 AUG 1944
A C C

17th July 1944.

7A

To : Headquarters, Allied Control Commission,
Education Sub-Commission.

Subject : Monthly Report. June

Reference : ED/1753.

Enclosed please find Report for June from Region 6. Delay in sending is regretted but owing to reduction in staff etc;, it was not found possible to complete before.

I would like to put forward two points for the Agenda for the next Education Conference :-

1. Absenteeism in Schools.
(see General Points 'B' and 'C' in my Report).

2. Cost of Text Books.

Since the Agricultural Wage is 30/50 Lire a day, it is absolutely impossible for their children (most of them seem to have at least 5) to afford books up to 35 Lire.

I fully appreciate the "cost" argument but wages here have not gone up in proportion to (even) legal prices and there is no question but that the children in the country districts will just not be able to afford these books.

G. F. T. WAGSTAFF

G. F. T. WAGSTAFF.
Captain.

Regional Education Officer.

GFTW/ajs.

1206

HEADQUARTERS
ALLIED CONTROL COMMISSION
REGION 6
EDUCATION DIVISION.

21 AUG 1944

A - C

30th June 1944.

To : Regional Commissioner,
And Education Sub-Commission
EDUCATION REPORT FOR THE MONTH OF JUNE 1944.

The Chief points during June were:-

1. Arrival of 1164 Libri Vestì di Prima Classe Elementaire - these were handed over to the Civil Affairs Officer in the Island. (For details for each Province see Schedule I).
(Not sent)

General Points.

- (A) On the whole the Higher Schools are good and the Elementary are poor.
- (B) The Pupils of the Higher Schools attend as regularly as transport permits. - low percentage of absentees.
- (C) Absenteeism in the Classes IV and V of Elementary Schools and the 3 classes of the Scuola Medias was very noticeable - excuses given were:
 - (i) Harvest - out helping Parents.
 - (ii) Lack of clothes (one boy was wearing only a loin cloth made out of an American Towel).
 - (iii) Lack of food.
 - (iv) Lack of shoes.
- (D) The schools are coming to the end of their resources for scholastic materials and if supplies are not forthcoming a number of schools now open will have to close next year - especially on the poorer outside of the Island.
- (E) It appears that whenever the Troops move out they leave the place in a filthy condition and seem to take a pleasure in breaking all the windows.
- (F) Cost of Text Books. If the Patronato Scolastico or some other state aid is not introduced a large number of the Elementary Schools Children will not be able to buy the new books this year as they cost from 18 to 35 lire each.

The Chief points during and after-

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- (F) Cost of Text Books. If the Patronato Ecclesiastic or some other state aid is not introduced a large number of the Elementary Schools children will not be able to buy the new books this year as they cost from 18 to 35 lire each and the parents are far too poor.

W. Woodall

G.F.T. WAGSTAFF.
Captain.

Education Officer.

GFT/a.js.

HEADQUARTERS
ALLIED CONTROL COMMISSION
REGION 5
EDUCATION DIVISION

51st May 1944.

EDUCATION REPORT FOR THE MONTH OF MAY 1944.

(1A)

The Chief points during May were:-

(1) The appointment of Capt. G. P. T. MAGGIORANI as Regional Educational Officer.

(2) The following meetings were held during May:-

(a) Between Capt Maggiarini, Major Price and the Provvidittore of Cagliari.

Subjects discussed were, the condition of school buildings in the City of Cagliari, the shortages of Text Books and Quaderini.

A survey of the bomb damage has now been completed and the matter is in the hands of the Prefect.

(b) Between Capt Maggiarini and the University of Cagliari Officials - chief problems were the shortage of Teachers (They were told that this was a matter for the Italian Government) a shortage of periodicals (I have written to Naples about this), a shortage of Newsprint (This will be referred to me as a member of the A.P.B.)

(c) A meeting with Majors Shirk and Dollar at which local problems were discussed.

(3) The Restarting of Youth Movements.

(a) Cagliari.

Sig. Don Reali has got a Boy Scouts Troop going and his average weekly attendance is 60. (I attended one of his meetings and it was well conducted and to the point).

The Provvidittore has promised to start his Troop "soon".

(b) Nuoro.

Provvidittore promised to get them going "soon".

(c) Sassari.

(2) The following meetings were held during May:-

(a) Between Capt Magstaff, Major Price and the Provvidittore of Cagliari.

Subjects discussed were, the condition of school buildings in the City of Cagliari, the shortages of Text Books and Quaderini.

A survey of the bomb damage has now been completed and the matter is in the hands of the Prefect.

(b) Between Capt Magstaff and the University of Cagliari Officials - chief problems were the shortage of Teachers (They were told that this was a matter for the Italian Government) a shortage of periodicals (I have written to Naples about this), a shortage of Newspapers (this will be referred to me as a member of the A.P.B.)

(c) A meeting with Majors Shirk and Dollar at which local problems were discussed.

(3) The Restarting of Youth Movements.

(a) Cagliari.

Sig. Don Reali has got a Boy Scouts Troop going and his average weekly attendance is 60. (I attended one of his meetings and it was well conducted and to the point).

The Provvidittore has promised to start his "Troop" soon.

(b) Nuoro.

Provvidittore promised to get them going "soon".

(c) Sassari.

A Scout Master has been found who is not a strong politician ^{but} a strong catholic and I shall be visiting him on my return from Naples.

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(4) A visit of Major Washburn to Sardinia and a tour of the Island. Major Washburn and I saw the Provvidittore at Cagliari and Nuoro and the Inspector of schools at Sassari. We also visited the elementary school at Inella and this school was functioning under great difficulties - shortage of Quaderini and Text books - for one class the school master had prepared a book of his own and had had one copy typed.

THE CHIEF PROBLEMS STILL ARE :-

- (A) The shortage of accommodation. (The Italian troops are moving out gradually and General Pinna has promised to see that the schools are repaired before the Army leaves)
- (B) The repair of Schools (due to bomb damage) especially in Cagliari City.
This is a question of finance and supplies and a report and estimate has been prepared and is in the hands of Major Price (Provincial Commissioner).
- (C) The shortage of Text Books. (These are on order)
- (D) The shortage of Quanderini. These too are on order and Naples has sent some paper to go on with until goods arrive.

Final

G.F.T. MAGSTAFF.
Captain.
Education Officer.

GFTS/ads.

(C) The shortage of Text Books. (These are on order)

(D) The shortage of quanderini. These too are on order and
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