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SARDEGNA
DEC. 1943-

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SARDEGNA REGION, MISCELLANEOUS REPORTS
DEC. 1943 - APR. 1945

HEADQUARTERS
ALLIED COMMISSION
SARDINIA REGION

5 April 1945

REFERENCE: RD/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 SASSARI, negroid features in CAGLIARI, 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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As long as no active work, especially physical, is necessitated, the Authorities are ready and eager to plan programmes and formulate ideas but it is 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 Services. 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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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 35% 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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- (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
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to say that 95% of the classrooms in the Island were available and in use. I 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 SARDEGNA 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 CAGLIARI 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:-

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Class	Average Age	Compelled	Inscribed on	Present
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Class	Average Age	Compelled by law	Inscribed on School Register	Present
Class I	6 years - 6 months	100	103	97
Class II	7 years - 8 months	100	99	97
Class III	9 years	80	76	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, there were present out of a total of 25 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 Sindaco) 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) 35% 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 look 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 AADINIA, but the problem will right itself when the war is over though, even now, it could be eased if equipped 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 Soula Magistrate Superior 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 CAGLIARI Province are far above the average. SASSARI 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 "denounce" the parents

it was anticipated that the (11) group would be totally inadequate and conditions would become chaotic unless the local authorities either built further schools or requisitioned extra accommodation.

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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 "denude" 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:

(1) 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 southeast, 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 Sindacatos 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.

(11) Text Books

As the Fascist text books ~~were~~ ^{were} to be 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 3,000 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 CAULIARI).

(111) 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 Lira 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 (Quaterni) 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) APPRENTICESHIP

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

(ii) Text Books

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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 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 Cotnam 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 Magistrate 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 teachers 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 village 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 "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.

(e) CONCLUSION

Given a stable Central Government, an overhaul of the officials of the local government, replacement of unsuitable 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. 123

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

A close watch will have to be kept on the Soule Magistrali 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 DAMBILIA 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 village 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 increased made if a better type of person is to be attracted to the profession.

(a) THE GROUP "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.

(c) CONCLUSION

Given a stable Central Government, an overhaul of the officials of the local government, replacement of unsuitable teaching staff and the infusion of a new spirit into the local spirit in DAMBILIA 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 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. PRICE (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 Provveditore Agli Studi who have worked as well as circumstances beyond their control will permit.

G. W. Wagstaff

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

HEADQUARTERS
ALLIED COMMISSION
SARDEGNA REGION

28th February 1945

Reference : EDM/1753

Subject : Education

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

1. During February I visited 15 Village Schools, 2 Elementary Schools and the Scuola Magistrale in CAGLIARI CITY.

VILLAGE SCHOOLS.

These varied from Commune to Commune, their condition largely depending on the Sindaco, e.g. in San Andreafrinus the Sindaco is a School Master and here the children are all either at school or ill. While in another Village the Sindaco has done nothing about absentees.

On the whole the trends referred to in previous Reports continue to be shown in these villages.

CAGLIARI CITY.

Here sufficient accommodation is available to house 50/55% of the children and so school is really on a voluntary basis with the result that actual absenteeism is very low as only those children whose parents wish them to go to school, attend and they are NOT the children of the really poor.

The Scuola Magistrale (the Nursery for Elementary Teachers) appears well run. I was impressed by the type of Pupil and by the Masters.

2. TEXT BOOKS AND QUADERNI.

I am satisfied that all the books imported under the aegis of Allied Commission in July have been actually received by all the Communes and also that the books, so far, imported by Signor DESSI have been fairly distributed and are being sold at the marked prices.

Even the few quaderni so far received appear to have been got out to the villages.

3. SCHOOL LUNCHES.

This is a slow process but at present (11) Communes in CAGLIARI and (8) in NUORO are actually providing food and I have been assured that during March that a large number more will be organised. I have no return from SASSARI Province.

1202

1. During February I visited 13 Village Schools, 2 Elementary Schools and the Scuola Magistrale in CAGLIARI CITY.

VILLAGE SCHOOLS.

These varied from Commune to Commune, their condition largely depending on the Sindaco, e.g. in San Andreafrus the Sindaco is a School Master and here the children are all either at school or ill. While in another Village the Sindaco has done nothing about absentees.

On the whole the trends referred to in previous Reports continue to be shown in these villages.

CAGLIARI CITY.

Here sufficient accommodation is available to house 50/55% of the children and so school is really on a voluntary basis with the result that actual absenteeism is very low as only those children whose parents wish them to go to school, attend and they are NOT the children of the really poor.

The Scuola Magistrale (the Nursery for Elementary Teachers) appears well run. I was impressed by the type of Pupil and by the Masters.

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I am satisfied that all the books imported under the aegis of Allied Commission in July have been actually received by all the Communes and also that the books, so far, imported by Signor DESSI have been fairly distributed and are being sold at the marked prices.

Even the few quaderni so far received appear to have been got out to the villages.

3. SCHOOL LUNCHES.

This is a slow process but at present (11) Communes in CAGLIARI and (8) in NUORO are actually providing food and I have been assured that during March that a large number more will be organised. I have no return from SASSARI Province.

On the 27th of February I was present at the distribution of the mid-day meal to the poor school children at the village of FLUMINIMAGGIORE in the Province of CAGLIARI. It was well organised and supervised and only those children that had attended that morning were allowed to participate.

In Class V there had been 14 present (out of 21 inscribed) and only 1 participated, whereas in Class I all queued up. The "less poor" go home after school and as in Classes IV and V the really poor do not attend so those who attend in these Classes do not as a rule participate.

/Continued..... 4.

1852

4. YOUTH MOVEMENTS.

In conjunction with the Regional Commissioner I visited a Catholic Esploratores Meeting on Sunday, 18th of February, organised by Sig. Don REALI (the Head of the movement in CAGLIARI) at Sinnai. There were 29 Cagliarians and 20 local boys at the meeting. Some of them had scarves and other distinguishing marks but they were woefully lacking in all forms of uniforms and equipment. (Would it be possible for a small quantity of cloth or material to be sent over here to be made into scarves or some form of distinguishing mark?)

On Friday, 16th of February I visited the "usual Friday Meeting" of the Reparto Savioa held at the Scuola Media Salesiano and found about 70 Esploratores there. I was called upon to make a speech in Italian, which, strange to relate, was understood. This Reparto is divided into (3) Sections, the potential troop leaders and scout masters, the very young or "luigi" and the ordinary Esploratores.

5. GENERAL.

I had a talk with the Vice Rector of SASSARI University, the Rector of CAGLIARI University and the Provveditore agli Studi of NUORO with a view to establishing study groups in the universities and the "Liceo" to study Anglo American institutions, language, customs etc.

The Vice Rector of SASSARI and the Provveditore agli Studi of NUORO have both promised to make a start at once but the Rector of CAGLIARI raised a large number of difficulties. In fact, the latter University has been very backward in organising any type of Students Movement on the excuse that by reason of the bombing there is no spare accommodation available.

6. Footnote.

"Family honesty in SARDINIA"

At one village school, when I enquired about text books, a girl informed me that she has paid 80 Lire for her Class V book (legal price L 38.80). I asked for particulars of the shop she had bought it in and she went home and fetched her mother who confirmed the price stated by the girl and that it had been bought at DESSI BROS (CAGLIARI), the firm entrusted with the distribution of all text books in the Island.

I immediately began to take particulars (because I had been satisfied that all the books were being sold at the legal prices) and on cross examination of the Mother it appears that her Brother-in-Law had bought the book and brought it to them and that they had paid the Brother-in-Law the 80 Lire.

For the Regional Commissioner,

1251

Don REALI

On Friday, 16th of February I visited the "usual Friday meeting" of the Reparto Savioa held at the Scuola Media Salesiano and found about 70 Esploratori there. I was called upon to make a speech in Italian, which, strange to relate, was understood. This Reparto is divided into (3) Sections, the potential troop leaders and scout masters, the very young or "lupi" and the ordinary Esploratori.

5. GENERAL.

I had a talk with the Vice Rector of SASSARI University, the Rector of CAGLIARI University and the Provveditore agli Studi of NUORO with a view to establishing study groups in the universities and the "Liceo" to study Anglo American institutions, language, customs etc.

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At one village school, when I enquired about text books, a girl informed me that she has paid 80 Lire for her Class V book (Legal price L 38.80). I asked for particulars of the shop she had bought it in and she went home and fetched her mother who confirmed the price stated by the girl and that it had been bought at DESSI BEOS (CAGLIARI), the firm entrusted with the distribution of all text books in the Island.

I immediately began to take particulars (because I had been satisfied that all the books were being sold at the legal prices) and on cross examination of the Mother it appears that her Brother-in-Law had bought the book and brought it to them and that they had paid the Brother-in-Law the 80 Lire.

For the Regional Commissioner,

1251

G. F. T. Wasstaff

G. F. T. WASSTAFF.
Captain.
Regional Education Officer.

GFTW/ejs.

HEADQUARTERS
ALLIED COMMISSION
SAKURA, KUMON

25th February 1945

Reference : RM/1755

Subject : Education

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

1. During February I visited 15 Village Schools, 2 Elementary Schools and the Scuola Magistrale in GALLIARI CITY.

VILLAGE SCHOOLS.

These varied from Comune to Comune, their condition largely depending on the Sindaco, e.g. in San Andreatrino the Sindaco is a School Master and here the children are all either at school or ill. While in another Village the Sindaco has done nothing about absentees.

On the whole the trends referred to in previous Reports continue to be shown in these villages.

GALLIARI CITY.

Here sufficient accommodation is available to house 50/55% of the children and so school is really on a voluntary basis with the result that actual absenteeism is very low as only those children whose parents wish them to go to school, attend and they are NOT the children of the really poor.

The Scuola Magistrale (the Nursery for Elementary Teachers) appears well run. I was impressed by the type of Pupils and by the Masters.

2. TRAT BOOMO AND QUADERNI.

I am satisfied that all the books imported under the Regie of Allied Commission in July have been actually received by all the Communes and also that the books, so far, imported by Major BRESSI have been fairly distributed and are being sold at the marked prices.

Even the few quaderni so far received appear to have been got out to the villages.

3. SUNOMI VILLAGES.

This is a slow process but at present (11) Communes in GALLIARI and (8) in SUNOMI are actually providing food and I have been assured that during March that a large number more will be organised. I have no return from SAGSANI Province.

On the 27th of February I was present at the distribution of the

VILLAGE SCHOOLS.

These varied from Comune to Comune, their condition largely depending on the Sindaco, e.g. in San Andreafrino the Sindaco is a School Master and here the children are all either at school or ill. While in another Village the Sindaco has done nothing about absences.

On the whole the trends referred to in previous Reports continue to be shown in these villages.

CADILLANI CITY.

Here sufficient accommodation is available to house 50/55% of the children and so school is really on a voluntary basis with the result that actual absenteeism is very low as only those children whose parents wish them to go to school, attend and they are 100% the children of the really poor.

The Scuola Regiamente (the Nursery for Elementary Teachers) appears well run. I was impressed by the type of Pupils and by the Masters.

2. TEXT BOOKS AND QUADERNI.

I am satisfied that all the books involved under theegis of Allied Comuiseion in July have been actually received by all the Comunes and also that the books, so far, imported by Signor NESSEI have been fairly distributed and are being sold at the marked prices.

Even the few quaderni so far received appear to have been got out to the villages.

3. SCHOOL LUNCHES.

This is a slow process but at present (21) Comunes in CADILLANI and (6) in NUORO are actually providing food and I have been assured that during March that a large number more will be organised. I have no return from SASSARI Province.

On the 27th of February I was present at the distribution of the mid-day meal to the poor school children at the village of TENNIMAGGIORA in the Province of CADILLANI. It was well organised and supervised and only those children that had attended that morning were allowed to participate.

In Class V there had been 14 present (out of 21 inscribed) and only 1 participated, whereas in Class I all queued up. The "less poor" go home after school and as in Classes IV and V the really poor do not attend so those who attend in these Classes do not as a rule participate.

/Continued.....

1850

4. YOUTH MOVEMENTS.

In conjunction with the Regional Commissioner I visited a Catholic Explorators Meeting on Sunday, 18th of February, organised by Sfr. Don REALI (the Head of the movement in CAGLIARI) at Sinnai. There were 29 Omelianians and 20 local boys at the meeting. Some of them had scarves and other distinguishing marks but they were woefully lacking in all forms of uniforms and equipment. (Would it be possible for a small quantity of cloth or material to be sent over here to be made into scarves or some form of distinguishing mark?)

On Friday, 16th of February I visited the "usual Friday Meeting" of the Reparto Saviole held at the Scuola Media Salesiano and found about 70 Explorators there. I was called upon to make a speech in Italian, which, strange to relate, was understood. This Reparto is divided into (3) Sections, the potential troop leaders and scout masters, the very young or "Lupi" and the ordinary Explorators.

5. GENERAL.

I had a talk with the Vice Rector of SASSARI University, the Rector of CAGLIARI University and the Provveditore agli Studi of NUORO with a view to establishing study groups in the universities and the "Liceo" to study Anglo American institutions, language, customs etc.

The Vice Rector of SASSARI and the Provveditore agli Studi of NUORO have both promised to make a start at once but the Rector of CAGLIARI raised a large number of difficulties. In fact, the latter University has been very backward in organizing any type of Students Movement on the excuse that by reason of the bombing there is no spare accommodation available.

6. Footnote."Family honesty in SARDINIA."

At one village school, when I enquired about text books, a girl informed me that she has paid 80 Lire for her Class V book (legal price L 35.00). I asked for particulars of the shop she had bought it in and she went home and fetched her mother who confirmed the price stated by the girl and that it had been bought at DESSI BROS (CAGLIARI), the firm entrusted with the distribution of all text books in the Island.

I immediately began to take particulars (because I had been satisfied that all the books were being sold at the legal price) and on cross examination of the Mother it appears that her Brother-in-law had bought the book and brought it to them and that they had paid the Brother-in-law the 80 Lire.

For the Regional Commissioner,

1249

Wagstaff

of the Reparto Davico held at the Scuola. I was called upon to make a speech in Italian, which, 70 Esploratori there. This Report is divided into (3) Sections, strange to relate, was understood. The Report is divided into (3) Sections, the very young or "lumi" and the ordinary Esploratori.

5. General.

I had a talk with the Vice Rector of SASSARI University, the Rector of CAGLIARI University and the Provveditore agli Studi of NUORO with a view to establishing study groups in the universities and the "liceo" to study Anglo American institutions, languages, customs etc.

The Vice Rector of SASSARI and the Provveditore agli Studi of NUORO have both promised to make a start at once but the Rector of CAGLIARI raised a large number of difficulties. In fact, the latter University has been very backward in organizing any type of Students Movement on the excuse that by reason of the bombing there is no spare accommodation available.

6. Footnote.

"Family honesty in SARDINIA"

At one village school, when I enquired about text books, a girl informed me that she has paid 80 Lire for her Class V book (legal price L. 38.80). I asked for particulars of the shop she had bought it in and she went home and fetched her mother who confirmed the price stated by the girl and that it had been bought at ASSISI 2203 (CAGLIARI), the firm entrusted with the distribution of all text books in the island.

I immediately began to take particulars (because I had been satisfied that all the books were being sold at the legal prices) and on cross examination of the Mother it appears that her Brother-in-law had bought the book and brought it to them and that they had paid the Brother-in-law the 80 Lire.

For the Regional Commissioner,

1349

Wagstaff

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

GFW/ajs.

7/2.30

Region 6
SicilyHEADQUARTERS
ALLIED COMMISSION FOR SARDINIA

Cagliari, 10 Feb 44

TO : Acting Deputy Educational Adviser of the Allied
Control Commission

FROM : Education Officer, Region 6

SUBJECT : Opening of Schools

REFERENCE: Educ/1751

1. Lt Col Dobos delivered the material which you so kindly sent to me. I most sincerely appreciate your thoughtfulness in the matter, and I can assure you that the material will be used to good advantage.

2. We have been on the Island just a little over three weeks, and in that length of time we have not been able to do much more than get our bearings and discover some of the basic problems connected with the schools. A general survey is now under way through which we hope to get an accurate picture of the situation as at the opening of the school term. Schools of all types are open in each of the three Provinces of Cagliari, Nuoro and Sassari. One of our pressing problems is to secure adequate facilities for the elementary schools, since many of the buildings are now occupied by troops. Some schools have been operating for three weeks while others are being opened from time to time as conditions permit.

3. I am glad to know that there will be available relatively soon, a complete series of elementary school textbooks. Just as soon as I can secure from the three Provveditori Agli Studi an estimate of the number of books desired, I shall inform you. You will be interested in learning that in the Province of Nuoro, a committee of teachers, headed by the Provveditore, has prepared a list of deletions for the elementary school textbooks now available. This list is almost identical with that which you sent to me.

4. Your suggested conference at Naples with Lt Col Cayre will prove most helpful. It seems that it would be possible to

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attend, assuming that it is not called before the latter part of the month or the first of the next month. We are anxious to have our practices and procedures conform to those of the other Regions.

5. Your cordial greetings are appreciated. We are looking forward with pleasure to seeing you in the near future.

For the Regional Allied Commissioner:

Walter L. Collins

WALTER L. COLLINS
Major, Education
Officer, A.C.C.

WLC/tcs

74/230

SITUAZIONE SCOLASTICA DELLA PROVINCIA DI NUORO
PER LE SCUOLE ELEMENTARI E SECONDARIE
ANNO 1943-1944.

Scuole Elementari

Maschili	193	Coperte da titolari	542
Femminili	193	Vacanti	226
Miste	382		
Totale	<u>768</u>		

Sedi scolastiche	139
Funzionanti nell'anno 1943-1944	131
Rimaste chiuse	8

Le scuole elementari hanno funzionato regolarmente dal febbraio sino al 15 luglio, nelle sedi dove è stato possibile usufruire o degli edifici scolastici o di aule sparse, prese in affitto in case private. In otto sedi, tra le più frequentate della provincia, non hanno funzionato affatto, per mancanza dei locali, occupati dall'Autorità Militare. (Nuoro, Borgoli, Oliena, Bitti, Bolotana, Barisardo, Borghese, Mamolada).

Negli immobili adibiti ad uso scolastico, non si è verificato alcun danno per cause belliche. I locali occupati dai militari hanno subito dei danni facilmente riparabili; quelli rimasti liberi sono, in complesso, in buono stato, eccetto in qualche sede dove, per la cattiva costruzione o insufficiente manutenzione, hanno bisogno di riparazioni.

In tutti i locali lasciati liberi dai militari è stata praticata la disinfezione e la successiva disinfestazione.

Il numero degli alunni ritiratisi entro il 11 marzo è stato, in media, del 4%; si è notata, però, una minore frequenza rispetto allo scorso anno, determinata dai seguenti motivi: 1246

- Condizioni di vita (mancanza di cibo, di vesti, di scarpe)
- Utilizzazione - da parte dei genitori - dei figli piccoli per lavori campestri o custodia di bestiame.

In mancanza del libro di Stato - vietato dal Ministero - gli insegnanti hanno fatto letture in classe più frequenti, ed hanno supplito dettando e con esercitazioni alla lavagna. Il materiale di cancelleria è stato scarso ma non è mancato completamente.

Condizioni igieniche : abbastanza buone (i soliti casi di malaria ed influenzali che si verificano annualmente). Più che negli anni precedenti, malattie cutanee dovute, in parte, alla mancanza di sapone (sabbi, etc). Gli insegnanti, in generale, hanno osservato l'obbligo della residenza, meno due direttori didattici e diversi maestri, per particolari condizioni familiari. Gli esami della sessione estiva hanno avuto luogo in tutte le sedi, regolarmente, nei periodi fissati dal Ministero.

Proposte: Dato l'aumento della popolazione scolastica, si proporrà la istituzione di nuove scuole elementari per l'anno scolastico 1944-45 nei seguenti luoghi :

Circoscrizioni scolastiche di Nuoro		Bosa	1 classe
		Cagliari	1 classe
" " 8 Lanusei		Lanusei	1 classe
		Socolla	1 classe
		Kuragus	1 classe
		Serri	1 classe
		Gadoni	1 classe

Funzionamento degli Istituti di Istruzione media

Hanno funzionato tutti, ad eccezione della R. Scuola di avviamento di Nuoro e del R. Corso annuale di Isili, perchè i locali, occupati dall'Autorità militare, non sono stati restituiti alla scuola.

Lezioni iniziate il 15 febbraio (in qualche scuola il primo marzo, per indisponibilità dei locali) e terminate il 15 luglio.

Popolazione scolastica più numerosa dell'anno precedente.

Nessun danno negli edifici, per cause belliche.

Gli alunni si sono serviti dei libri di testo in uso nel 1942-43, giovandosi del reciproco scambio o dell'acquisto dei libri ancora esistenti nelle librerie.

1245

Gli insegnanti, dato il tempo ristretto a loro disposizione, hanno svolto il programma soltanto nelle parti fondamentali e ridotto la quantità degli autori in programma.

Gli insegnanti hanno osservato l'obbligo della residenza

Gli Istituti esistenti corrispo dono alle esigenze culturali ed economiche della zona.

Condizioni Igieniche: buone.

E' da notare, in tutti questi Istituti della provincia di Nuoro, la scarsenza di insegnanti titolari e, di conseguenza, cattedre importanti risultano affidate a persone appena laureate ed anche a studenti non solo inesperti ma anche con scarso senso di responsabilità. Nelle scuole e corsi di avviamento, tutto il personale risulta sornito del titolo prescritto.

Organico degli Insegnanti

Istruzione classica:

- a) R. Liceo-Ginnasio di Nuoro
No. 2 titolari
- b) R. Ginnasio di Bosa
Nessun titolare
- c) R. Istituto Magistrale di Nuoro
No. 2 titolari
(Disegno-Musica accanto)

Istruzione Tecnica:

- a) R. Istituto Tecnico-Commerciale di Nuoro.
No. 1 titolare
- b) R. Istituto Tecnico-Commerciale di Macomer
Nessun titolare.
- c) R. Scuole di Avviamento
(Nuoro - Macomer - Bosa)
No. 1 insegnanti di lettere a Nuoro
No. 2 istruttori pratici (Nuoro e Macomer)
No. 1 istruttrice pratica a Nuoro.
- d) R. Corsi di Avviamento:
(Dorgali, Lanusei, Lughieri, Fonni, Ierzu, Isili)
No. 1 insegnante di materie tecniche a Lanusei

Istruzione Media :

- a) R. Scuola Media di Nuoro
su 16 cattedre di lettere,

soltanto 8 occupate dai titolari; delle altre discipline nessun titolare

b) R. Scuola Media di Macomer
Nessun titolare

c) R. Scuola Media di Bosa
Nessun titolare

Vacanti le seguenti Presidenze:

R. Istituto Tecnico di Nuoro e Macomer
R. Ginnasio di Bosa

Le tre direzioni delle Scuole di Avviamento

Proposte: Nominare e destinare alle rispettive sedi Presidi ed insegnanti titolari, esaudendo, così, un vivissimo e costante desiderio dei padri di famiglia.

Traformazione del R. Istituto Tecnico di Macomer da commerciale per Ragionieri in Istituto per Geometri, che manca nella provincia.

Suppressione dei R. Corsi di Avviamento perchè praticamente poco frequentati e, per di più, costosi.

F.to Prof. Elena Porru
del R. Istituto Tecnico-commerciale
"Duca degli Abruzzi", Roma

Roma 1-11-1944

(Indirizzo di casa: Corso d'Italia 92, Roma)

1243

